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SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Insurance and Investment

Registered by NSB 03, Business, Commerce and Management Studies, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, subfields, NQF levels, credits, and purpose of the qualification and unit standards. The qualification and unit standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1069 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address below and no **later than** 7 May 2005. All correspondence should be marked Standards Setting - SGB for Insurance and Investment and addressed to

<p>The Directorate of Standards Setting and Development SAQA Attention: <i>Mr. E. Brown</i> Postnet Suite 248 Private Bag X06 Waterkloof 0145 or faxed to 012 - 431-5144 e-mail: ebrown@saga.co.za</p>


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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

FETC: Long-Term Risk Assessment

SAQA QUAL ID	QUALIFICATION TITLE		
49529	FETC: Long-Term Risk Assessment		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Insurance and Investment	Business, Commerce and Management Studies		
QUAL TYPE	FIELD	SUBFIELD	
National Certificate	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	150	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

The purpose of the Qualification is to build knowledge and skill required by employees in Long-term insurance who have had schooling at or below NQF level 4. It serves as a bridging Qualification into Long-term risk assessment as learners will not have acquired the necessary knowledge as part of the **school** curriculum. It is intended to empower learners to acquire the knowledge, skills, attitudes and values required to operate confidently as individuals in the South African community and to respond to the challenges of the economic environment and changing world of work in the financial services industry. It should add value to the qualifying learner in terms of enrichment of the person, status and recognition.

As a Qualification that covers Long-term insurance related learning, it provides a framework for learners to develop competencies that will give them insight into the Long-term Insurance sub sector, which includes life, reinsurance, Healthcare Benefits Administration and **pension/retirement** benefits. It introduces a basic understanding of the key terms, rules, concepts and principles of the field that will enable learners to be informed workers in the industry. It provides a balanced learning experience that allows flexible access to life-long learning, higher education and to productive employment in Long-term insurance. It provides an opportunity for learners to learn and apply academic skills in relation to the workplace, allow for multi-skilling and forms part of a learnership.

The FETC: Long-term Risk Assessment allows the individual to work towards a nationally **recognised** Qualification. It is flexible enough to accommodate both learners in formal education and learners already employed in the Long-term insurance sector. The focus is on basic information gathering, analysis, presentation and the ability to apply knowledge of the field to solve routine problems within given frameworks.

Qualifying learners should be knowledgeable about and competent in:

- > Carrying out basic research, information gathering and analysis.
- > Interpreting current affairs and their influence on Long-term insurance.
- > Applying knowledge of anatomy and physiology and related impairments to assess risk.
- > Underwriting Long-term insurance policies or assessing Long-term claims to a limited level of authority.
- > Explaining Long-term products including group retirement benefits, life and healthcare.
- > Communication and mathematical literacy at a level that allows them to operate effectively in the financial services industry.
- > Behaviour and ethics in a work environment.
- > Risk exposure, the relationship between Life Style Measurement (LSM) categories and Long-term insurance and the early identification of intended fraud.
- > The risk related policies and procedures of a specific insurer.
- > Managing aspects of personal finances.

- > The application of the law of contract in Long-term insurance.

These Unit Standards are intended as building blocks for the further development of skills that will make the learner a more fulfilled, informed, efficient and cost effective worker in the industry. This should result, in turn, in more effective and efficient service to the consumer and should make the industry more competitive in the global market.

Rationale:

FETC: Long-Term Risk Assessment replaces the National Certificate in Insurance: Long-term: NQF Level 4: Risk Assessment that was registered in 2001 to meet the needs of Long-term insurance underwriters and claims assessors. It provided an introduction to the underwriting and the assessing of Long-term claims, an area where there were no existing Qualifications. Learners were trained in-house by the different insurers and reinsurers and then spent many years acquiring the necessary expertise. The Qualification has been reviewed and is replaced by the FETC: Long-term Risk Assessment.

The proposed Qualification is more focused and fit for purpose than the registered National Certificate in Insurance: Long-term: NQF Level 4: Risk Assessment. It is critical for Long-term Underwriters and Claims Assessors and will be useful for

- > **Learners in actuarial support** functions who determine needs and products.
- > **Product developers** who need to have an idea of how the products that they develop will work, and who **need to be able to communicate** with their peers on different disorders in order to price a product.
- > Learners who **work with** lifestyle measurements and need a fundamental knowledge of medical conditions and impairments to **interpret** statistics of a **techno-medical** nature.
- > Learners who need a detailed understanding of what the different Long-term products cover and therefore need to understand the terminology, risk and how the products evolved in order to discuss the products with underwriters, claims assessors and medical practitioners in the course of their work.
- > Learners with medical and paramedical Qualifications who wish to move into underwriting and claims assessing in Long-term insurance.

The **FETC:** Long-term Risk Assessment provides an introduction to underwriting and the assessing of claims in Long-term Insurance and reinsurance and is the first step on a career path for learners who

- > Have attained the National Certificate in Insurance: Level 3 and wish to continue on a path of life-long learning.
- > Have worked in the Long-term insurance sub sector for many years, but have no formal Qualifications in underwriting, reinsurance or claims assessing.
- > Are in a learnership agreement in the Long-term Insurance sub sector.
- > **Have recently taken** up a position in underwriting, reinsurance or claims assessing in Long-term Insurance.

Learners employed as underwriters and Long-term claims assessors at this level do work that requires an **understanding of the Long-term sub-sector** within the context of the Financial Services industry and a fundamental knowledge of the anatomy and physiology of the body and related impairments. They are required to interpret medical information in order to assess a Long-term risk that may require an adjustment of an application of Underwriting or Scheme rules.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners are competent in

- > Communication at NQF Level 3
- > Mathematical Literacy at NQF Level 3
- > Computer Literacy at NQF Level 3

Recognition of prior learning:

- > The FETC: Long-term Risk Assessment allows open access. Provision has been made for prior learning to be recognised if a learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. Application for Recognition of Prior Learning (RPL) should be made to a relevant accredited ETQA.
- > Credit towards a unit standard is subject to quality assurance by a relevant accredited ETQA and is conducted by a workplace assessor.
- > This Qualification can be obtained in part or in whole through Recognition of Prior Learning

- > RPL will be done using a range of assessment tools and techniques that have been jointly decided upon by the learner and the assessor.
- > The same principles that apply to assessment of the Qualification and its associated unit standards apply to RPL.

QUALIFICATION RULES

Level, credits and learning components assigned to the qualification:

The Certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for training in the Higher Education Band.

The Qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 150 credits is required to complete the Qualification because of the highly specialised nature of the knowledge component.

In this Qualification the credits are allocated as follows

- > Fundamental 68 credits
- > Core 61 credits
- > Electives 21 credits
- Total 150 credits

Motivation for the number of credits assigned to the Fundamental, Core and Elective Components

Fundamental Component

There are forty credits allocated to Communication (twenty for the Primary Language at Level 4 and twenty for an additional language at level 3) and sixteen credits allocated to Mathematical Literacy at the level of the Qualification, in compliance with SAQA requirements. For the purpose of this Qualification twelve credits are also required for Financial Literacy at Level 4. Although this is not a SAQA requirement, the industry believes that if learners are to function in a field that manages people's money, they should be able to manage their own finances.

This means that Unit Standards to the value of sixty-eight credits have been included in the Fundamental component. They will add value to learners both socially and economically in terms of

- > Their **ability** to operate as literate, numerate and financially literate workers in a global economy.
- > An awareness of the need to avoid the debt spiral that undermines the economy of South Africa.

