**105026: Occupational Certificate:**

**Financial Advisor**

**Module 5**

**Long-term Insurance Advice**

**SAQA ID: 105022**

**NQF Level 5**

**150 credits**

**FACILITATOR GUIDE**

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**1. DURATION AND STRUCTURE**

**1.1 Module Methodology**

In this course, we will introduce the learner to fundamentals of long-term insurance advice

The learning process will be facilitated as follows:

There will be two contact sessions organised into the following general areas:

**Knowledge Topics**

1. Products of the long-term insurance industry
2. Long-term Insurance Act 52 of 1998
3. Disability insurance
4. Fraud in the long-term insurance industry
5. Role players in the industry
6. The issue of abnormal risk

**Practical skills topics**

1. Analyse client’s long-term wealth creation/protection needs, applying knowledge of different asset classes in order to give financial advice, scenario planning

There is an abundance of prescribed activities that range from simple drill to analyses of data sets. (It is recommended that learners attempt as many of these exercises as possible. This will guarantee an improvement in the confidence levels relating to each of the topics covered).

DURING THE MODULE: Formative activities during the module will enable the learner to assess their understanding of the various concepts learnt in the module.

AT THE END OF THE MODULE: An internal summative assessment (closed book) at the end of the programme will assess the understanding of all material covered during the programme.

**1.2 Module grading**

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT** | **TOTAL MARKS** | **WEIGHTING** |
| Internal Summative Assessment | 100 | - |
| Portfolio of Evidence | 100 | 30% |
| External Summative assessment | 100 | 70% |
| **TOTAL** |  | **100%** |

The written summative assessment is a 3-hour closed book assessment (exam).

There is no pre-seen case study.

**Requirements for the Successful Completion of the Programme:**

Learners must obtain a sub minimum of 50% for each of the above components. To successfully complete this module, learners must achieve a final mark of no less than 50%.

**2. BIBLIOGRAPHY/REFERENCES**

**Book Resources**

1. Reinsurance: Carter R.L (1997) Witherby Seamanship International
2. Life Insurance: Jozsef Banyar PHD (2003) Aula; Researchgate. net
3. Life Insurance : Kenneth Black JR, Harold D. Skipper (1987)
4. Questions and Answers on Life Insurance: Tony Steuer. (2004)

**Website Resources**

**Learning unit 1**

https://www.trustedchoice.com

[www.asisa.org.za](http://www.asisa.org.za)

[www.cover.co.za](http://www.cover.co.za)

[www.fsb.co.za](http://www.fsb.co.za) / www.fsca.co.za

[www.fic.gov.za](http://www.fic.gov.za)

<http://www.thestreet.com>

www.sars.org.za

<https://www.fanews.co.za>

[https://www.momentummetropolitan.co.za](https://www.momentummetropolitan.co.za/)

[https://www.fin24.com](https://www.fin24.com/)

<http://www.investopedia.com>

**Learning unit 2**

http://www.investopedia.com

[www.businessdictionary.com](http://www.businessdictionary.com)

<http://www.thestreet.com>

<https://www.iol.co.za/personal-finance>

[www.fsca.co.za](http://www.fsca.co.za)

[www.fanews.co.za](http://www.fanews.co.za)

[www.moonstone.co.za](http://www.moonstone.co.za)

www.news24.com

**Learning unit 3**

[www.businessdictionary.com](http://www.businessdictionary.com)

<http://www.thestreet.com>

<https://www.iol.co.za/personal-finance>

[https://www.saicb.co.za](https://www.saicb.co.za/)

[www.fsca.co.za](http://www.fsca.co.za)

[www.fanews.co.za](http://www.fanews.co.za)

[www.moonstone.co.za](http://www.moonstone.co.za)

[www.news24.com](http://www.news24.com)

https://www.1life.co.za/blog

**Learning unit 4**

[www.asisa.org.za](http://www.asisa.org.za)

<https://tei.org.za>

<https://en.wikipedia.org/wiki/South_African_Criminal_law>

www.theforumsa.co.za

[www.investopedia.com](http://www.investopedia.com)

[https://www.saicb.co.za](https://www.saicb.co.za/)

[www.fsca.co.za](http://www.fsca.co.za)

[www.fanews.co.za](http://www.fanews.co.za)

[www.news24.com](http://www.news24.com)

**Learning unit 5**

[www.cover.co.za](http://www.cover.co.za)

[www.investopedia.com](http://www.investopedia.com)

www.saia.co.za

[www.actuarialsociety.org.za](http://www.actuarialsociety.org.za)

[www.fanews.co.za](http://www.fanews.co.za)

[www.resbank.co.za](http://www.resbank.co.za)

<https://ccbjournal.com/articles>

<https://siteresources.worldbank.org>

[www.fanews.co.za](http://www.fanews.co.za)

[www.insurancechat.co.za](http://www.insurancechat.co.za)

**Learning unit 6**

[www.actuaries.org](http://www.actuaries.org)

[www.hannover-re.com](http://www.hannover-re.com)

[www.fanews.co.za](http://www.fanews.co.za)

[www.researchgate.net](http://www.researchgate.net)

[www.actuarialsociety.org.za](http://www.actuarialsociety.org.za)

**3. OVERALL MODULE OBJECTIVE**

This qualification will improve learners’ understanding and application of the key elements of a long-term insurance administration strategy and underwriting as they apply the administration concepts in the workplace.

