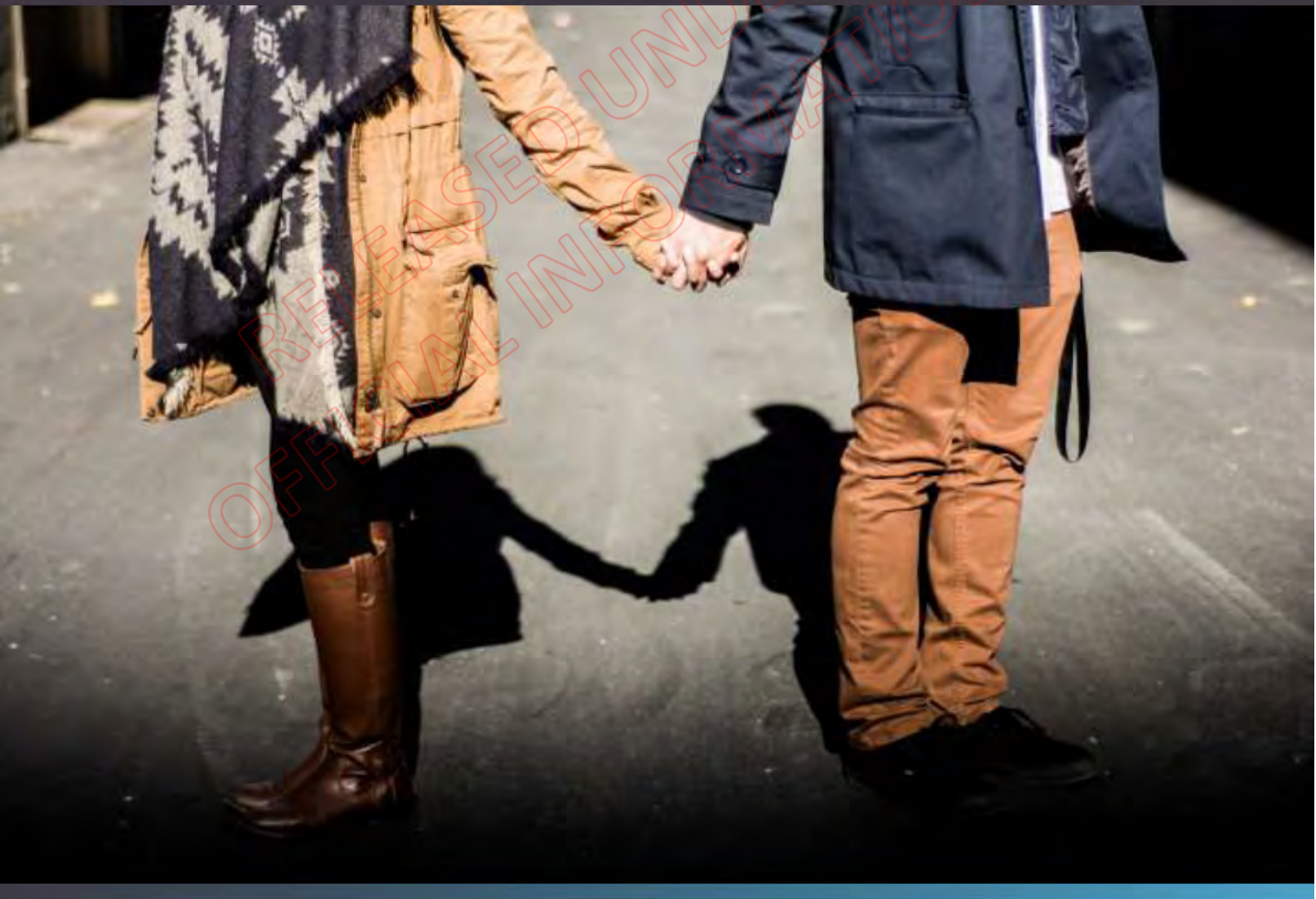




NEW ZEALAND
IMMIGRATION

Partnership-based Temporary visa

Facilitator guide



MINISTRY OF BUSINESS,
INNOVATION & EMPLOYMENT
HĪKINA WHAKATUTUKI

New Zealand Government

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Table of contents

Introduction	2
Preparation	3
Designation and authorisation assessment	5
How to use this guide.....	7
Course outline	8
Welcome and introduction to Partnership-based Temporary visa.....	10
Unconscious bias	18
Case study one.....	21
Review day one	29
Day two – Case study two	30
Case study three	38
Review day two	44
Day three - Live applications with TA - session one	45
Review day three	46
Day four - Live applications with TA – session two	47
Review day four.....	48

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Introduction

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

Purpose

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

Learning outcomes

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

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

Audience

This course has been developed for immigration officers that will be processing applications under the Partnership-based Temporary visa pathway.