All the Mathematical Literacy and Financial Literacy Unit Standards at Level 4 designated as Fundamental are compulsory.

Three Communication standards at level 4 are compulsory:

1. Engage in sustained oral communication and evaluate spoken texts.
2. Read, analyse and respond to a variety of texts.
3. Write for a wide range of contexts.

In addition one Unit Standard should be selected from the following set to make up the 20 compulsory credits

- > Use language and communication in occupational learning programmes or
- > Use the writing process to compose texts required in a business environment or
- > Apply comprehension skills to engage written texts in a business environment.

Four Unit Standards in a second South African language at level 3 are compulsory

1. Accommodate audience and context needs in oral communication
2. Interpret and use information from texts.
3. Write texts for a range of communicative contexts.
4. Use language and communication in occupational learning programmes.

Core Component

Sixty-one credits have been allocated to Unit Standards designated as Core for the purpose of this Qualification. These Unit Standards provide the basic medical knowledge and skills that Long-term underwriters and claims assessors need to know about the assessment of risk in Long-term insurance.

They provide an opportunity to develop industry knowledge through research and the application of study skills and ensure that the Qualification has a strong focus on the assessment of risk. All the Unit Standards indicated as Core are compulsory. Knowledge of HIV/AIDS and the effect on the assessment of Long-term risk should be integrated into the Core Unit Standards wherever an opportunity occurs naturally.

Elective Component

Electives that add up to at least 21 credits should be selected from the allocated list of Electives. This is to accommodate the highly specialised nature of Long-term risk assessment and to ensure that the Qualification is fit for purpose. There is a set of electives that is particularly appropriate to underwriters and a set that applies more specifically to claims assessors. Underwriters and claims assessors are strongly advised to select electives from these sets. The grouping of the Electives does not imply that learners should select Electives from only one specific category. Electives selected may relate directly to the learner's work role in an organisation or may be life skills to enhance employability. The Electives have been grouped under the headings:

- > Underwriting. Underwriters should do the following electives to ensure that the qualification is fit for purpose.
 - > Underwrite a standard risk in Long-term insurance.
 - > Explain insurable risk.
- > Long-term Claims Assessing. Long-term claims assessors should do the following electives to ensure that the qualification is fit for purpose.
 - > Assess a Long-term claim.
 - > Describe the control of fraud in Long-term insurance.
 - > Administer a Long-term claim.
- > General Long-term Insurance:
 - > Legislation
 - > Personal Development

Unit Standards for Trustees of Retirement Funds and Medical Schemes, including fiduciary duties have been included as learners could be elected to such positions and need to know what these positions entail. The Department of Finance and the Financial Services Board have identified trustee training as a national necessity.

Life Skills unit standards that serve as a means of personal development for learners in a democratic South Africa have also been included as Electives.

Additional unit standards on general aspects of the Long-term Insurance at Level 3 and 4 have been included. These provide the space for learners to tailor the Qualification to their specific work role.

EXIT LEVEL OUTCOMES

The FETC: Long-term Risk Assessment is intended for personnel already employed in the industry or learners in learnerships. The focus is on fundamental medical knowledge, the understanding and application of Long-term risk factors and an ability to apply appropriate processes and procedures to solve problems in a familiar context, to adjust applications when required and to motivate the change. Learners are required to apply literacy and numeracy skills to different Underwriting and Long-term Claims Assessing contexts. They are expected to gather, analyse and evaluate information from a range of sources and to present and communicate information reliably and accurately, both verbally and in writing.

Learners should have the capacity to take responsibility for their own learning within a supervised environment and should be able to evaluate their own performance and address their shortcomings.

1. Carry out basic research tasks and applying literacy and numeracy skills to analyse, interpret and evaluate information from a range of sources related to Long-term insurance or reinsurance and the assessment of risk.
2. Manage personal finances and risk.
3. Apply knowledge of legislation, ethics, compliance and fraud in the assessment of Long-term risk.
4. Apply knowledge of anatomy, physiology and related impairments to assess risk.

Exit Level Outcomes for the Critical Cross-Field Outcomes

The learner can demonstrate ability to:

- > Identify and solve problems in which responses show that responsible decisions using critical thinking

have been made in underwriting a standard life at ordinary rates or making a claims decision about a Long-term death, disability or impairment claim.

- > Work effectively with others as a member of a team, group, organisation or community.
- > Organise and manage oneself and one's activities responsibly and effectively *in that* it is expected that the learner will be responsible for his/her own learning and for organising his/her own work allocated tasks responsibly in the work environment. Work output is in line with an agreed mandate, relevant service agreements and an organisation's customer service standards applicable to underwriters or claims assessors within a Long-term insurance environment. The learner is required to complete research assignments timeously and to apply knowledge of different aspects of Long-term insurance.
- > Collect, organise and critically evaluate information. These competencies are built into the assessment criteria in many of the unit standards and the learner is required to do research projects and analyse information from the media.
- > Communicate effectively using visual, mathematical and language skills in the *modes* of oral and/or written presentations. These competencies are an integral part of all the unit standards and are built into the assessment criteria.
- > Use science and technology effectively and critically showing responsibility towards the environment and the health of others in that the insurance industry is technology driven and very few activities take place without the application of technology. The learner is also expected to access information from electronic media and use a computerised database.
- > Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation and that relevant references are made to the learners' part in: The big picture; issues of compliance and how the learner's actions have implications for others in the system.

In addition this Qualification contributes to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make the individual aware of the importance of

- > Reflecting own knowledge gaps in order to plan own learning schedule to acquire the knowledge to progress to the next level of authority within an underwriting or claims assessing department.
- > Being culturally and aesthetically sensitive across a range of social contexts in dealing with diverse people in the workplace including customers, co-workers and people who are surveyed or interviewed.
- > Participating as a responsible citizen in the life of local, national and global communities by accepting responsibility for own financial wellness and income **tax**.

The following shows the spread of Critical Cross-field Outcomes across the Unit Standards that are classified as Core and Financial Literacy in the FETC: Long-term Risk Assessment and the specified underwriting and claims electives.

Core and Financial Literacy

Describe and apply the basic principles of personal income tax.

- > Solve problems/ Make decisions
- > Organisation
- > Communicate

Interpret basic financial statements.

- > Solve problems/ Make decisions
- > Organisation
- > Communicate

Analyse impairments related to blood disorders and the associated impact on the assessment of risk.

- > Solve problems/ Make decisions
- > Team work
- > Information
- > Communicate
- > Technology
- > Related systems

Analyse impairments related to the endocrine system and their impact on the assessment of Long-term risk.

- > Solve problems/ Make decisions
- > Team work
- > Information
- > Communicate
- > Technology

> Related systems

Analyse impairments related to the digestive and urinary systems and their impact on the assessment of Long-term risk.

- > Solve problems/ Make decisions
- > Team work
- > Information
- > Communicate
- > Technology
- > Related systems

Analyse impairments of the reproductive system and their impact on the assessment of Long-term risk.

- > Solve problems/ Make decisions
- > Team work
- > Information
- > Communicate
- > Technology

Analyse cardiovascular related impairments and their impact on the assessment of Long-term risk.

- > Solve problems/ Make decisions
- > Team work
- > Information
- > Communicate
- > Technology
- > Personal Development

Analyse respiratory related impairments and their impact on the assessment of Long-term risk.

- > Solve problems/ Make decisions
- > Team work
- > Information
- > Communicate
- > Technology
- > Personal Development

Analyse cancer as impairment and the associated impact on the assessment of risk.