The objectives of the learning programme include the following:

1. Imparting knowledge on the principles of Wealth management with a particular emphasis on the role played by Long term insurance advice

2. Analyse the purpose and impact of the Long-Term Insurance Act 52 of 1998 in the Life insurance Industry.

3. Explain the structure and purpose of Disability insurance in a client’s life.

4. Describe and explain the impact of fraud in the life insurance industry, with an emphasis on identifying and managing fraud in the industry.

5. Explain the role players in the life insurance industry, and describe their various roles and responsibilities, and a special discussion on product development.

6. Explain the issue of the abnormal risk and identify means of identifying and dealing with the risk.

Upon completion of this qualification graduating learners will be sufficiently prepared to pursue a career in Life insurance advice.

Each module in the qualification pack is prefaced by a set of learning objectives (to focus the learning process) and is concluded with exercises which will develop analytical skills and confidence in the learner.

**ICONS**

The Course Packs was compiled using symbols to assist the Facilitator and the learner in identifying different requirements as they work through the manual. The following symbols indicate these different requirements:



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**4. GUIDELINES FOR FACILITATORS**

This Facilitators Guide is a resource, which will help you to:

* Understand the programme, as well as its objectives, characteristics and the requirements it places on you the facilitator.
* Work through the qualification pack thoroughly in the early stages of delivering the modules.
* Develop your confidence and ability to deliver the material in a way that best suits your teaching style and method.

Three stages to follow:

* **Learning:** During the training, you may need to regularly refer to the course pack as it will provide you with a simple of methods to be used in terms of the delivery of the training.
* **Prompting:** As you become more comfortable with the modules, you are encouraged to prepare presentation, using the Lesson Plan provided. This document has been written as a prompt sheet to remind you of the contents to be covered.
* **Creating:** You will inevitably reach a stage when you experience the facilitators guide as being "restrictive" and find that you can contribute many additional ideas in the delivery of this programme. This is highly encouraged, subject to you keeping the training content in line with the Lesson Plan.

The notes are generally governed by a key verb. These are usually “Explain” or “Elicit”.

* **Explain:** will be followed by information that you need to relay to the learner or group.

**Elicit:** will be followed by information that you need to make clear to the group, either by asking them questions, by asking for them to obtain further information or by seeking their agreement and hence testing their understanding. How you “elicit” is completely up to you as the facilitator.

A number of other key words have been used, i.e. discuss, model, demonstrate, etc. which we trust is self -explanatory.

The manner and style that you deliver the modules, as well as your preferred selection in terms of the additional role-plays and exercises will affect the experience of the learners. Getting to know your audience is therefore recommended.

We recommend that if you have not completed the qualification as a learner, you should spend time reflecting on your own experiences, as a Manager or as an Employee.

This will help you to apply the contents of the programme to your own experiences and develop a level of authority on the subject.

Think about the various people who have reviewed your performance and how they did it. Think about the various people whose performance you have reviewed and how you went about doing it.

Generate examples and case studies of your own to illustrate points as you make them.

**1.** **Presentation of Content:**

* Understanding and explaining key concepts.
* Effective presentation skills, i.e. use of training aids, verbal and non-verbal communication.
* Summarising key points in an effective and succinct manner.

**2. Management of the Group:**

* Using facilitation skills to promote a positive, comfortable learning environment for each learner while maintaining appropriate control of the group process in order to achieve the learning objectives.
* Using questioning techniques that draw relevant information maximise group participation and check for understanding.
* Dealing with unplanned behaviour/events so that the objectives are still achieved.
* Managing time.

**3. Management of exercises/skills practices:**

* Providing sufficient rationale/instructions for exercises/skills practices to enable learners to carry out the activities and understand the purpose of each activity.
* Following the content arrangement in the Learner Guide in a proper sequence.

**4.** **Feedback Skills:**

* Analysing behaviours during role-plays accurately.
* Representing feedback accurately, meaningfully with appropriate evidences, i.e. using the same guidelines as in the Workbook.
* Presenting feedback that highlights learning, involves learners in the process and applies specific actions.