Course duration

4 days

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Preparation

Prerequisites

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

Availability of Technical Advisor

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

Required course resources

- Facilitator computer and projector
- Participant computers
- Pens and whiteboard markers
- Case study files
- Partnership-based Temporary 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 the PowerPoint presentation and online information about Partnership-based Temporary visa, 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 pathway learning by:

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

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

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

The learning facilitator and technical advisor must be in agreement about a learner's overall performance in meeting the learning outcomes for their specific visa pathway 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 Partnership-based Temporary visa, and is laid out as follows:

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

How to use the Partnership-based Temporary visa PowerPoint

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

- key points for the facilitator to talk to
- instructions for how learners can navigate to online information relating to a topic
- case study questions for the learners.

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

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

Course outline

Time	Topic
DAY ONE: 6 hours 15 minutes	
1 hour 35 minutes	Welcome and introduction to Partnership-based Temporary visas Purpose: To understand what the Partnership-Based Temporary visa is, the process for applying, and the tools used to process applications.
45 minutes	Unconscious bias Purpose: To understand how unconscious bias can impact on the processing of visa applications and to learn practical ways to reduce the impact of unconscious bias.
3 hours 25 minutes	Case study one Purpose: To learn and have practical experience applying the processes and procedures that support an immigration officer to decide on Partnership-Based Temporary visa applications.
30 minutes	Review day one Purpose: To help consolidate learning from the course so far.
DAY TWO: 6 hours 5 minutes	
2 hours 35minutes	Case study two Purpose: To gain practical experience and apply the processes and procedures which supports an immigration officer to decide on Partnership-based Temporary visa applications.

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

Welcome and introduction to Partnership-based Temporary visa

Topic outcomes

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



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



Topic resources



- Facilitator computer and projector
- Partnership-based Temporary visa PowerPoint
- Participant computers
- Printed copy of Partnership-based Temporary visa PowerPoint for each learner
- Case study one



Lesson plan

Time	Topic	Resource	Your notes
	Remind learners they can note any key points in their Learning Journal throughout the workshop.	Learning Journal	
10 minutes	Course welcome Show slide 2 Tell learners:	Printed copy of PowerPoint for each learner	

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> • How the course is structured and the topics that will be covered. • The time that you will be taking breaks (morning, lunch and afternoon tea breaks and what time the day finishes; ensure you cover this point at the beginning of each day). • Site specific health and safety emergency procedures <p>Course structure and topics covered Use the Course Outline as a reference as you provide learners with an overview of how the course is structured and the topics that will be covered. Explain that they will first work on the case studies in pairs, and then individually once they have gained confidence.</p>	 <p>Slide 2</p>	
15 minutes	<p>Overview of visas based on partnership Allows learners five minutes to navigate and explore the information about partners on the INZ website.</p> <p>Explain that this is so they become familiar with where they may find information about partnership and the requirements for partnership-based visas as a starter.</p> <p>Ask the class to brainstorm key points about visas based on partnership and write these on the whiteboard.</p> <p>Exploring information about partners:</p> <ul style="list-style-type: none"> • Go to https://www.immigration.govt.nz/new-zealand-visas • Click Apply for a visa. • Select Tools and information for meeting criteria 	 <p>Slide 3</p>	<p>Information about partners: https://www.immigration.govt.nz/new-zealand-visas/apply-for-a-visa/tools-and-information/support-family/partnership</p>

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> • Select Support family • Click Partnership (and explore) • Click Work visa holder supporting family (and explore) • Click Student visa holder supporting visas for family (and explore). 		
10 minutes	<p>What is a partnership? Show slide 5</p> <p>Briefly explain how partnership is defined (E4.1.20, E4.5.15)</p> <p>Ask: <i>What are the requirements in terms of age and relatedness?</i></p> <p>Explain that we will be examining partnership requirements in more details when we work through the case studies.</p> <p>Age and relatedness Must be aged 18 or over, or if they're aged 16 or 17 years, have the consent of their parents or guardians and are not close relatives as defined in the Marriage Act 1995 and Civil Union act 2004.</p>	 <p>Slide 4</p>	<p>E4.1.20 Definition of partner</p> <p>E4.5.15 Minimum requirements for recognition of partnership</p>
10 minutes	<p>Critical Requirements Show slide 4</p> <p>Provide a brief overview of the main requirements for partnership and explain that we will be looking at these more in depth as we progress through the case studies</p>	 <p>Slide 5</p>	