- > Solve problems/ Make decisions
- > Team work
- > Information
- > Communicate
- > Technology
- > Personal Development

Analyse psychological and psychiatric impairments and the associated impact on the assessment of risk.

- > Solve problems/ Make decisions
- > Team work
- > Information
- > Communicate
- > Technology
- > Personal Development

Analyse neurological related impairments and the associated impact on risk assessment.

- > Solve problems/ Make decisions
- > Team work
- > Information
- > Communicate
- > Technology
- > Personal Development

Analyse musculo-skeletal related impairments and their impact on the assessment of Long-term risk.

- > Solve problems/ Make decisions
- > Team work
- > Information
- > Communicate
- > Technology

> Related systems

Explain and apply ethical conduct in a business environment.

- > Solve problems/ Make decisions
- > Team work
- > Information
- > Communicate
- > Related systems
- > Personal Development

Analyse new developments reported in the media that could impact on Long-term insurance.

- > Solve problems/ Make decisions
- > Organisation
- > Information
- > Communicate
- > Technology
- > Related systems
- > Personal Development

Identify and explain trends and issues in the Long-term insurance market that present an **abnormal** risk,

- > Solve problems/ Make decisions
- > Information
- > Related systems

Analyse the different products available in the Long-term insurance industry and the benefits of each.

- > Information
- > Communicate

Demonstrate knowledge and application of the relationships ~~between~~ Life Style Measurements (LSM) and Long-term insurance.

- > Information
- > Communicate
- > Related systems

Describe life insurance.

- > Technology
- > Related systems
- > Personal Development

Apply the law of contract to insurance.

- > Solve problems/ Make decisions
- > Information
- > Communicate

Determine risk exposure in order to manage the risk in a specific situation.

- > Solve problems/ Make decisions
- > Information
- > Communicate

Underwrite a standard risk in Long-term insurance.

- > Solve problems/ Make decisions
- > Team work
- > Organisation
- > Information
- > Communicate
- > Related systems

Explain insurable risk.

- > Solve problems/ Make decisions
- > Information
- > Communicate
- > Related systems

Explain the roles of actuaries, underwriters, claims assessors and reinsurers in Long-term insurance.

- > Information
- > Related systems

Assess a Long-term claim.

- > Solve problems/ Make decisions
- > Organisation
- > Communicate
- > Technology
- > Related systems

Describe the control of fraud in Long-term insurance.

- > Solve problems/ Make decisions
- > Information
- > Communicate
- > Technology
- > Related systems

Administer a Long-term claim.

- > Solve problems/ Make decisions
- > Organisation
- > Information
- > Communicate
- > Technology
- > Personal Development

Exit points for learners who do not complete a Qualification

- > Learners will be credited with unit standards in which they have proved competence.
- > Learners who complete individual unit standards but do not complete this Qualification retain their credits. However, should the substance of the unit standards change, the validity of the credits towards the Qualification is subject to review.
- > Learners who change their provider or learning site before completing the Qualification may transfer their credits to the new learning site.
- > An authorised, original NLRD record of learning is required as proof of learning before the learner is officially transferred to the new learning site.

ASSOCIATED ASSESSMENT CRITERIA

1.

- > Current events and developments that could impact on Long-term Insurance are analysed and discussed and a personal point of view is offered in the discussion indicating ability to anticipate or predict future trends
- > Knowledge learnt in various unit standards and current events as they occur is integrated with a developing understanding of the Long-term environment in general, and the assessment of risk in particular, so that knowledge of the industry is applied in authentic situations.
- > Information is gathered, analysed, summarised, interpreted from a range of sources and presented reliably and accurately. Positions taken are motivated and substantiated.
- > Different Long-term products are analysed to determine cover.
- > Life Style Measurements are applied to the assessment of risk in Long-term insurance.
- > Risk exposure in a specific situation is identified, qualified and managed from an underwriting or claims perspective.

Associated Unit Standards

- > Analyse new developments reported in the media that could impact on Long-term insurance.
- > Analyse the different products available in the Long-term insurance industry and the benefits of each.
- > Demonstrate knowledge and application of the relationships between Life Style Measurements (LSM) and Long-term insurance.
- > Describe life insurance.
- > Determine risk exposure in order to manage the risk in a specific situation.
- > Explain the roles of actuaries, underwriters, claims assessors and reinsurers in Long-term insurance.

2.

- > The basic principles and different forms of individual income tax are explained with reference to an individual's liability and duty to pay tax.
- > Basic financial statements are analysed and used to make a personal financial decision.

- > Financial risk in own life is analysed and ways to reduce own financial risk are investigated for different types of risk.

Associated Unit Standards

- > Describe and apply the basic principles of personal income tax.
- > Interpret basic financial statements.
- > Investigate ways of managing financial risk in own lives.

3.

- > Methods, procedures and techniques of underwriting and/or Long-term claims assessing are explained with reference to specific company policy, legislative requirements and industry practices.
- > Information is gathered, analysed, evaluated, interpreted, recorded and presented and decisions are explained within own authority limits or mandate and with due regard for compliance.
- > The concept of ethics is explained with reference to an organisation's code of conduct and an individual's personal and property rights.
- > Own professional behaviour is assessed to determine gaps in own knowledge and the learning required to achieve an extended authority limit.
- > Knowledge of legislation is applied to the assessment Long-term risk.
- > Trends and issues in Long-term insurance that present an abnormal risk are interpreted to anticipate fraud

Associated Unit Standards

- > Explain and apply ethical conduct in a business environment.
- > Apply the law of contract to insurance.
- > Identify and explain trends and issues in the Long-term insurance market that present an abnormal risk.
- > Underwrite a standard risk in Long-term insurance and Explain insurable risk, **or**
- > Assess a Long-term claim and describe the control of fraud in Long-term Insurance and Administer a Long-term claim.

4.

- > Knowledge of the major systems of the body is applied to assess a risk.
- > The diagnosis and treatment of cancer and blood disorders is explained and applied to assess a risk.
- > Knowledge of HIV/AIDS is applied to the major systems of the body to identify the impact on underwriting and claims.

Associated Unit Standards

- > Analyse impairments related to blood disorders and the associated impact on the assessment of risk.
- > Analyse impairments related to the endocrine system and their impact on the assessment of Long-term risk.
- > Analyse impairments related to the digestive and urinary systems and their impact on the assessment of Long-term risk.
- > Analyse impairments of the reproductive system and their impact on the assessment of Long-term risk.
- > Analyse cardiovascular related impairments and their impact on the assessment of Long-term risk.
- > Analyse respiratory related impairments and their impact on the assessment of Long-term risk.
- > Analyse cancer as impairment and the associated impact on the assessment of risk,
- > Analyse psychological and psychiatric impairments and the associated impact on the assessment of risk.
- > Analyse neurological related impairments and the associated impact on risk assessment.
- > Analyse musculo-skeletal related impairments and their impact on the assessment of Long-term risk.

Integrated assessment:

Assessment practices must be fair, transparent, valid and reliable and should ensure that no learner is disadvantaged. Learners who wish to be assessed against the competencies in the Qualification and/or associated Unit Standards should direct enquiries to the relevant ETQA.

The focus of assessment must be on the assessment of the learning outcomes rather than learning outputs. The Specific Outcomes guide the learning and training process towards the outcomes on a continuous basis. The purpose is to determine whether the outcomes have been attained. Situations should present a wide range of options. Applications should require significant choices from a wide range of procedures and in a number of contexts.