**5.** **Facilitation of Skills Transfer:**

* Using relevant examples/analogies to link concepts/skills practices to on the job experience.
* Stressing the value of the use of the skills in the workplace and making it easy for learners to "transfer" this training.
* Drawing out connections from learners by using knowledge of the organisation, their job environment and responsibilities.
* Modeling the skills with energy and enthusiasm.

**5. FEEDBACK SKILLS FOR FACILITATORS**

As feedback skills are critical throughout this programme, we have provided some guidelines, which will assist you.

**A) PROVIDE STRUCTURE:**

Providing structure means telling people what is going to happen next, and what is going to be expected of them when it happens. This information will help them to relax and to prepare themselves.

Specifically:

* Give an overview of the feedback process at the beginning of the session.
* Give clear explanations of the next stage at major shift points; for example: at the end of the introduction; the end of group feedback; the end of individual feedback.
* Summarise the main conclusions reached by the group or individuals periodically for example; the end of a graph slide, or group feedback; the end of an individual's feedback.

**B) SHIFT THE FOCUS OF POWER:**

In the face of objective data, the group can feel pretty powerless. The power rests with the data and with the person presenting it. It is important to shift the focus of power away from the facilitator and towards the group.

**Specifically:**

* Providing structure will help the group to feel in some control of the session.
* Clarifying the purpose of the feedback will help the group to take some responsibility for the session (for example the session is to help them make decisions, etc.)
* Getting the data up in front of the group as quickly as possible, so that there are no unnecessary delays (for example over-explanation of behaviour definitions or pieces of research; or perception gap exercises).
* Encouraging the individual and group to take ownership of assessing their own progress and development.

**C) BE QUICK:**

One of the advantages of Behaviour Analysis is that it can help someone decide on a practical action for skill development relatively quickly.

This is because:

* It doesn't go for the whole picture.
* It doesn't explore in great depth why people behave in the way that they do.
* Ensures that you move through feedback at the right speed and do not become "bogged down"
* Focuses on the impact of someone's behaviour rather than its causes; understanding of impact provides the motivation to change.
* Moves from problem to solution; having established an area of concern or difficulty, explore what can be done, behaviourally, that will help.

**C) USE QUESTIONS:**

The role of the facilitator should be as a guide. This will involve some explanation; behaviours; explaining the slides; covering on research models. But the behavioural style should be primarily a questioning one.

**Specifically:**

* Seek information to encourage the group to discuss the data. In particular use Seeking Information to help the group evaluate the data, their own and the impact of other people's behaviour.
* Test Understanding to clarify the group's understanding of the data and meaning to them. Use it also to challenge people whom are avoiding or resisting messages from the data or from the rest of the group.
* Seek Proposals from the group and individuals about how they could improve their effectiveness.

**D) BE SPECIFIC:**

As much as possible, be specific when you are giving feedback.

**Specifically:**

* Give specific examples of people's behaviour when appropriate. This is especially useful of Defend/Attack behaviour, when it is important to let people know exactly what was said. It is relevant for other behaviours and helps people to relate the data to what actually happened.
* Avoid vague comments such as "That's interesting" or "You might want to think about that". Comments like these, if left in the air unexplained, create the impression that you're withholding (negative) information from the group. The locus of power will shift back towards you and away from the group.
* When members of the group are talking, ask them to be specific and give examples. If they are talking about their job, ask them to give details.

**E) BE NON-EVALUATIVE:**

Because the source of the feedback is objective data, the facilitator cannot afford to be evaluative or judgmental in any way. Subjective opinion will undermine the data and confuse the group. When you've just spent an hour observing a group make a complete hash of an activity, or being irritated beyond measure by the level of someone's Shutting Out behaviour, being non-evaluative and non-judgmental can be hard.

**Specifically:**

* Avoid using words which betray your value judgments, for example: "That's a good level of summarising there"; “If you Shut Out too much, you're going to start irritating people". Not only do these words express your opinion, they suggest to the group that there are "right answers" that you are judging them against.
* Get the group to do their own evaluation. They may feel very differently to you (found the Summarising tedious or the Shutting Out acceptable). They may feel exactly the same as you. Either way, how they feel is more important than how you feel.

**F) BE SOLUTION-CENTRED:**

Behaviour Analysis feedback is essentially solution-centred. Put it another way; Behaviour Analysis is about asking: "How could you be more effective?" rather than: "Why are you ineffective?” A common reason why people initially take a long time giving Behaviour Analysis based feedback is because they focus too heavily on problems, and often don't switch to solutions at all, which means that it's difficult to know where to stop! It also means that the person receiving the feedback has no way forward; they have been left with the problem.

As the facilitator, your role is to help people to:

* Identify areas where they have behaved inappropriately or not as effectively as they could have.
* Ways in which they could change their behavioural strategy so that they are more effective.
* Specific skills that they can develop in order to carry out their new strategy and ways in which they can develop these skills.