Time	Topic	Resource	Your notes
60 minutes	<p>Partnership: temporary entry visa</p> <p>Show slide 6</p> <p>Provide an overview of the categories of partnership applications. Allow learners five minutes to complete the activity.</p> <p>Activity:</p> <ol style="list-style-type: none"> Operational Manual List the work visa types that do not allow a person to apply on the basis of partnership? 	 <p>Slide 6</p>	<p>V3.10 Partners and dependent children of student or work visa holders</p> <p>V3.15 Partners of New Zealand citizens or residence class visa holders</p> <p>V3.35 Entry to New Zealand for the purpose of culturally arranged marriage</p> <p>WF4.1 Who is eligible for a special work visa</p> <p>WF2 Partners of New Zealand citizens or residence class visa holders</p> <p>WF3 Special work visas for partners of holders of work visas...</p>
15 minutes	<p>Types of visa that can be applied for</p> <p>Show slide 7 and slide 8</p> <p>In pairs, allow ten minutes to complete the activity.</p> <p>Ask the class for feedback on the key differences between visa types.</p> <p>Ask pairs to report back.</p> <p>Activity:</p> <ol style="list-style-type: none"> Go to https://www.immigration.govt.nz/new-zealand-visas Click Already have a visa Click Bring a family member or partner to NZ 	 <p>Slide 7</p>	

Time	Topic	Resource	Your notes
	<ol style="list-style-type: none"> 4. Click Explore visa options to have family join you 5. Select Partner from the drop-down 6. Select A work or study visa from the drop-down 7. Select any country 8. Click Display options 9. Select up to 3 visa types at a time to compare details 10. Select View. <p>Use the <i>Explore the options</i> tool to gather information to complete table on next slide (show slide 8).</p>	 <p>Slide 8</p>	
10 minutes	<p>How does an immigration officer assess a Partnership-based temporary visa application?</p> <p>Show slide 9</p> <p>Briefly explain the INZ tools used when assessing applications.</p> <p>Ask learners to navigate to each tool so that they know how to access them.</p> <p>Tools</p> <ul style="list-style-type: none"> • Global Process Manual • Visa Assessment Tools • Operations Manual <p>Instructions for accessing tools:</p>	 <p>Slide 9</p>	<p>Visa Assessment Tools: http://thelink/content/inzkit/Pages/verifying-and-assessing.aspx</p> <p>Operational Manual: http://inzkit/publish/opsmanual/#46512.htm</p>

Time	Topic	Resource	Your notes
	<p>On The Link go to About us, then Our groups, select Immigration New Zealand, Resources, then click INZkit to access the following:</p> <ul style="list-style-type: none"> • Global Process Manual – From Processing applications click on View. • Visa Assessment Tool (VAT) – From Verifying and assessing, scroll down and click Dependant / Partner / Partnership Visa Assessment Tool. • Operations Manual - click Temporary entry class visas. 		
15 minutes	<p>Overview of the Application Forms – Partnership-based Temporary Visa Application (INZ1198) and Form for Partners Supporting Partnership-Based Temporary Entry Applications (INZ1146).</p> <p>Hand out first case example</p> <ul style="list-style-type: none"> • Provide an overview of the Application Forms, by explaining what each section in the form is used for (further information about the sections can be found in the Partnership-Based Temporary Visa Guide 1199). • Explain the differences between a paper-based and electronic form, including different section heading and order and ability to upload attachments. <p>Partnership-based Temporary Visa Application (INZ1198) Sections</p> <ul style="list-style-type: none"> • Section A: Personal details. In this section the applicant provides information about their identity. It is accompanied by proof of identity documents (passport). 	Case study one	<p>Partnership-Based Temporary Visa Guide (INZ 1199):</p> <p>https://www.immigration.govt.nz/new-zealand-visas/apply-for-a-visa/tools-and-information/forms-guides-and-checklists/@@resource_summary/422ad68f9e7c47388975ce0a49fb02a6</p>

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> • Section B: Contact details. Includes fields for information about advisers can be person who assists with application; eg lawyer, immigration adviser, translator, friend or family member. • Section C: Health. Includes fields for information about maternity health services requirements and funds or sponsorship if these services are required. The applicant provides information and evidence about meeting ASH standards. (Refer to Health Requirements leaflet (INZ1121). • Section D: Principal Applicant's Character. Includes declaration of any character issues. This section includes requirements for providing Police Certificate. • Section E: Applicants for partnership visa • Section F: Applicants for a visitor visa for the purpose of a culturally arranged marriage. • Section G: Declaration. To be signed by applicant. • Section H: Immigration Adviser's details. • Section I: Declaration by person assisting the applicant. • Section J: Paying the application fee and immigration levy. <p>Form for Partners Supporting Partnership-based Temporary Visa Application (INZ1146) Sections</p> <ul style="list-style-type: none"> • Section A: Principal Applicant's details. 		

