**Occupational Certificate:**

**Financial Advisor**

**SAQA ID: 105026**

**Overview of Financial Advice**

**Module 1**

**NQF Level 5**

**13 credits**

PROGRAMME STRATEGY

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## 1. Program Description

The programme design assists the learner in their understanding of the following:

**1.1 Programme Name**

Investment Advice overview

### 1.2 Programme Purpose

To lay a foundation to enable a financial advisor to advise Clients on the most suitable investments for their particular needs.

### 1.3 Occupational / Target Group

Current and aspiring financial advisors

### 1.4 Entry Requirements

NQF level 4 qualification with Communication

### 1.5 Programme Type

Facilitated learning.

### 1.6 Programme Duration

The total proposed programme duration is as follows:

|  |  |  |
| --- | --- | --- |
| **Description** | | |
| Total Notional Hours | 130 |
| Theory/Contact Time(hours) | 2 days |

### 

### 1.7 Programme Entry and Exit Points

The skills programme is a part qualification to the Financial Investment Advisor qualification.

## 2. Alignment

The programme aligns to the following qualification/part qualification:

|  |  |  |  |
| --- | --- | --- | --- |
| **NLRD** | **Qualification Name** | **NQF Level** | **Total Credits** |
| **105026** | **Occupational Certificate: Financial Advisor (PARENT)** | **6** | **515** |
| 105030 | Occupational Certificate: Healthcare Benefits Advisor | 5 | 102 |
| 105025 | Occupational Certificate: Employee & Pension Fund Benefits Advisor | 5 | 110 |
| 105022 | Occupational Certificate: Long-Term Assurance Advisor | 5 | 180 |
| 105021 | Occupational Certificate: Investment Advisor | 6 | 213 |

## 3. Overview of Provision

### 3.1 Instructional Strategy

The resources applicable to this programme:

|  |  |  |
| --- | --- | --- |
| 1 | Method of training or instruction | 1. Facilitation, 2. Coaching, 3. Mentoring, 4. Self-study, 5. Online, blended learning, and/or 6. A combination thereof |
| 2 | Learning Resources | 1. Learner guide, 2. Articles. |
| 3 | Physical, equipment & resources (theory, practical and workplace requirements, where relevant) | 1. Computer projector, 2. Laptop or tablet or desktop computer, 3. Access to the internet |

### 

### 3.2 Learning Strategy

The learner has the following duties and responsibilities:

##### 3.2.1. Theory / Contact

Participate in all learning activities.

Attend relevant learning interventions.

Complete formative assessment activities.

## 4. Overview of Programme Learning Map

The programme is in a modular structure of the following components:

## 5. Learning Programme Matrix

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Topic** | **Learning Unit** |
| * Basic Economics * Economic Indicators * Government policy in the investment environment * Applying the fundamentals of Economics to the Financial Services environment | * The Law of supply * The Law of Demand * Determination of Equilibrium in a free market economy * Shifts in the Demand Curve * Shifts in the Supply Curve * The Gross Domestic Product concept and the Business cycle * Measuring Gross Domestic Product * Accounting for the effect of inflation on GDP * The concept of the Business cycle and phases in the Business cycle * Topic Two: Economic Indicators * The concept of inflation * The concept of deflation * Types of Economic Indicators * Topic Three: Government policy in the investment environment * Monetary policy * The SARB Monetary policy implementation * Fiscal policy * Expansionary fiscal policy * Contractionary fiscal policy * Topic Four: Applying the fundamentals of Economics to the Financial Services Environment * The money market * The Bond market * The Stock Market * The property market | 1 |
| * The needs and wants of an individual at different stages in his/her Life cycle * The dynamic nature of income and expenditure * The interrelationship between an individual’s basic needs and wants and the implications for a financial plan * Critical events that trigger an entry into a new life stage in the financial life cycle | * The financial Life cycle model * Attitudes and values and their impact on financial decision making * The influence of occupation, avocation and Lifestyle on needs and wants * The dynamic nature of income and expenditure * The interrelationship between an individual’s needs and the implication on a financial plan * Changes in the external environment and the impact on financial planning | 2 |
| * The impact of changes in regulation in the financial services industry * Issues relating to corporate governance and Ethics * Corporate Events and the potential impact on the Financial Services Industry * The consumer environment | * The structure of the financial services sector and the synergy between role players * The different categories of financial services providers under the FAIS Act * The regulatory requirements for an FSP * The role of representatives in the Financial Services Sector * Corporate governance and Ethics in the Financial Services Sector * Introduction of the twin peaks model * Treating Customers fairly outcomes * Retail Distribution Review (RDR) * The Benefits of compliance to an organisation * The implications of non – compliance * Ethics, the role of professional bodies and the importance of continuous professional development in the industry * The enforcement of Ethical standards in the financial services sector * The role of professional bodies in cultivating an ethical culture in the Financial Services Industry * The role of continuous professional development in the industry * The consumer services environment in the financial services sector * The changing needs of the consumer in the financial planning landscape * Adapting to the changing consumer environment | 3 |
| * The concept of risk in investments | * Apply the concept of risk related to investment planning * Illustrate the different forms of investment risks * Explain how historical returns are used as a factor in calculating probable returns of investment assets * Outline the importance of consideration of risk by an investor in investment decision making * Categorise different investment assets in terms of their risk/return trade-off * Define the concept of financial markets and the role they play in the economy * Discuss how different economic indicators impact financial markets * Identify Global factors that impact South African financial markets * Summarise the information required to generate a Group investor profile and use the information to develop an investment proposal for the Group. * Apply the concept of risk and return to recommend the appropriate investment for an investor. | Learning Unit 4 |