Learning, teaching and assessment are inextricably linked. Where appropriate, assessment of knowledge,

skills, attitudes and values indicated in the various Unit Standards should be integrated. Assessment in communication, mathematical literacy and financial literacy should use authentic workplace contexts wherever practical.

Assessment has a formative monitoring function. Formative assessment should be used to assess gaps in the learners' skill and knowledge and to indicate where there is a need for expanded opportunities. The goal is to promote learning and to assess the efficacy of the teaching and learning process. Feedback from assessment informs teaching and learning and allows for the critique of outcomes, methodology and materials. Formative assessment is diagnostic and as such it should guide the learner and the trainer. It is continuous and is used to plan appropriate learning experiences to meet the learner's needs. It provides information about problems experienced at different stages in the learning process. As it is criterion referenced, if the learner has met the assessment criteria, he/she has achieved the outcomes.

Assessment should also have a summative component. Summative assessment may be used on completion of a unit standard, but should not be the only form of assessment.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Assessment should take place in an authentic context as far as is possible. Where it is not possible to assess competence in the workplace, simulations, case studies and other similar techniques should be used to provide a context appropriate to the assessment.

Integration implies that theoretical and practical components should, where possible, be assessed together. Integrative techniques should be used to assess applied competence. Learners should be required to demonstrate that they are able to perform the outcomes with understanding and insight.

Assessment should ensure that all Specific Outcomes, embedded knowledge and Critical Cross-Field Outcomes are evaluated. Assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of the Specific Outcomes. The Critical Cross-Field Outcomes are implicit in some Unit Standards and programmes should be designed to extend and further reflect the integration.

Before The FETC: Long-term Risk Assessment is awarded, learners are required to demonstrate competence in the required unit standards and complete a summative assessment based on the exit outcomes of the Qualification.

INTERNATIONAL COMPARABILITY

Traditionally, the larger insurers and reinsurers did in-house training of Long Term Underwriters and Claims Assessors in South Africa, and expertise was accumulated through experience. There were no providers in formal education that offered courses specifically in long term underwriting and claims assessing and there was no way of comparing the merit of the various in-house courses. In terms of current SAQA definitions most of the long term underwriting and claims assessing courses available in South Africa would be classified as short courses or skills programmes rather than Qualifications. The National Certificate in Insurance: Long Term: NQF Level 4: Risk Assessment provided a structure for training long term underwriters and claims assessors in South Africa. It is not offered at any formal institution, but has provided a standard for the training of underwriters and claims assessors within the industry. At the time of registration it was not compared to specific international Qualifications.

This comparison is based on the following Qualifications:

United Kingdom (UK)

> Skills Council for Financial Services National Standards: Underwriting Group, registered on NVQ. Unfortunately, the Underwriting Group of Standards registered through the Skills Council for Financial Services National Standards are only at levels 2 and 3. The document only indicates the core standards. The difficulties experienced finding an equivalent UK national Qualification can be explained by the findings of the INSETA task group during a visit to the UK and Ireland. It was found that consultants developed the standards for the Insurance industry without input from industry stakeholders. There has not been buy-in for NVQ insurance Qualifications from the industry and Qualifications and standards are owned by the providers that developed the Qualifications. This makes it difficult to access the standards and Qualifications.

> Chartered Insurance Institute (UK) Elective Module: Life and Disability Underwriting
The CII provides an advanced diploma in Insurance, which is set at a UK degree level. One of the units in the advanced diploma is Life and Disability Underwriting. This is a unit of study comprising 120 hours of learning, roughly equivalent to 12 credits on the South African NQF at level 6. The CII provided the SGB

with an overview of the unit, which enabled the SGB to compare the Core Unit Standards and outcomes in the FETC: Long Term Risk Assessment with the unit at a broad level although the advanced diploma is at a higher cognitive level.

The UK National standards are at a lower level than the South African Unit Standards. A wider search led to contact with Hank George, founder of the International Underwriting Congress, former President of the Home Office Life Underwriters Association. He is an active member of the Association of Home Office Underwriters, the Canadian Institute of Underwriters, the Institute of Caribbean Home Office Underwriters and the American Academy of Insurance Medicine, and involved in the investigation of the accreditation of Long term Risk Assessors in the USA and Canada. This did not provide Qualifications or standards for comparison. What this indicates however is the professionalism and the standards of competencies required of Life Underwriters internationally, through training and education obtained in-house and through universities and professional associations and Continuing Education Points (CPE).

Australia

> Certificate IV in Financial Services, registered on AQF. For this comparison Standards were obtained from draft documentation as the standards are still in the registration process in Australia. Some of the Unit Standards in the South African Qualification are electives in the Certificate III and Diploma in Financial Services so relevant units have also been sourced from these Qualifications.

Sites researched/ Organizations contacted:

USA and Canada

A site for Life Underwriters called lifeunderwriting.com led to contact with a Hank George, FALU, CLU, FLM, hankgeorge@aol.com. Hank advised that Underwriters are not officially accredited against a national curriculum or standard. They have a programme of exams, by underwriters and for underwriters, organised by the US and Canadian national underwriting associations, leading to the designation Fellow of The Academy of Life Underwriting (FALU). The sites of Associations, Providers and Universities that provide the exams leading to the professional designation were researched and where possible contacted, but none provided an overview of their outcomes for a comparison.

> Association for Advanced Life Underwriting (AALU): The mission of AALU is to monitor, develop and present legislation and regulation in the areas of advanced life insurance planning, to serve the best interests of its members and the public. It is also the mission of AALU to provide education and leadership in sustaining and improving the business environment for those engaged in advanced life insurance planning. <http://www.aalu.org/>

> The National Alliance for Insurance Education and Research: Provide practical continuing education programmes for all involved in insurance and risk management. More than 75,000 participants attend at least one of 1,900 programmes per year, conducted in all 50 US states and throughout the Caribbean. The web site provides an overview of the Certified Risk Managers course leading to a professional designation. However the course is more generic than Life Risk Assessment, and is not applicable for the comparison. The Alliance was requested to supply an overview of the Life modules but did not respond. <http://www.scic.com/index.htm>

> Society of Insurance Trainers and Educators: The Society of Insurance Trainers and Educators provides performance improvement opportunities to Society members through programmes, networking, and services. This site indicated that there are over 85 designations within the insurance industry. However, the designations and learning pathways to accreditation are only available for members. The organisation was contacted through the web link and a Lois Markovich replied that he did not have the information required. Through the web links site the SGB contacted <http://www.insurancetrainers.org/>

> American Risk and Insurance Association: ARIA is a professional association of insurance and risk management scholars and professionals. Through ARIA, members receive many tools and opportunities for growth and education. They offer member Conferences, research papers, and recognition. Their goals include the expansion and improvement of academic instruction to students of risk management and insurance. Providers including Georgia State University, The University of Charlotte, The University of Texas, and WebCE that provide mainly university courses in Life Underwriting or leading to the designation of FALU were contacted through the web links page of the ARIA site, to ascertain whether there are common outcomes with the South African Qualification. They did not respond to the request for information. Research on <http://www.aria.org/> indicates the relevance of Continuing Education Points (CPE) in maintaining Qualifications / designations.