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> • Section B: Your details. Details of the person who is supporting the application. • Section C: Eligible sponsor requirements under our Residence – Partnership instructions – section to be completed by partners who are New Zealand citizens or residence class visa holders. • Section D: Culturally arranged marriage requirements. • Section E: Declaration by person supporting an application. • Section F: Immigration Adviser’s details. • Section G: Declaration by person assisting the New Zealand partner. 		

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Unconscious bias

Topic outcomes



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



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

Topic resources

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

Lesson Plan

Time	Topic	Resource	Your notes
15 minutes	<p>Facilitated session –Unconscious bias</p> <p>Explain that you will be showing three slides showing different relationships and as you do so ask learners to reflect on their thoughts and feelings and whether they notice either negative bias or affinity bias.</p> <p>Briefly show slides 10, 11 and 12.</p> <p>Ask the class how unconscious bias might impact on their day-to-day work processing of partnership-based visa applications.</p>	 <p>Slide 10</p>  <p>Slide 11</p>	<p>Country specific information in Verification Toolkit http://inzkit/publish/vt/#40209.htm</p> <p>NZ Herald article https://www.nzherald.co.nz/lifestyle/news/article.cfm?c_id=6&objectid=11527493</p>

Time	Topic	Resource	Your notes
	<p>Discuss the article. Cultural and age differences are risk factors.</p> <ul style="list-style-type: none"> We must be fair and take a holistic view in assessing the couple's relationship. Reminder to choose wording carefully. https://www.nzherald.co.nz/lifestyle/news/article.cfm?c_id=6&objectid=11527493 Ask what Immigration Instruction specifically addresses unconscious bias (A1 Fairness and Natural Justice, A.10 Bias). Ask the class how they can reduce the impact of unconscious bias in their day-to-day work (A1.15 Practical steps towards achieving fairness and natural justice in decision-making – see link in the 'Your notes' column) for possible answers. Include in the discussion the importance of being aware of actual risk as identified by INZ. Common risks are identified using the triage system. <p>Show slide 13</p> <p>Discuss common partnership risks.</p> <ul style="list-style-type: none"> Explain that information relating to specific partnership risks can be found in the Verification Toolkit under the risk rating tab will specify risks and direct you to the country profiles. Officers must still be aware of risks that aren't generic and triggered as a rule. 	 <p>Slide 12</p>  <p>Slide 13</p>	<p>A1.15 Practical steps towards achieving fairness and natural justice in decision-making: http://inzkit/publish/opsmanual/#35022.htm</p> <p>Note: Remember, risk factors and risk rules are merely a guide – officers are still responsible for using their fair and holistic judgement. This includes being able to assess when a risk factor is sufficiently mitigated by other factors presented in an application.</p>

Time	Topic	Resource	Your notes
	<p>Allow learners five minutes to explore the information in the Verification Toolkit.</p> <p>Discuss appropriate wording when communicating with clients.</p> <p>Direct learners when they have time to complete the Including the Rainbow Community module at Learn@MBIE. This should take approximately 15 minutes.</p>		

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Case study one

Topic outcomes


By the end of this topic, learners will be able to follow the end-to-end process when assessing a Partnership-Based Temporary Visa application.



Topic resources


- Facilitator computer and projector
- Participant computers
- Partnership-Based Temporary Visa PowerPoint
- Case study one



Lesson Plan




Time	Topic	Resource	Your notes
5 minutes	<p>Introduction</p> <p>We are going to learn the steps for processing a Partnership-Based Temporary Visa application by applying the topics to a number of case studies.</p> <p>Hand out case study one</p> <ul style="list-style-type: none">• Triaged Risk Level: Low• Visa Type: Work• Dependency Type: Partner• Partner Status: NZ Citizen or Resident• Principle Applicant name: 9(2)(a)• Supporting Partner name: 9(2)(a)	Case study one	<p>Note: Ask learners, when answering questions about the case study, to summarise and pick out key points from the source information rather than quoting word-for-word, for example, from the Operations Manual.</p>