## 6. Resources utilised

## Website Resources

## Learning Unit 1

<https://businesstech.co.za/news/motoring/289870/uber-price-hike-for-south-africa/>

<http://www.treasury.gov.za/documents/mtbps/1998/all.pdf>

https://www.resbank.co.za/content/dam/sarb/publications/composite-business-cycle- indicators/2021/2022/Composite%20Business%20Cycle%20Indicators%20January%202022.pdf

<https://courses.lumenlearning.com/baycollege-introbusiness/chapter/reading-the-business-cycle-definition-and-phases/>

<https://www.fin24.com/Economy/sa-in-longest-downward-business-cycle-since-1945-report-20181008> <https://countryeconomy.com/gdp/south-africa?year=2017>

<https://businesstech.co.za/news/finance/289132/south-africa-moves-out-of-recession/>

<http://www.statssa.gov.za/?p=9181>

<http://statisticstimes.com/economy/projected-world-gdp-ranking.php>

<https://www.statssa.gov.za/publications/P0141/P0141September2021.pdf>

<https://www.google.com/search?q=Consumer+Price+Index+The+South+African+CPI+Sources+and+Methods+Manual+15+March+2017&rlz=1C1GCEU_enZA836ZA836&oq=Consumer+Price+Index+The+South+African+CPI+Sources+and+Methods+Manual+15+March+2017&aqs=chrome..69i57.1317j0j4&sourceid=chrome&ie=UTF-8> (Download avaialble on LMS)

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwi18M_fj8D0AhWsg_0HHWGlClkQFnoECAsQAQ&url=https%3A%2F%2Fwww.imf.org%2F-%2Fmedia%2FFiles%2FData%2FCPI%2Fcpi-manual-concepts-and-methods.ashx&usg=AOvVaw1Evp0DKmTED46psC-RAYlK>

<https://businesstech.co.za/news/banking/553750/south-african-reserve-bank-hikes-rates/>

https://businesstech.co.za/news/property/553776/how-much-more-you-will-pay-on-your-bond-after-south-africas-latest-interest-rate-hike/

https://www.resbank.co.za/en/home/what-we-do/monetary-policy/monetary-policy-implementation

<http://www.treasury.gov.za/documents/mtbps/2021/mtbps/FullMTBPS.pdf> **(NEW LINK)**

<https://www.oldmutual.co.za/docs/default-source/markets/budget-speech-2019/budget-2019-highlights.pdf?sfvrsn=2&_ga=2.240587843.1598871147.1560354368-1988865645.1560354368>

<https://www.southafricanmi.com/south-africas-fiscal-policy.html>

<https://www.businessinsider.co.za/lower-interest-rates-boost-shares-2019-6>

<https://www.businesslive.co.za/bd/markets/2019-08-01-hawkish-comments-from-us-fed-push-jse-lower/>

<https://www.cnbc.com/2019/04/10/americans-have-lost-500-billion-in-interest-after-financial-crisis.html>

**Learning Unit 2**

<https://www.fin24.com/Money/MoneyManagement/INFOGRAPHIC-The-financial-planning-life-cycle-20151030>

<https://www.fanews.co.za/article/magazine-archives-fanews-fanuus/60/features-profiles/1320/the-impact-of-avocations-on-underwriting/10132>

<https://www.fin24.com/Savings/News/South-Africans-among-the-worlds-worst-savers-20150707#commentsSection> <https://www.businesslive.co.za/bd/markets/2019-05-17-rand-slips-as-us-china-trade-war-weighs-on-emerging-markets/>

**Learning Unit 3**

<http://www.treasury.gov.za/twinpeaks/Press%20release%20Twin%20Peaks%20implementation%20March2018_FINAL.pdf> **(Press release Twin Peaks implementation March2018\_FINAL.pdf – in the download folder for LMS purposes)**

<https://www.fpi.co.za/documents/FPIMediumTermStrategicPlan(2016-2018).pdf> **(**I**n the download folder for LMS purposes)**