UK

> Qualification and Curriculum Authority (UK): The Qualification and Curriculum Authority (QCA) in the

United Kingdom are responsible for standards in education and training. Their site covers the schools curriculum, accreditation and monitoring of Qualifications in schools, colleges and work, as well as research and statistics. <http://www.qca.org.uk>

- > Financial Services Skills Council - UK The Financial Services Skills Council is licensed by the UK government to work in partnership with employers to provide strategic and responsible leadership for training, education and development for the financial services industry in the UK. <http://www.fsnto.org.uk>
- > The Chartered Insurance Institute (CII) is a professional provider organisation for employees working in the insurance and financial services industry. It provides access to relevant Qualifications for employees at all levels and across all sectors of the industry. The CII provides an elective module (555) called Life and disability underwriting, which is part of their Advanced Diploma in Insurance. The SGB received cooperation from the CII and have used this unit for the comparison that follows. <http://www.cii.co.uk>

AUSTRALIA

- > Australian Qualifications Authority: <http://www.aqf.edu.au>
- > The National Training Information Service (Australia): The Australian Government's National Training Information Service web site provides information on the Qualifications, Qualification structures and the Unit Standards registered on the AQF. <http://www.ntis.gov.au>
- > National Finance Industry Training Advisor: The SGB made contact with the project team responsible for scoping and rewriting the Financial Services Training Package. A training package is an integrated set of nationally endorsed competency standards, assessment guidelines and AQF Qualifications for a specific industry, industry sector or enterprise. <http://www.nfitab.com.au>

AFRICA

- > Botswana Training Authority (BOTA) BOTA has registered 164 Unit Standards for 3 sectors (trainers and assessors (practice standards), wholesale and retail and Information and Communications Technology), but has not yet registered standards for their financial services industry. <http://www.bota.org.bw>

OTHER

Previous comparisons for Financial Services Qualifications at Levels 2 and 3 established that a comparison in a country with an emerging economy is not possible at present. This is because the web sites of the countries considered are either not presented in English or their accreditation systems are based on internal quality management systems and audits and not on alignment with national standards. The web sites considered for these comparisons are:

- > Malaysian Accrediting Body: Lembaga Akreditasi Negara: <http://www/lan.gov.my/english/index2eng.htm> (English version)
- > Mexican Accrediting Body: COPAES: <http://www.copaes.org.mx>
- > National Assessment and Accreditation Council (India): <http://www.naac-india.com/>

Countries for comparison with the Qualification FETC: LONG TERM RISK ASSESSMENT

Level Descriptors: (The fundamental unit standards for this comparison are against level 4 descriptors in spite of the lower level core competencies)

UK: Competence at level 4 involves the application of knowledge in a broad range of complex, technical or professional work activities performed in a variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.

Australia: Competence at level 4 involves:

- > Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- > Apply solutions to a defined range of unpredictable problems.
- > Identify and apply skill and knowledge areas to a wide variety of contexts with depth in some cases.
- > Identify, analyse and evaluate information from a variety of sources.
- > Take responsibility for own outputs in relation to specified quality standards.
- > Take limited responsibility for the quantity and quality of the output of others.

Detailed comparisons

FUNDAMENTALS

Mathematical Literacy:

UK: The UK's Key skill Unit Application of Number - Level 4 has three elements (Specific outcomes)

1. Develop a strategy for using application of number skills over an extended period of time.
2. Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
 - > Deductive and inferential reasoning
 - > Algebraic modeling.
3. Evaluate your overall strategy and present the outcomes from your work, including use of charts, graphs and diagrams to illustrate complex data.

The UK standard is similar to the SA standards in that the use of Mathematics is applied to a work or life problem. A hypothesis is stated, and maths is used to research and evaluate a work related problem. The UK standard is broader than the three SA standards as it does not state which mathematical strategy or methodology (statistics, algebra, geometry) the learner should use for the problem. It would seem that any of these methods (depending on the research problem) is acceptable whereas the SA learner will have to be competent against a range of mathematical methods.

Communication:

UK: The Key Skills Unit Communication Level 4 involves:

1. Develop a strategy for using communication skills over an extended period of time.
2. Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least:
 - > One group discussion about a complex subject
 - > One document of 1,000 words or more about a complex subject.
3. Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

There are some synergies with the contextualised communication Unit Standard: Use the writing process to compose texts required in a business environment. The UK standard requires the additional competencies of making a business presentation.

AUSTRALIA (AQF): Communicate in the workplace the level 4 Unit Standard is not available on the web site at present so it is difficult to gauge how accurately the outcomes of the two standards correspond.

Financial Literacy:

The financial literacy Unit Standards in the FETC: Long Term Risk Assessment introduce entry-level financial related competencies for learners, and ensure that individuals are able to apply the financial literacy concepts in their own lives to be financially responsible and therefore more productive and responsible employees. *i.e.* the industry requires financially responsible and empowered employees to work with their client's money and investments.

UK: There were no similar Unit Standards in insurance Qualifications on the NVQ however financial literacy competencies are embedded in other Unit Standard across the UK Qualification although the application of these competencies does not appear to extend to learners own lives.

AQF: Previous comparisons with the Australian Qualifications indicated that Financial Literacy concepts are embedded in the core units but do not extend to application in the learners own lives. This is no longer the case as new standards to assist learners to manage finances in their own lives as well as educate clients on relevant financial concepts are soon to be registered on the AQF. The draft units (standards) have been categorised as elective standards in the Australian Qualification. The standards cover topics and outcomes similar to those in the South African Financial Literacy standards at Levels 2 to 4; however, the SA Qualification has no obvious emphasis on consumer education, as this is not an industry requirement for insurance workers. Standards with competencies that may be compared to the Financial Literacy Unit Standards in the FETC: Long Term Risk Assessment are:

- > Develop understanding of debt and consumer credit covers the skills and knowledge to promote customer awareness of basic financial literacy skills necessary for beginning to make informed financial decisions. It covers the need and purpose of bank accounts, basic savings and investment principles, risk and return, and the role of insurance and superannuation.
- > Facilitate customer understanding of personal financial statements covers the skills and knowledge to educate customers in understanding and interpreting information contained in personal financial statements.

It covers a range of statements including bank and credit card statements.

Conclusion (Fundamentals)

The UK has four other key skills units that do not have SA fundamental counterparts but are covered by South Africa's critical cross-field outcomes either across the Qualification or by the core and elective Unit Standards. These are:

- > Information and Communication Technology - Level 4
- > Improving own learning and Performance - Level 4
- > Problem Solving - Level 4
- > Working with Others - Level 4

All the key skills units follow generic formulae: Develop a strategy using the specific competencies, monitor their progress, evaluate and present their objectives using their new skills.

The Australian industry core standards at certificate 4 level for the AQF are fundamental and must be demonstrated at diploma or advanced diploma level.

- > Apply principles of professional practice to work in the financial services industry.
- > Communicate in the workplace.
- > Use technology in the workplace.
- > Apply health and safety practices in the workplace.

Core

The following South African core standards:

- > Analyse impairments related to the digestive and urinary systems and their impact on the assessment of long term risk.
- > Analyse impairments related to the reproductive system and their impact on the assessment of long term risk.
- > Analyse cardiovascular related impairments and their impact on the assessment of long term risk.
- > Analyse respiratory related impairments and their impact on the assessment of long term risk.
- > Analyse cancer as impairment and the associated impact on the assessment of risk.
- > Analyse psychological and psychiatric impairments and the associated impact on the assessment of risk.
- > Analyse neurological related impairments and the associated impact on risk assessment.
- > Analyse musculo-skeletal related impairments and their impact on the assessment of long term risk.
- > Apply knowledge of blood disorders to assess risk.
- > Analyse new developments reported in the media that could impact on long term insurance.