**G) BE NON-PRESCRIPTIVE:**

The emphasis must always be on the receiver of the feedback identifying his/her own solution. There may be times when it is blindingly obvious to you what someone should do. If you tell them, the chances of them actually doing it are reduced. They will be far more committed to the solution if they identify it themselves.

Specifically use:

* Seeking Proposal behaviour to encourage them to find solutions to issues that have arisen.
* Testing Understanding to clarify their proposal, and as an alternative to disagreement if you think it is a poor solution.
* Building behaviour to modify the proposal in order to overcome any flaws that you have identified.

**H) INTEGRATE TO OTHER POINTS:**

The same issue will often arise at different points in the session: points raised during group feedback will re-emerge in someone's individual feedback, or the same point is reflected in two different graph slide displays. When this happens, try to refer back accurately to what people have said earlier.

This is important because:

* It shows you have heard and respected what they said.
* It avoids needless repetition and thus saves time.
* It can allow you to go into the issue more deeply, using their earlier responses as a starting point.

**I) MAKE IT RELEVANT:**

With Behaviour Analysis based feedback, it is easy to become absorbed by the data and thus focus too heavily on the "snapshot" that the data represents. It is important that you use the data, rather than, as can sometimes happen, the data using you.

**Specifically:**

* Help the group to explore whether the data is typical of their behaviour in other situations.
* Explore problems they experience in their job situations, to see if they are reflected by the data on display.
* Explore the ways in which they would like to be more effective in their present (and possible future) job situations.
* Identify action plans that are practical and which will be a step towards achieving greater effectiveness.

**6. PREPARING FOR SESSION**

* Use the Session Preparation Checklist (see Addenda) as a guideline to ensure that all required resources and materials are available prior to the training session.
* The lesson plan will also assist in preparing for the session.



* The Attendance Register should be completed by all learners attending the training session.
* The pre and post assessment results must be filled in by the facilitator at the end of the training session.

**INTRODUCTION**

Welcome everyone to the session. Give a general overview of the training topics you will cover during the entire training process.

[](https://www.google.co.za/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjeuuOHlZ_iAhWtAWMBHTVnD2kQjRx6BAgBEAU&url=http://www.pinterview.in/blog/2017/01/how-to-score-top-marks-in-a-group-discussion/&psig=AOvVaw2aT7J5W6OsrAQWj1-4Ddec&ust=1558065629589788)

**EXERCISE - ICE BREAKER**

To help set the atmosphere and put learners at ease use one of the following ice breakers.

a) Explain how you would like learners to introduce themselves.

b) Write the following on the flip chart:

* Who are you?
* What is your current job?
* Share some personal information about yourself.
* Suggest a ground rule for the day.
* What are your expectations and/or reservations for this session?

**Explain** what you mean by ground rules. They should think about likes/dislikes about training, i.e. confidentiality, cell phones off, no interruptions, keep to agreed breaks, etc.

**Explain** that unless people have thought about what they want to get out of a training session, they rarely achieve anything of value from the session. Expectations include getting answers to questions, learning new skills, hearing different opinions etc.

**Model** how long you want learners to take by introducing yourself using the questions on the flip chart. **Explain** that introductions should not take much longer than one to two minutes. These introductions can be carried out in a variety of ways.

**FACILITATOR TIP:**

It is possible that learners have attended the learning programme together and know each other well. Here are a few variations that you can use for the ice breakers.

1. **Option One:**

Divide the group into pairs. Request the individuals to introduce themselves to their partners. Ask their partners to introduce them to the group.

1. **Option Two:**

Ask each individual to introduce themselves to the group.

1. **Option Three:**

Non-verbal introduction. This icebreaker can be used very effectively if the learners know each other very well and do not want to do the usual introductions. Divide them into pairs. Demonstrate the introduction to them by doing a non-verbal introduction of yourself and asking them to tell you what you have “told” them about yourself. Give them two minutes each to introduce themselves. When you have returned to the larger group get the partner to introduce the individual while the individual evaluates how accurately the partner introduces himself/herself. You can use this as a short discussion on the importance of non-verbal communication.

1. **Option Four:**

Unprepared introduction. This introduction may be used to demonstrate that even if we work with people day after day, we don’t often get to ‘really’ know them. Change the list on the flip chart to read: Name of person, what is their current job, some personal information about their family, their hobbies, and their favourite possession. Ask a learner to introduce another learner by using the above topics. The only rule is that they may not ask the learner the information, they simply have to guess. Once the learner has completed the introduction, ask the person he/she was introducing to supply the correct information where applicable. Also ask them to share a ground rule and their expectations and capture this on the flip chart. Debrief by explaining how important it is to get to know your employees in order to manage their performance effectively.