Time	Topic	Resource	Your notes
15 minutes	<p>Risk review</p> <ul style="list-style-type: none"> • Explain that one of the first things you do when assessing an application is check the risk rating and then look for alerts/warnings in AMS. • Walk through the process for checking for alerts in AMS. <p>Risk ratings The first thing you should do is initiate the risk assessment to determine the risk rating. If the risk rating is low then it is expected that the assessment will be relatively straightforward. If the risk rating is higher than low, then you'll need to do additional verification of some kind to mitigate it.</p>		
15 minutes	<p>Identity, health and character</p> <p>Show slide 14</p> <p>As a recap, ask the class:</p> <ul style="list-style-type: none"> • What are the documents that we need to check to confirm Identity? • Why do we assess Health (A4)? • Why do we assess Character (A5)? <p>Allow 10 minutes to answer the questions.</p> <p>Ask a pair to report back.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What information has 9(2)(a) provided in relation to identity? 	 <p>Slide 14</p>	

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> • What information has 9(2)(a) provided in relation to character? • What information has 9(2)(a) provided in relation to health • Is there any information missing? 		
20 minutes	<p>Assessing the supporting partner</p> <p>Show slide 15</p> <p>Allow 10 minutes to answer the questions.</p> <p>Ask a pair to report back.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What evidence has 9(2)(a) provided to show her status as a citizen or resident? • Do you have any concerns in relation to her character (E7.45) or eligibility to support her partner (WF2.5)? 	 <p>Slide 15</p>	<p>E7.45 Character requirements for partners supporting 'partnership-based temporary entry applications'</p> <p>WF2.5 Eligibility of Supporting Partners</p>
15 minutes	<p>Partnership evidence – Fourfold test</p> <p>Show slide 16</p> <ul style="list-style-type: none"> • Explain the Fourfold test. • As a recap, ask the class to brainstorm types of acceptable evidence (E4.5.35, specifically E4.5.35.d). • Write answers on the whiteboard. <p>Fourfold test:</p>	 <p>Slide 16</p>	

Time	Topic	Resource	Your notes
	<p>Satisfactory and sufficient proof (from documents, other corroborating evidence, or interviews) must show that all four elements have been met.</p> <ul style="list-style-type: none"> • 'Credibility': the principal applicant and the partner both separately and together, must be credible in any statements made and evidence presented by them. • 'Living together': the principal applicant and partner must be living together unless there are genuine and compelling reasons for any period(s) of separation (see E4.5.35(f) and E4.5.35(g) below). Discuss E4.5.30 what is not defined as living together. • 'Genuine partnership': the principal applicant and partner must both be found to be genuine as to their: <ul style="list-style-type: none"> ○ reasons for marrying, entering a civil union or entering into a de facto relationship; and ○ intentions to maintain a long term partnership exclusive of others. • 'Stable partnership': the principal applicant and partner must demonstrate that their partnership is likely to endure. 		
35 minutes	<p>Partnership evidence – Genuine and stable</p> <p>Show slide 17</p> <p>Allow pairs 20 minutes to answer the questions.</p> <p>Ask for a pair to report back on one (or more) of the questions.</p> <p>Questions:</p>	 <p>Slide 17</p>	

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> Are you satisfied that 9(2)(a) [redacted] are in a genuine and stable* relationship? What are the reasons for your answer? <p>*Discuss error in VAT – financial interdependence is one of the factors to establish genuine/stable relationship. It is not one of the ‘fourfold test’. It is not critical to the approval of an application.</p>		
15 minutes	<p>Partnership evidence – living together</p> <p>Show slide 18</p> <p>Allow pairs 10 minutes to answer the questions. Ask for a pair to report back on one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> Are you satisfied that 9(2)(a) [redacted] are living together? What period of time does the evidence cover? 	 <p>Slide 18</p>	
20 minutes	<p>Partnership evidence - credible</p> <p>Show slide 19</p> <p>Allow pairs 10 minutes to answer the questions. Ask for a pair to answer one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> Are you satisfied the relationship is credible? Are there any inconsistencies in the information provided? 	 <p>Slide 19</p>	

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> What are the reasons for your answer? 		
20 minutes	<p>Partnership requirements Show slide 20 Allow pairs 10 minutes to answer the questions. Ask for a pair to report back on one (or more) of the questions.</p> <p>Question: Are you satisfied that the partnership meets the requirements for recognition of partnership (E4.5.15 / F2.15).</p>	 <p>Slide 20</p>	
20 minutes	<p>Risk assessment Show slide 21 In pairs, allow 10 minutes to answer the questions. Ask a pair to answer one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> Do you need to take any actions to mitigate risk? If so, what actions have you taken? 	 <p>Slide 21</p>	
20 minutes	<p>Bona fides Show slide 22 As a recap ask the class:</p> <ul style="list-style-type: none"> Why do we assess bona fides (E5.5)? What's the definition of bona fides (E5.1)? 	 <p>Slide 22</p>	