<https://www.moonstone.co.za/continuous-professional-development-are-your-hours-adding-up/>

<https://www.fsca.co.za/Notices/Board%20Notice%20194%20of%202017.pdf> **(**I**n the download folder for LMS purposes)**

<https://www.businessinsider.co.za/standard-bank-branches-close-2019-6>

<https://www.fsca.co.za/Pages/Default.aspx>

<https://www.allangray.co.za/latest-insights/personal-investing/the-role-of-financial-advice-in-your-investment-success/>

**Learning Unit 4**

https://businesstech.co.za/news/wealth/364364/investing-101-basics-to-build-your-wealth-in-south-africa/

<https://www.moneyweb.co.za/financial-advisor-views/why-its-important-to-understand-your-risk-tolerance-when-investing/>

<https://www.prudential.co.za/insights/articlesreleases/how-much-investment-risk-can-you-handle/> <https://topforeignstocks.com/2014/01/08/south-africas-ftsejse-all-share-index-returns-by-year/>

<https://financialmarketsjournal.co.za/long-term-real-investment-returns/>

<https://www.businesslive.co.za/bd/markets/2019-09-16-rand-weaker-as-saudi-oil-attacks-spur-global-risk-off-trade/>

<https://foreignpolicy.com/2019/05/10/donald-trump-and-swine-flu-have-a-lot-in-common/>

<http://www.enviropaedia.com/topic/default.php?topic_id=123>

<http://theconversation.com/how-droughts-will-affect-south-africas-broader-economy-111378>

## 7. Overview of the Assessment Strategy

This programme will be assessed in the following manner:

***Formative Assessment***

Formative assessments and activities will take place during contact sessions of the programme.

***Summative Assessment***

The following assessment strategy will provide sufficient evidence in respect of candidate competence for summative assessment purposes:

* The learner will be required to answer the knowledge test, which covers all the essential areas of the learning unit.
* The knowledge test and assignments must be assessed and judged by a qualified and registered assessor.
* 10% of all learner evidence on knowledge tests and assignments for each programme intake will be moderated and will be selected according to specific criteria as per the organisational moderation policy and plan.

## 8. Assessment Strategy

| **Learning outcomes** | **Assessment Type** | **Assessment Method** | **Assessment Activities** | **Assessment instruments** | **Timing and Timeframe** |
| --- | --- | --- | --- | --- | --- |
| * Basic Economics * Economic Indicators * Government policy in the investment environment * Applying the fundamentals of Economics to the Financial Services environment * The needs and wants of an individual at different stages in his/her Life cycle * The dynamic nature of income and expenditure * The interrelationship between an individual’s basic needs and wants and the implications for a financial plan * Critical events that trigger an entry into a new life stage in the financial life cycle * The impact of changes in regulation in the financial services industry * Issues relating to corporate governance and Ethics * Corporate Events and the potential impact on the Financial Services Industry * The consumer environment * Concept of Risk in Financial Services environment * Global issues affecting South African Returns * Group investor Profiling * Investment Decision making | Formative | * Unstructured Questions | * Group Activities | * completed answers to activities * formative assessment record | * during instructional learning |
| Summative | * Structured summative test * Multiple Choice Questions * True/False Questions | * Individual closed-book assessment | * completed answers to knowledge test | * after instructional learning |

## 9. Overview of RPL Assessment Strategy

Should a learner apply for Recognition of Prior Learning against the programme, an RPL Advisor will be appointed to facilitate the development of an Evidence Plan for the candidate, based on the following guidelines:

* + based on current workplace experience, with the successful completion of all assessment activities,
  + an assessment of the knowledge component will take place

## 10. Evaluation Strategy

The assessment must be based on the current workplace experience.

### 10.1 Evaluation Strategy – across all programmes

Evaluation of the programme takes place on 3 levels:

**1. Reaction**

* Learner feedback form completed
* Facilitator feedback forms completed

**2. Learning**

Learning is measured through a structured assessment of knowledge and skills through the strategy outlined in point 5.

**3. Behaviour**

A reflective essay from the learner about his/her experiences in the workplace.

### 10.2 Evaluation Methods

All evaluations are documented, and results are captured on a spreadsheet and analysed for future continuous improvement.

A total of 10% of assessments are moderated to ensure the quality of assessment practice.

### 10.3 Learner Records

Detailed records of learners will be captured and maintained using the relevant database.

### 10.4 Programme Review

The learning programme will be formally reviewed to ensure content relevance, accuracy, and completeness. Facilitators complete a Facilitation report where suggestions on material changes are recorded for review and continuous improvement of material.

Periodically, and as constructive feedback is received, the learning programme will be updated to address the feedback, inaccuracy errors, spelling/grammar errors, revised exercises/handouts and revised assessment tools.