**Review** the ground rules you’ve captured on the flip chart to ensure that everyone agrees with them. They can be extended as needed. Place flip chart on wall.

**Summarise** the expectations and reservations. If there are any expectations that will not be covered in the session, highlight them and discuss with the group how best to deal with it, i.e. build it in, discuss in with the particular learner, send them follow up information, etc.

**ADMINISTRATIVE ARRANGEMENTS**

**Explain** the administrative arrangements with the group in terms of:

* Smoking arrangements;
* Breaks;
* Meals and refreshments;
* Starting and finishing times; and
* The importance of attending the full session.

**Elicit** whether any special arrangements need to be made regarding times, special meals, etc.

**TRAINING METHODOLOGY**

Explain the training methodology of the session, i.e. that the session is practical and experiential:

* Minimal theory just enough to cover principles, models and processes;
* Experiential by learning as much as possible through participation as individuals (sharing their experiences in group discussions).

Explain that this session belongs to the learners and that they should feel free to question, argue constructively and ensure that they understand the process by the end of the session.

**WORKBOOKS**

Hand out the workbooks and explain how it is designed and how it should be used.

Tell the learners that the manuals are theirs and that in order to make their learning effective, they should feel free to make additional notes, jot down questions they have or simply sketch diagrams which will help them link information.

Discuss how the workbook is designed and meant to be used by talking them through the information in the workbook.

**Learning programme contents and outcomes**

Explain the course outcomes and contents in context with the module.

**7. FACILITATOR CHECKLIST**

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| --- | --- | --- |
| **Preparation** | **Yes** | **No** |
| **Content Knowledge**  I have sufficient knowledge of the content to enable me to facilitate with ease. |  |  |
| **Application Knowledge**  I understand the program matrix and have prepared for program delivery accordingly. |  |  |
| **Ability to Respond to Learners Background and Experience**  I have studied the learner demographics, age group, experience and circumstances, and prepared for program delivery accordingly. |  |  |
| **Enthusiasm and Commitment**  I am passionate about my subject and have prepared my program delivery to create a motivating environment with commitment to success. |  |  |
| **Enterprise Knowledge**  I know and understand the values, ethics, vision and mission of the service provider under whose auspices the program will be conducted, and have prepared my program delivery, reporting and administrative tasks accordingly. |  |  |
| **Equipment Checklist**: |  |  |
| Learner Guides: 1 per learner |  |  |
| Learner Assessment Guides: 1 per learner |  |  |
| Writing material and stationery for facilitator and learner |  |  |
| White board and pens |  |  |
| Flip chart paper |  |  |
| Projector and screen |  |  |
| Notebook computer and program disk |  |  |
| **Documentation Checklist**: |  |  |
| Attendance register |  |  |
| Course evaluation |  |  |
| Learner course evaluation |  |  |
| Portfolios of evidence |  |  |
|  |  |  |

**8. LESSON PLAN**

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| --- | --- | --- |
| **DAY ONE** | | |
| **Welcome and opening 8:30- 9:30** | | |
| **Activity** | **Resources** | **Time minutes** |
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|  |
| Welcome | - | 5 |
| Ice breaker | Ice breaker | 10 |
| Introductions | Name tags | 10 |
| Expectations | Flip chart | 5 |
| Programme over view | Flip chart | 5 |
| SA learning environment | Flip chart/ Projector | 5 |
| Programme outcomes | Flip chart projector | 5 |
| Rules | Flip chart | 5 |
| Time management | Flip chart | 3 |
| Resources and facilities | - | 2 |
| Programme lay out & Assessments | Flip chart/ projector | 5 |

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| **Session One: Day One** | |
| **Session One: Products of long-term insurance industry** | |
| **Session 1. Outcomes: Term insurance** | |
| Introduce the course by explaining the different terms that are used in the industry. | * Facilitator led discussions |
| Explain Term insurance, with the use of examples. |
|  |
| Explain the components that make up a term product. |
| Explain the purpose of term products, with reference to pricing. |
| Analyse a specific term policy document to determine cover. |
| Identify supplementary benefits and additional products linked to the Term product. |
| Allow learners to reflect on the session. |
| Facilitator to summarise and conclude. |
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| **Session One: Day Two** | |
| **Session 2: Products of long-term insurance industry** | |
| **Session Outcomes: Conventional life Insurance products** | |
| Explain the concept of conventional life insurance, with examples. | * Facilitator led discussions * Group discussions |
| Explain the components that make up a conventional life insurance product. |
| Explain the purpose and pricing of conventional life products. |
| A specific conventional life policy document is analysed to determine cover. |
| Identify supplementary benefits and additional products linked to conventional products. |
| Allow learners to reflect on the session. | |
| Facilitator to summarise and conclude. | |
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| **Session One: Day three** | |
| **Session 3: Products of long-term insurance industry** | |
| **Session Outcomes:** **Universal life products** | |
| Explain the concept of universal life insurance, with examples. | * Facilitator led discussions * Group discussions |
| Explain the components that make up a universal life insurance product. |
| Explain the purpose and pricing of universal life products. |
| A specific universal life policy document is analysed to determine cover |
| Identify supplementary benefits and additional products linked to the universal products. |
| Allow learners to reflect on the session | |
| Facilitator to summarise and conclude. | |