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> • What do we check to determine whether a person is a bona fides applicant (E5.10)? <p>Discuss IAC 13/09. Assess partnership before bona fides as this is their intent.</p> <p>In pairs, allow 10 minutes to answer the questions.</p> <p>Ask a pair to answer one (or more) of the questions.</p> <p>Walk through the process for checking and recording bona fides in AMS.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Does 9(2)(a) show a genuine intent to stay in New Zealand for a lawful purpose (E5)? • What are the reasons for your answer? 		
25 minutes	<p>Determining the application</p> <p>Show slide 23</p> <p>Explain the flowchart about duration of visas for partners of New Zealand citizens/residents.</p> <p>Show slide 24</p> <p>In pairs, allow 10 minutes to answer the questions.</p> <p>Ask a pair to answer one (or more) of the questions.</p> <p>Questions:</p>	 <p>Slide 23</p> 	

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none">• Have all the requirements for the Partnership-Based Temporary Visa been met?• If so, what duration would you grant the visa for?• If not, list the requirements and the reasons why they have not been met?	Slide 24	

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Review day one

Topic outcomes

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

Topic resources

Whiteboard markers

Lesson plan

Time	Topic	Resource	Your notes
30 minutes	<p>Use this session as an opportunity to answer any questions learners may have as a result of the day's learning.</p> <p>Do class brainstorm on their key learnings from today. You can use the following topics to help generate ideas.</p> <ul style="list-style-type: none">• What is a partnership?• Partnership evidence.• The fourfold test.• Visa categories.• Visa types.• Who can apply? <p>Provide an overview of tomorrow, ie we will be working on further case studies first in pairs and then individually.</p>	Whiteboard and markers	

Day two – Case study two

Topic outcomes


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

Topic resources


- Facilitator computer and projector
- Participant computers
- Partnership-based Temporary Visa PowerPoint
- Case study two



Lesson plan




Time	Topic	Resource	Your notes
5 minutes	<p>Organise class into pairs (see note: in the 'Your notes' column).</p> <p>Hand out Case file two</p> <ul style="list-style-type: none">• Triaged Risk Level: Low• Visa Type: Visitor• Dependency Type: Work Visa Holder• Partner Status: Essential Skills work visa valid for one year (low skilled)• Principle Applicant name: 9(2)(a) [REDACTED]• Supporting Partner name: 9(2)(a) [REDACTED]	Case study two	<p>Note: Consider reorganising your pairs so that more confident learners are paired with those that require extra support.</p> <p>Note: Remind learners, when answering questions about the case study, to summarise and pick out key points from the source information rather than quoting word-for-word.</p>



Time	Topic	Resource	Your notes
5 minutes	<p>Risk rating</p> <p>6(c) of the OIA</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>		
10 minutes	<p>Check the Adviser is licenced</p> <p>Explain That applications put forward on behalf of another person by an unlicensed immigration adviser should not be accepted, unless the immigration adviser is exempt under the Immigration Advisers Licensing Act 2007. (A18)</p> <p>Show how to check that an advisor is licensed—check with INZ Advisers Authority.</p> <p>Show where to find contacts and add an adviser into contacts for an application in AMS.</p>		<p>INZ Advisers Authority</p> <p>https://iaa.ewr.govt.nz/PublicRegister/Search.aspx</p>
10 minutes	<p>Identity, health and character requirements</p> <p>minutesPop Quiz</p> <p>Q). What documents do you need to verify when checking identity?</p> <p>A). <i>Certified copy of current passport.</i></p> <p>Q). From what age do people named on an application need to provide a police certificate?</p> <p>A). <i>Aged 17 years or older.</i></p>	 <p>Slide 25</p>	


Time	Topic	Resource	Your notes
	<p>Q). When does a police certificate need to be provided for a temporary visa? <i>A). When they intend a stay in New Zealand for 24 months or more, including time already spent (cumulative time spent on previous stays and the intended period of time if their current application is granted).</i></p> <p>Q). How recent should medical evidence (such as medical certificates and X-rays) be at the time of assessment? <i>A). Less than three months old at the date of the application or provided previously within 36 months and was ASH.</i></p> <p>Q). What is the role of the MA? <i>A). Examine medical and x-ray certificate and give opinion on probability of applicant being ASH. This includes giving a likely cost for prognosis and treatment.</i></p> <p>Q). What is the role of the HAT? <i>A). They manage a medical examination from when it starts to the outcome stage.</i></p> <p>Q). When should you re-open a health case on IHS? <i>A). Where the previous assessment was ASH with conditions, or there is new adverse health information, or they need a different health assessment type i.e. limited vs general.</i></p>		