Correlated to:

- > The CII Anatomy and Physiology and Disorders and Disease units. There are various synergies and gaps between the CII modules and the SA Unit Standards but this can be explained by the lower level of the SA standard (LA) to the Diploma level of the CII module. Some of the outcomes include:
 - > Functions of the main body systems, their structure and interrelationship, including body cells, musculo-skeletal, cardiovascular, respiratory, digestive, genito-urinary and nervous systems and the endocrine glands.
 - > Eyes, ears, heart, blood vessels, vitamins and the skin.
 - > Main causes of diseases.
 - > Diseases resulting from vitamin deficiency and their underwriting implications.
 - > Abnormal skin reactions, skin manifestations of systemic disorder, skin diseases including malignancy and their Underwriting implications.
 - > Major disorders affecting the eyes and ears and their underwriting implications.
 - > Pregnancy and diseases of the breast and their underwriting implications.
 - > Genito-urinary disorders and sexually transmitted diseases, their investigation and underwriting implications.
 - > Basic principles of genetics and underwriting implications.
 - > Types and control of organisms that cause disease.
 - > Disorders due to infections, tropical diseases and infestations and their underwriting implications.
 - > Impact of lifestyle on mortality and morbidity with particular reference to smoking and use of alcohol and drugs.
 - > Explain and apply ethical conduct in a business environment.
- > CII: Ethics and Confidentiality unit which is part of the underwriting Life and Disability Risks Module correlates, although this is specific to underwriting as opposed to generic business practices of the SA standard.
- > Analyse the different products available in the long term insurance industry and the benefits of each.

> CII: Various types of policies in relation to life and disability underwriting and their application to the provision of health care is a corresponding outcome for the South African Unit Standard.
 > AQF: The Product Skills Stream has three Unit Standards that are relevant: Develop and maintain in depth knowledge of products and services used by your organisation or sector; Match financial products to customer needs; Tailor a product/service to meet customer needs.

> Describe life insurance.

> CII: These competencies are covered in the Diploma in Insurance module Long-term business at certificate level rather than the Advanced Diploma, which has been used for this comparison.

> Apply the law of contract to insurance.

7 CII: A separate compulsory module in the Advanced Diploma: Company and Contract Law, has similar outcomes to the above standard.

7 Determine risk exposure in order to manage the risk in a specific situation.

> Although not part of the Underwriting Module Risk and Insurance, (compulsory module) and Risk Management comprising the Advanced Diploma in Insurance, would likely cover the above outcomes.

> Explain the roles of actuaries, underwriters, claims assessors and reinsurers in long term insurance

> CII: The Financial Risk Assessment unit contains outcomes relating to Main objectives of financial underwriting, including anti-selection and fraud, and the Underwriting - Life and Disability Risks unit contains an outcome relating to the Structure of an underwriting department and the Role of the Chief Medical Officer. Without access to a standard or course content, it is difficult to determine whether the CII outcomes include actuarial and external reinsurance roles. The SA standard does not include specific reference to the Chief Medical Officer, although the AC: 2.3 The ways in which underwriters protect an organisation against anti-selection are explained with examples, and could include the role of the CMO in protecting the organisation.

No corresponding standards were found in the 3 Qualifications/learning streams researched for the following SA standards:

> Demonstrate knowledge and application of the relationships between Life Style Measurements (LSM) and long term insurance.

> Identify and explain trends and issues in the long term insurance market that present an abnormal risk.

Underwriting

> Underwrite a standard risk in long term insurance and Explain Insurable risk

> CII - Mechanics of Underwriting unit has the following outcomes with outcomes similar to those in the South African Standard: Supporting medical evidence with particular reference to the private medical attendant's report medical examiner's report and questionnaires; AIDS questions on examination form; Basic concepts of life underwriting; Assessing the risk; Selection against life offices; Classification of life risks; Numerical systems of rating and Structure of the full and short proposal forms

7 UK: Skills Council for Financial Services - Decide if applications are acceptable and rate them by technical underwriting, Assess and underwrite alterations: Assess and underwrite renewals correlate with the competencies of underwriting a standard risk, although the level of competence at level 3 is lower than the SA standard.

7 AQF: The Life Insurance stream has an elective called Undertake life insurance risk assessment with corresponding outcomes at Certificate Level 4.

Long term claims assessing

> Assess a long term claim; Administer a long term claim; Describe the control of fraud in Long Term insurance.

> CII Claims Unit comprises the following outcomes: Admission of death claims on individual policies, with particular reference to non-disclosure, cause of death not covered and overseas deaths; Validity of critical illness claims; Assessment of permanent health insurance claims, including evidence required and policy conditions; Assessment of permanent and total disability claims. Without access to the specific outcomes and/or content of the CII outcomes, it is difficult to say how accurately the outcomes correlate to the SA outcomes.

General long term insurance (life and pension funds)

> Apply knowledge of basic accounting principles to financial services.

> AQF: There are 7 standards available on the Accounting Stream. However, it is unlikely that a Risk Assessor would do these in addition to the Risk Assessment standards, as they only need to select 9 electives from the Qualification.

> Describe group insured benefits; Analyse different group retirement products; Demonstrate knowledge and understanding of the role, functions and duties of trustees of medical schemes; Demonstrate knowledge and understanding of the role, functions and duties of trustees of retirement funds.

> Learners can elect a superannuation stream, which has corresponding competencies across the 8 standards comprising the stream.

No corresponding standards were found with the **3 Qualifications/learning** streams researched for the following standards (Previous comparisons indicate that some of these may well exist, but they have not been packaged for the Qualifications researched):

- > Use an electronic system as a tool in a financial services context.
- > Indicate the scope of life insurance in South Africa.
- > Explain credit life insurance.
- > Describe funeral insurance.
- > Describe disability insurance solutions in the context of financial planning.
- > Investigate dread disease products and their place in wealth management.
- > Demonstrate ability to use and interpret texts that apply to the role and responsibilities of trustees of retirement funds.
- > Explain fiduciary responsibilities and the associated risks.

Legislation

As regulation is specific to a country the Legislation Unit Standards cannot be compared standard for standard. All Qualifications do however put value on acquisition of competencies relating to the legal environment:

- > **CII: Underwriting** - Life and disability risks: Social and legislative constraints on underwriting practice; Ethics and confidentiality; European Data Protection Directive **1999**; Practical procedures in connection with the Access to Medical Reports Act **1988**; Access to Medical Records Act **1990**; Regulation by the Ombudsman, and The **ABI Code of Practice 1999** in relation to the above matters, are the outcomes relating to legislation and regulation in the **CII** unit: Life and Disability Underwriting. Various other modules in the Advanced Diploma in Insurance also have legal outcomes.
- > **AQF**: The Compliance standards Conduct individual work within a compliance framework and Facilitate compliance with statutory, legislative and regulatory requirements via staff education refer to competencies required to adhere and comply with the law.

Personal development

- > Investigate the need to provide financially for **own** retirement.
- > **AQF**: Develop understanding of superannuation - registered as financial literacy.
- > Manage personal expenditure.
- > **AQF**: Financial Literacy modules have some overlaps: Develop and use a personal budget; Develop and use a savings plan; Develop understanding of debt and consumer credit.