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| **Session One: Day Four** | |
| **Session 4: Products of long-term insurance industry** | |
| **Session Outcomes: Retirement Annuities** | |
| Explain the concept of retirement, and retirement annuities, with examples. | * Facilitator led discussions * Group discussions |
| Explain the concepts of recurring premium, single premium and ad hoc premium annuities with examples. |
| Explain the tax advantages specific to the purchasing of retirement annuities, with examples. |
| Identify the options available at retirements for three case studies. |
| A certificate of membership is analysed to determine the terms and conditions of a specific contract. |
| Allow learners to reflect on the session. | |
| Facilitator to summarise and conclude. | |

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| **Session One: Day Five and Six** | |
| **Session 5-6: Products of long-term insurance industry** | |
| **Session Outcomes: Investment linked products and Supplementary benefits** | |
| The concept of an investment-linked product is explained with examples. | * Facilitator led discussions * Role plays * Group exercise * Learner presentations |
| The choice of assets in a linked product are analysed for three different products. |
| The relationship between the risk profile of the investment and the needs profile of the client is explained using authentic examples. |
| Explain the concepts of Free-standing benefits, supplementary benefits and accelerated benefits with examples. |
| Accelerated and non-accelerated and free-standing benefits are compared with reference to the impact on a policy contract. |
| The terms and conditions of three different supplementary benefits are analysed in terms of exclusions and eligibility. |
|  |
| Allow learners to reflect on the session | |
| Facilitator to summarise and conclude. | |

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| **Session Two: Day Seven** | |
| **Section 7: Long-term Insurance Act 52 0f 1998** | |
| **Section Outcomes: Terminology and Concepts of the Act** | |
| The Acts that govern Insurance are named and an explanation is given for why there is more than one Act. | * Facilitator led discussions * Group exercise |
| The Short-Term and Long-Term Acts are compared in terms of indemnity and non-indemnity cover. |
| The Short -Term and Long-Term Insurance Acts are compared with reference to the criteria used to assess the risk. |
| Terminology and Concepts of the Act: The concept of long-term is explained as it is used in the Act. |
| The different classes of policy identified in the Act are named with examples. |
| The parties to a Long-Term insurance contract are named and an explanation is given of their relationship, rights and obligations. |
| Limits on cover imposed on the lives of children are indicated and categorised according to age. |
| The difference between a life contract and all other contracts is explained with reference to age and contractual capacity. |
| The protection of a life insurance contract in case of insolvency is explained with Examples. |
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| Allow learners to reflect on the session | |
| **Facilitator to summarise and conclude.** | |

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| **Session Two: Day Eight** | |
| **Section 4-5: Long-term Insurance Act 52 0f 1998** | |
| **Section Outcomes: Requirements of Act and Application of the Act** | |
| The Registrar of Long-Term insurance is explained with examples. | * Facilitator led discussions * Group exercise * Demonstrations * Presentations |
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| The concept of non-disclosure of material factors that influence the assessment of Long-Term risk is explained with examples. |
| The consequences if an unregistered organisation conducts insurance business are explained and an indication is given of possible penalties. |
| Accessibility to funds in the first five years of a contract is explained in terms of frequency and values. |
| The minimum terms of contract are explained with reference to the requirements of the Act. |
| The consequence of increasing a policy premium by more than 20% is explained with reference to the Act. |
| The impact of the four funds approach to a long-term policy is explained with reference to Income Tax Legislation. |
| Allow learners to reflect on the session. | |
| Facilitator to summarise and conclude. | |

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| **Session Three: Day ten** | |
| **Section 8: Disability insurance** | |
| **Section Outcomes: The concept of Disability insurance cover**  **And Income Generation of the disabled.** | |
| The concepts of occupational disability and physical impairment are explained with reference to legal and medical opinions. | * Facilitator led discussions * Group exercise * Demonstrations * Presentations |
| Different ways in which disability insurance is paid out are explained with reference to monthly income distribution and capital lump sum payout. |
| The difference between free standing disability cover and that linked to another benefit, such as life cover, is explained with examples. |
| The exact nature of how income is earned is determined with reference to time spent on administration or computers, manual labour, facilities used and the amount of vehicle travel. |
| Risks associated with selected occupations are analysed with reference to morbidity. |
| Provision for disablement is analysed for different types of retirement fund. |
| Industry developments in disability cover are investigated with reference to traditional cover and new innovations in insurance offerings. |
| Allow learners to reflect on the session. | |
| Facilitator to summarise and conclude. | |