Time	Topic	Resource	Your notes
	<p>Show slide 25</p> <p>Allow pairs 5 minutes to answer the question. Ask a pair to report back.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What information has 9(2)(a) provided in relation to identity? • What information has 9(2)(a) provided in relation to character? • What information has 9(2)(a) provided in relation to health? • Is there any information missing? 		
25 minutes	<p>Assessing the supporting partner</p> <p>Show slide 26</p> <p>Allow 15 minutes to answer the questions. Ask a pair to report back on one (or more of the questions).</p> <p>Questions:</p> <ul style="list-style-type: none"> • What visa does 9(2)(a) hold? • Is 9(2)(a) eligible to support the application? • What are the reasons for your decision? <p>Note to facilitator: As 9(2)(a)'s essential skills visa was assessed as low-skilled, V3.10(a) and (b) stipulates that partners of people granted an Essential Skills work visa where the employment has been assessed</p>	 <p>Slide 26</p>	<p>V3.10 Partners and dependent children of student or work visa holders</p>

Time	Topic	Resource	Your notes
	as lower skilled are not eligible for the grant of a visas under these instructions unless V3.10.1 applies.		
20 minutes	<p>Partnership evidence – Genuine and stable</p> <p>Show slide 27</p> <p>Allow pairs 10 minutes to answer the questions.</p> <p>Ask for a pair to report back on one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are you satisfied that 9(2)(a) are in a genuine and stable relationship? • What are the reasons for your answer? 	 <p>Slide 27</p>	
10 minutes	<p>Partnership evidence – living together</p> <p>Show slide 28</p> <p>Allow pairs 5 minutes to answer the questions.</p> <p>Ask for a pair to report back on one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are you satisfied that 9(2)(a) are living together? • What period of time does the evidence cover? 	 <p>Slide 28</p>	

Time	Topic	Resource	Your notes
15 minutes	<p>Partnership evidence - credible</p> <p>Show slide 29</p> <p>Allow pairs 10 minutes to answer the questions.</p> <p>Ask for a pair to answer one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are you satisfied the relationship is credible? • Are there any inconsistencies in the information provided? • What are the reasons for your answers? 	 <p>Slide 29</p>	
5 minutes	<p>Partnership requirements</p> <p>Show slide 30</p> <p>Allow pairs 5 minutes to answer the questions.</p> <p>Ask for a pair to report back on the questions.</p> <p>Question:</p> <p>Are you satisfied that the partnership meets the minimum requirements for recognition of partnership?</p>	 <p>Slide 30</p>	
10 minutes	<p>Risk assessment</p> <p>Show slide 31</p> <p>In pairs, allow 5 minutes to answer the questions.</p> <p>Ask a pair to answer one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Do you need to take any actions to mitigate risk? • If so, what actions have you taken? 	 <p>Slide 31</p>	

Time	Topic	Resource	Your notes
10 minutes	<p>Bona fides</p> <p>As a recap walk through the process for checking and recording bona fides in AMS.</p> <p>Show slide 32</p> <p>In pairs, allow 5 minutes to answer the question.</p> <p>Ask a pair to answer the question.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Does §(2) of the OIA, 9(2)(a) show a genuine intent to stay in New Zealand for a lawful purpose (E5)? • What are the reasons for your answer? 	 <p>Slide 32</p>	
10 minutes	<p>Determining the application</p> <p>Explain that any visa granted is issued in line with the supporting partner's visa.</p> <p>Show slide 33</p> <p>In pairs, allow 5 minutes to answer the questions.</p> <p>Ask a pair to answer one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Have all the requirements for the Partnership-based Temporary Visa been met? • If not, what would you do next? • If you were to grant a visa, what duration would you grant it for? 	 <p>Slide 33</p>	

Time	Topic	Resource	Your notes
20 minutes	<p>PPI activity</p> <p>Ask learners what is a PPI (potentially prejudicial information) and why do we PPI?</p> <p>Show slide 34</p> <p>Assuming you are going to PPI this applicant, allow 15 minutes for pairs to write a list to answer the questions</p> <p>Hand out PPI letter from case file.</p> <p>Hand out further PPI examples.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What instructions have not yet been met and what are the reasons for your concerns? • What further information do you want the applicant or their partner to provide? 	 <p>Slide 34</p>	

Case study three

Topic outcomes


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



Topic resources




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




Lesson plan


Time	Topic	Resource	Your notes
5 minutes	Hand out case study three <ul style="list-style-type: none">• Triage Risk Level: High• Visa Type: Work• Dependency Type: Partner• Partner Status: NZ Citizen or Resident• Principle Applicant name: 9(2)(a)• Supporting Partner name: 9(2)(a)	Case study three	