No corresponding standards were found within the **3 Qualifications/learning** streams researched for the following standards, (Previous comparisons indicate that some of these exist, but they have not been included in the Qualifications researched):

- > Manage risk in own **work/business** environment.
- > Research costs associated with marriage, birth, divorce and death in own circumstances.
- > Describe how to manage workplace relationships.
- > Apply **problem-solving** techniques to make a decision or solve a problem in a real life context.
- > Manage own work performance in relation to an organisation's performance management system.
- > Manage time **effectively** to enhance productivity and enable a balanced lifestyle.
- > Explain the impact of personal wellness on work performance.
- > Apply knowledge of self and own situation to manage the risks resulting from change in the workplace.
- > Explain how to manage diversity in the workplace.
- > Identify **causes** of stress and techniques to manage it in the workplace.
- > Describe how to support employees who are affected by a dread disease.
- > Explain the concept of disability and the associated challenges for an organisation.
- > Describe how to manage anxiety and depression in the workplace.
- > Apply knowledge of **HIV/AIDS** to a specific business sector and a workplace.
- > Investigate quality and control mechanisms in a business unit.

International comparability: conclusion

The standards in the **Financial Services Qualifications** In Long Term Risk Assessment at Level 4 on the **AQF** and **CII** have similar outcomes to the proposed South African Qualification. Unfortunately, not enough information is provided in the source document regarding the packaging of the **NVQ** Qualification, but the core **function** of underwriting has cross synergies. However:

- > There appear to be more personal development and management standards available as electives in the South African basket.
- > The AQF Qualification is not specific to long term risk assessment, but is a general financial services Qualification, which includes all sectors such as banking, retail financial services, etc. (As these standards have not been relevant for the comparison, they have been omitted).
- > There are additional competencies in the CII module not covered in the South African Qualification that intentionally covers only the assessment of a standard risk in long term insurance. This is because the CII Qualification is at UK degree level. South African Unit Standards that deal with these competencies will be developed as part of the proposed National Certificate in Long Term Risk Assessment and National Diploma in Long Term Risk Assessment at Level 5, which will focus on above average risk. The standards not covered in the SA Qualification are:
 - > Assessment of extra risk.
 - > Nature of extra risks.
 - > Methods of treating under-average lives and extra risks.
 - > Imposition of additional premiums or restrictions on cover provided.
 - > Mechanism of loading.
 - > Financial Risk Assessment.
 - > Range and underwriting of key person insurance.
 - > Business loans cover and the evidence required.
 - > Underwriting- Life and Disability Risks.
 - > Underwriting implications of advances in genetics.
 - > Non-Medical Risk Factors.
 - > Increased mortality and morbidity for residential risks.
 - > Geographical risk factors for major continents.

Underwriters and Long-term Risk Assessors have a critical role in managing risk for an insurance organisation. There are many international professional associations that provide information, education (online and workshop) and conferences to ensure that these role-player's competencies are current. While there are many professional designations for underwriters (indicating professional standards), the SGB's research did not identify any clear trend towards national standards for achieving these titles. Even the Australian Qualifications do not have a clear career path for Underwriters (the competencies are part of a more generic Qualification) and do not indicate how the national Qualification aligns with professional (and possibly more industry recognised) accreditation.

It therefore seems safe to assume that as a complete National Qualification, the FETC: Long Term Risk Assessment at Level 4 is unique and could lead the way for the Underwriting and Long Term Risk Assessment industry worldwide.

ARTICULATION OPTIONS

This Qualification articulates horizontally with:

- > The FETC: Long-term Insurance.
- > The FETC: Medical Claims Assessing.
- > The National Certificate in Wealth Management: Level 4.
- > The National Certificate in Long-term insurance: Level 4.
- > The National Certificate in Insurance: Long-term: NQF Level 4: Risk Assessment,
- > The National Certificate in Financial Services Management: Level 4.

It articulates vertically with:

- > The National Certificate in Wealth Management: Level 5.
- > The National Certificate in Long-term Risk Assessment: Level 5.
- > The National Diploma in Long-term Risk Assessment and Management: Level 5.

Note: Vertical articulation is subject to the admission requirements of the provider or Higher Education Institution.

MODERATION OPTIONS

This Qualification will be internally assessed and externally moderated by a moderator registered by a relevant accredited ETQA or an ETQA that has a Memorandum of Understanding with the relevant accredited ETQA.

- > Moderators, competent at the level of the Qualification, are registered by a relevant accredited ETQA to

ensure that the standard across assessors is consistent.

> Moderators must be registered as assessors with the relevant **ETQA**.

> Moderators are required to report to a relevant accredited ETQA.

> A relevant accredited ETQA will monitor and quality assure moderation and assessment according to guidelines in the Qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

This Qualification will be internally assessed by the provider and moderated by a moderator registered by a relevant accredited ETQA or an ETQA that has a Memorandum of Understanding with the relevant accredited ETQA.

> Assessors must be registered as assessors with a relevant accredited **ETQA**.

> Moderators, competent at the level of the Qualification are registered by a relevant accredited **ETQA** to ensure that the standard across assessors is consistent.

> Providers of the Qualification must be accredited as providers with a relevant accredited **ETQA**.

> **Assessors should** be in possession of a relevant insurance Qualification at NQF level 5 or higher.

NOTES

NIA

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	114983 Describe life insurance	Level 3	3	Registered
core	13940 Demonstrate knowledge and application of ethical conduct in a business environment	Lwei4	4	Registered
core	14991 Apply the law of contract to insurance	Lwei4	2	Registered
core	15008 Determine risk exposure in order to manage the risk in a specific situation	Level4	2	Registered
core	118003 Analyse musculo-skeletal related impairments and their impact on the assessment of long-term risk	Level4	2	Recommended
Core	118004 Analyse impairments of the reproductive system and their impact on the assessment of long-term risk	Lwei 4	2	Recommended
Core	118006 Analyse psychological and psychiatric impairments and the associated impact on the assessment of risk	M 4	2	Recommended
Core	118007 Analyse neurological related impairments and the associated impact on risk assessment	Level 4	2	Recommended
car	118008 Analyse respiratory related impairments and their impact on the assessment of long-term risk	Level 4	2	Recommended
Core	118009 Analyse impairments related to the endocrine system and their impact on the assessment of long-term risk	Level 4	2	Recommended
Core	118011 Analyse new developments reported in the media that could impact on long-term insurance	Level 4	10	Recommended
core	118013 Analyse impairments related to blood disorders and the associated impact on the assessment of risk	Level 4	1	Recommended
core	118015 Analyse cardiovascular related impairments and their impact on the assessment of long-term risk	Level4	5	Recommended
Core	118018 Analyse cancer as an impairment and the associated impact on the assessment of risk	Level 4	2	Recommended
Core	118017 Analyse impairments related to the digestive and urinary systems and their impact on the assessment of long-term risk	Level 4	2	Recommended
Core	119259 Explain the roles of actuaries, underwriters, claims assessors and reinsurers in Long-term insurance	Level 4	3	Draft - Prep for P Comment
Core	119262 Demonstrate knowledge and application of the relationship between Life Style Measurement (LSM) and Long-term insurance	Level 4	6	Draft - Prep for P Comment
Core	119264 Identify and explain trends and issues in the Long-term insurance market that present an abnormal risk	Level 4	4	Draft - Prep for P Comment
Core	119478 Analyse the different products available in the Long-term insurance industry and the benefits of each	Level 4	5	Draft - Prep for P Comment
Elective	114966 Explain the types of compulsory statutory insurance in South Africa	Level 2	2	Registered
Elective	10712 Manage personal expenditure	Level 3	3	Registered
Elective	10714 Research costs associated with marriage, birth, divorce and death in own circumstances	Lwei3	4	Registered