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| **Session Three: Day Eleven** | |
| **Section 8: Disability insurance** | |
| **Section Outcomes: Occupation and avocation risks and cover; Holistic financial planning.** | |
| The role of occupation and avocation in determining the need for cover is explained and an indication is given of the relationship between cover and payout. | * Facilitator led discussions * Group exercise * Demonstrations * Presentations |
| The risks in specific work situations and different avocations are analysed and an indication is given of how each risk impacts on cover and specific exclusions. |
| The effect of change in job function and life circumstances on cover is explained and an indication is gives of the consequences of not notifying the insurer of changes in income, job function and lifestyle. |
| Reasons why a claim was not paid out are explained for selected case studies. |
| A needs analysis is conducted to determine the source of income, amount and type of cover required and the current provision for disability insurance. |
| A disability policy is analysed to determine cover, term, exclusions and suitability for a specific client. |
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| Allow learners to reflect on the session. | |
| Facilitator to summarise and conclude. | |

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| **Session Four: Day twelve** | |
| **Section 8: Fraud in the long-term insurance industry** | |
| **Section Outcomes: Concept of fraud in long-term insurance; Legal Aspects** | |
| The concept of fraud is explained with authentic Long-term insurance examples. | * Facilitator led discussions * Group exercise * Demonstrations * Presentations |
| Areas in the industry where fraud could be committed are identified for Long-term insurance and an indication is given of the parties who could be involved in fraud for each possible area. |
| Possible indicators of fraudulent activity are identified and an indication is given of further evidence required to substantiate fraud in each case. |
| A portfolio of evidence of fraud is collected for three case studies involving at least three different parties. |
| Legislation governing fraud is identified as it applies in Long-term insurance. |
| The legal recourse available to Long-term insurers in cases of fraud is identified with authentic examples of each. |
| The consequences of committing insurance fraud are explained for at least three different parties. |
| The impact of fraud is explained in relation to the impact that it has on insurance business. |
| Allow learners to reflect on the session | |
| Facilitator to summarise and conclude. | |

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| **Session Three: Day thirteen** | |
| **Section 8: Fraud in the long-term insurance industry** | |
| **Section Outcomes: Investigating fraud, and trends.** | |
| Legislation governing fraud is identified as it applies in Long-term insurance. | * Facilitator led discussions * Group exercise * Demonstrations * Presentations |
| The legal recourse available to Long-term insurers in cases of fraud is identified with authentic examples of each. |
| The consequences of committing insurance fraud are explained for at least three different parties. |
| The impact of fraud is explained in relation to the impact that it has on insurance business. |
| The internal policy relating to fraud is described for a particular Long-term insurer. |
| The procedure followed if fraud is suspected is explained with reference to a particular Long- term insurer. |
| The process followed in order to gather evidence and present a case is described with reference to a particular Long-term insurer. |
| Tools that are available for information management are described with reference to a particular Long-term insurer. |
| The importance of confidentiality in an assessment investigation is explained and an indication is given of the possible consequences if there is a breach of confidence. |
| Allow learners to reflect on the session. | |
| Facilitator to summarise and conclude. | |

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| **Session Three: Day fourteen** | |
| **Section 8: Fraud in the long-term insurance industry** | |
| **Section Outcomes: Fraud trend and control mechanisms** | |
| A case study of a data set is compiled and trends in the data are identified to provide a benchmark against which to measure suspicious incidences in own work situation. | * Facilitator led discussions * Group exercise * Demonstrations * Presentations |
| Data is analysed to establish trends in statistics generated by a Long-term insurer. |
| A recommendation for possible corrective measures is made, based on an identified trend or suspicious incident. |
| Possible control measures that could be used to manage fraud are listed for at least three parties. |
| The risk if a Long-term insurer does not implement adequate control measures is explained with reference to the Long-term insurer, providers and policyholders. |
| Allow learners to reflect on the session. | |
| Facilitator to summarise and conclude. | |