Time	Topic	Resource	Your notes
25 minutes	<p>Risk rating, Discuss why this application has been given a risk rating of high Allow pairs 10 minutes to find information in the Verification Toolkit relating to partnership risks. Ask pairs to report back.</p>  <p>This application would require verification to mitigate the risk of a non-genuine partnership. It would need to be established the partnership was entered into with genuine intentions of being maintained on a long-term and exclusive basis, and that the partnership is stable and likely to endure. 6(c) of the OIA [REDACTED] [REDACTED] [REDACTED]</p>		<p>Risk indicators: Family - partnership http://inzkit/publish/vt/#36394.htm#o36437</p>

Time	Topic	Resource	Your notes
	<p>Note: Remind learners that when processing applications using AMS any risks identified in the verification toolkit will show up in AMS. So that the risks are not overlooked.</p>		
<p>10 minutes</p>	<p>Identity, health and character requirements Show slide 35 Allow pairs 5 minutes to answer the questions Ask a pair to report back Questions:</p> <ul style="list-style-type: none"> • What information has 9(2)(a) provided in relation to identity? • What information has 9(2)(a) provided in relation to character? • What information has 9(2)(a) provided in relation to health? • Is there any information missing? 	 <p>Slide 35</p>	
<p>20 minutes</p>	<p>Assessing the supporting partner Show slide 36 Allow 10 minutes to answer the questions. Ask a pair to report back. Questions:</p> <ul style="list-style-type: none"> • What visa does 9(2)(a) hold? • Is she eligible to support the application? • What are the reasons for your decision? 	 <p>Slide 36</p>	

Time	Topic	Resource	Your notes
20 minutes	<p>Partnership evidence – Genuine and stable</p> <p>Show slide 37</p> <p>Allow pairs 10 minutes to answer the questions.</p> <p>Ask for a pair to report back on one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are you satisfied that 9(2)(a) [redacted] are in a genuine and stable relationship? • What are the reasons for your answer? 	 <p>Slide 37</p>	
10 minutes	<p>Partnership evidence – living together</p> <p>Show slide 38</p> <p>Allow pairs 5 minutes to answer the questions.</p> <p>Ask for a pair to report back on one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are you satisfied that 9(2)(a) [redacted] are living together? • What period of time does the evidence cover? 	 <p>Slide 38</p>	
30 minutes	<p>Partnership evidence - credible</p> <p>Show slide 39</p> <p>Allow pairs 20 minutes to answer the questions.</p> <p>Ask for a pair to answer one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are you satisfied the relationship is credible? • Are there any inconsistencies in the information provided? • What are the reasons for your answer? 	 <p>Slide 39</p>	

Time	Topic	Resource	Your notes
10 minutes	<p>Partnership requirements</p> <p>Show slide 40</p> <p>Allow pairs 5 minutes to answer the questions.</p> <p>Ask for a pair to report back on the question.</p> <p>Question:</p> <p>Are you satisfied that the partnership meets the minimum requirements for recognition of partnership?</p>	 <p>Slide 40</p>	
20 minutes	<p>Risk assessment</p> <p>Show slide 41</p> <p>In pairs, allow 10 minutes to answer the questions.</p> <p>Ask a pair to answer one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • List the risks that you have identified • How did you identify these risks? • What verification steps would you take? 	 <p>Slide 41</p>	
10 minutes	<p>Bona fides</p> <p>Show slide 42</p> <p>In pairs, allow 5 minutes to answer the questions.</p> <p>Ask a pair to answer the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Does 9(2)(a) show a genuine intent to stay in NZ for a lawful purpose (ES)? • What are the reasons for your answer? 	 <p>Slide 42</p>	

Time	Topic	Resource	Your notes
20 minutes	<p>Determining the application</p> <p>Show slide 43</p> <p>In pairs, allow 15 minutes to answer the questions. Ask a pair to answer one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Have all the requirements for the Partnership-based Temporary Visa been met? • If not, list the requirements that have not been met and the reasons why and write a sentence about what you would do next. 	 <p>Slide 43</p>	

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Review day two

Topic outcomes

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

Topic resources

Whiteboard markers

Lesson plan

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

Day three - Live applications with TA - session one

Topic outcomes

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

Topic resources

- Facilitator computer and projector
- Participant computers
- Live applications

Lesson plan

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

Review day three

Topic outcomes

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

Topic resources

Whiteboard markers

Lesson plan

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

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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 Partnership-based Temporary Visa application.

Topic resources

- Facilitator computer and projector
- Participant computers
- Live applications

Lesson plan

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

Review day four

Topic outcomes

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

Topic resources

Whiteboard markers

Lesson plan

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