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| **Session Three: Day ten** | |
| **Section 8: Role-players in the industry** | |
| **Section Outcomes: Actuaries and Underwriters** | |
| The role of actuaries in a Long-term insurance organisation is explained with reference to the development of models and the analysis of trends in mortality, morbidity and financial investments. | * Facilitator led discussions * Group exercise * Demonstrations * Presentations |
| Categories of statistics gathered by actuaries are identified and an indication is given of where actuaries source statistics. |
| The purpose of actuarial reports is explained with reference to their role in determining the reserves required to ensure the financial soundness of an organisation. |
| The role of underwriters in a Long-term insurance organisation is explained with reference to the application of medical underwriting to actuarial rates, legislation and the accompanying regulations. |
| Underwriting information gathered by underwriters is identified and an indication is given of how it is used to determine underwriting profit loss ratios. |
| Ways in which underwriters protect an organisation against anti-selection are explained with examples. |
| Allow learners to reflect on the session | |
| Facilitator to summarise and conclude. | |

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| **Session Three: Day ten** | |
| **Section 8: Role Players in the Industry** | |
| **Section Outcomes: Claims Assessors and Reinsurance** | |
| The role of the claim’s assessor in a Long-term insurance organisation is explained in terms of assessment of the validity of claims. | * Facilitator led discussions * Group exercise * Demonstrations * Presentations |
| Claims information gathered by assessors is identified and an indication is given of how it is used to determine underwriting profit. |
| The importance of technical, underwriting, and legal knowledge in assessing a claim is explained with reference to ensuring payment of valid claims. |
| The functions of reinsurance are explained with examples. |
| The role of the reinsurer is explained with examples. |
| Treaty and Facultative Reinsurance are compared with reference to the advantages and disadvantages of each. |
| The additional services offered by three different reinsurers are researched and an indication is given of which reinsurer appears to offer the most beneficial services to a specific organisation for facultative claims. |
| Allow learners to reflect on the session. | |
| Facilitator to summarise and conclude. | |

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| **Session Three: Day ten** | |
| **Section 6: Role players in the industry** | |
| **Section Outcomes: How Long-term products are developed.** | |
| The role of the actuary in the development of a risk product is explained with reference to research, the development of a model and the business risk if actuaries make incorrect assumptions. | * Facilitator led discussions * Group exercise * Demonstrations * Presentations |
| The role of the legal department in product development is explained with examples. |
| The role of underwriters in product development is explained with reference to the determination of underwriting standards to guard against anti-selection and the business risk, if underwriting standards are incorrect. |
| The role of claims assessors in product development is explained with reference to their role in introducing reality statistics to the actuarial model, detecting flaws or inconsistencies in the product and the business risk if assessors do not fulfil the expectations of customers in relation to the product. |
| Allow learners to reflect on the session. | |
| Facilitator to summarise and conclude. | |

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| **Session Six: Day ten** | |
| **Section 6: The issue of abnormal risk** | |
| **Section Outcomes: The issue of non-disclosure and self-reported ailments** | |
| The effect of non-disclosure on risk is explained with reference to the relationship between non-disclosure and the cause of a claim. | * Facilitator led discussions * Group exercise * Demonstrations * Presentations |
| Benefits that would be excluded as a result of non-disclosure are identified for three case studies. |
| A policy wording is analysed to determine actions to be taken in cases of non-disclosure. |
| Evidence required in cases of non-disclosure is identified for three case studies. |
| Possible materiality for non-disclosure is explained with reference to medical ailments, consultations, outcomes and diagnosis. |
| The concept of a reasonable person is explained with examples. |
| Common self-reported ailments that could result in fraudulent claims are identified with examples. |
| The implications of self-reported ailments at underwriting stage are explained with reference to potential fraud. |
| Difficulties relating to the measurement of self-reported ailments in assessing a claim are explained with reference to valid evidence and the amount of payment. |
| Allow learners to reflect on the session. | |
| Facilitator to summarise and conclude. | |

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| **Session Six: Day ten** | |
| **Section 6: The issue of abnormal risk** | |
| **Section Outcomes: Analysis of Long-term application for cover and the role of the intermediary.** | |
| The concepts of intentional and unintentional fraud are explained with examples. | * Facilitator led discussions * Group exercise * Demonstrations * Presentations |
| Possible signs of intent to commit fraud are identified for three case studies. |
| The concept of quality of proof is explained with examples and an indication is given of levels of evidence required in each case. |
| Techniques that may be used in making a decision to prosecute an issue are explained with examples for a civil and a criminal case. |
| Resources required to prove and prosecute a case are identified and an indication is given of the financial consequences of a decision to prosecute. |
| The importance of questioning in accurately establishing the risk is explained with reference to the role of the intermediary. |
| The consequences for the client in cases of non-disclosure are explained with reference to the intermediary’s role in explaining a policy. |
| The consequences for the intermediary in instances of non-disclosure are explained with examples. |
| Allow learners to reflect on the session. | |
| Facilitator to summarise and conclude. | |

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| **Finishing the Programme** | |
| Programme evaluation | Allow learner to evaluate the workshop using the provided forms. |
| Next steps | Tell learners the next steps, training, assessment procedures. |
| Assessments | Explain the assessment process to the learners. |