Elective	12547 Demonstrate knowledge and understanding of the role, functions and duties of trustees of Group Retirement Funds	Level 3	4	Registered
Elective	12548 Demonstrate ability to use and interpret texts that apply to the role and responsibilities of trustees of Group Retirement Funds	Level 3	4	Registered
Elective	12550 Demonstrate knowledge and understanding of the role functions and responsibilities of Trustees of Medi Schemes	Level 3	4	Registered
Elective	113907 Explain the impact of personal wellness on work performance	Level 3	2	Registered
Elective	113911 Use an electronic system as a tool in a financial services context	Levels	2	Registered
Elective	114932 Explain how to manage diversity in the workplace	Level 3	2	Registered
Elective	114934 Explain the concept of disability and the associated challenges for an organisation	Level 3	3	Registered
Elective	114938 Describe how to manage anxiety and depression in the workplace	Level 3	2	Registered
Elective	114941 Apply knowledge of HIV/AIDS to a specific business sector and a workplace.	Level 3	4	Registered
Elective	114943 Describe how to manage workplace relationships	Level 3	2	Registered
Elective	114946 Identify causes of stress and techniques to manage it in the workplace	Level 3	2	Registered
Elective	114948 Describe how to support employees who are affected by a dread disease	Level 3	2	Registered
Elective	114952 Apply problem-solving techniques to make a decision: solve a problem in a real life context	Level 3	2	Registered
Elective	114956 Describe funeral insurance	Level 3	2	Registered
Elective	114960 Investigate the need to provide financially for own retirement	Level 3	3	Registered
Elective	116966 Apply knowledge of self and own situation to manage risks resulting from change in the workplace	Level 3	3	Registered
Elective	117104 Administer a long term claim	Level 3	2	Registered
Elective	117111 Apply knowledge of basic accounting principles to financial services	Level 3	4	Registered
Elective	117133 Manage own work performance in relation to an organisation's performance management system	Level 3	2	Registered
Elective	117146 Indicate the scope of life insurance in south Africa	Level 3	4	Registered
Elective	117171 Manage time effectively to enhance productivity and enable a balanced lifestyle	Level 3	2	Registered
Elective	12164 Demonstrate knowledge and insight into the Financial Advisory and Intermediary Services Act (FAIS) (Act 37 of 2002)	Level 4	2	Reregistered
Elective	14315 Demonstrate knowledge and insight into the Income Tax Act (58 of 1962 and the accompanying regulations) as amended as it applies to insurance and investment products	Level 4	2	Reregistered
Elective	14506 Explain the Finance Intelligence Centre Act, Act 38 of 2001 and its implications to clients	Level 4	3	Registered
Elective	14994 Demonstrate knowledge and understanding of insurable risk	Level 4	2	Registered
Elective	113910 Describe different insurance solutions in the context of financial planning	Level 4	4	Registered
Elective	113913 Investigate dread disease products and their place in wealth management	Level 4	2	Registered
Elective	113923 Explain fiduciary responsibilities and the associated risks	Level 4	1	Registered
Elective	117120 Analyse the Pension Funds Act as it applies to the administration of retirement funds	Level 4	3	Registered
Elective	117122 Analyse the role of group retirement benefits in the insurance industry	Level 4	2	Registered
Elective	117123 Analyse different group retirement products	Level 4	2	Registered
Elective	117126 Apply knowledge and insight into aspects of the Long Term Insurance Act, Act 52 of 1998	Level 4	2	Registered
Elective	117129 Apply the regulations for disclosure that are required as part of the financial sales process	Level 4	2	Registered
Elective	117131 Explain the legislation relating to marriage, divorce and maintenance as it applies to retirement benefits	Level 4	2	Registered
Elective	117137 Describe group insured benefits	Level 4	2	Registered
Elective	117149 Apply knowledge and insight into the statutory cover afforded under the Compensation for Occupational Injuries and Diseases Act, 130 of 1993, as amended (COIDA)	Level 4	3	Registered
Elective	117155 Explain the scope of the Compensation for Occupational Injuries and Diseases Act 130 of 1993 (COIDA)	Level 4	2	Registered
Elective	118005 Investigate quality and control mechanisms in a business unit	Level 4	2	Recommended
Elective	119260 Explain credit life insurance	Level 4	2	Draft - Prep for P Comment
Elective	119261 Describe the control of fraud in Long-term Insurance	Level 4	3	Draft - Prep for P Comment
Elective	119263 Assess a Long-term insurance claim	Level 4	5	Draft - Prep for P Comment

Elective	119265 Manage risk in own work environment	Level 4	2	Draft - Prep for P Comment
Elective	119266 Underwrite a standard risk in Long-term insurance	Level 4	5	Draft - Prep for P Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Reregistered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Reregistered
Fundamental	8975 Read, analyse and respond to a variety of texts	Level 4	5	Reregistered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Reregistered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Reregistered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on related problems	Level 4	6	Reregistered
Fundamental	9016 Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4	Reregistered
Fundamental	12153 Use the writing process to compose texts required in the business environment	Level 4	5	Registered
Fundamental	12155 Apply comprehension skills to engage with written texts in a business environment	Level 4	5	Registered
Fundamental	117127 Describe and apply the basic principles of personal income tax	Level 4	3	Registered
Fundamental	117156 Interpret basic financial statements	Level 4	4	Registered
Fundamental	117158 Investigate ways of managing financial risk in own lives	Level 4	5	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

SAQA US ID	UNIT STANDARD TITLE		
119263	Assess a Long-term insurance claim		
SGB NAME		NSB 03	PROVIDER NAME
SGB Insurance and Investment		Business, Commerce and Management Studies	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Business, Commerce and Management Studies	Finance, Economics and Accounting
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Gather and record information to assess Long-term risk.

SPECIFIC OUTCOME 2

Apply knowledge of Long-term risk to the assessment of a claim.

SPECIFIC OUTCOME 3

Access and use appropriate media in order to assess a Long-term claim.

SPECIFIC OUTCOME 4

Interpret and evaluate data in order to assess a claim.

SPECIFIC OUTCOME 5

Make a claims decision.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and application of the relationship between Life Style Measurement (LSM) and Long-term Insurance

SAQA US ID	UNIT STANDARD TITLE		
119262	Demonstrate knowledge and application of the relationship between Life Style Measurement (LSM) and Long-term insurance		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Insurance and Investment	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 4	Regular

SPECIFIC OUTCOME 1

Analyse Life Style Measurements relevant to the Long-term market.

SPECIFIC OUTCOME 2

Explain economic cycles and the affect on the Long-term market.

SPECIFIC OUTCOME 3

Investigate the relationship between needs, priorities and affordability.

SPECIFIC OUTCOME 4

Apply knowledge of socio-economic conditions to Long-term insurance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

SAQA US ID	UNIT STANDARD TITLE		
119261	Describe the control of fraud in Long-term Insurance		
SGB NAME	NSB 03	PRO WDER NAME	
SGB Insurance and Investment	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 4	Regular

SPECIFIC OUTCOME 1

Describe fraud as it occurs in Long-term insurance.

SPECIFIC OUTCOME 2

Explain legal aspects relating to fraud in Long-term insurance.

SPECIFIC OUTCOME 3

Describe internal processes around the investigation of fraud in Long-term insurance.

SPECIFIC OUTCOME 4

Analyse trends and the impact of fraud in Long-term insurance.

SPECIFIC OUTCOME 5

Explain control mechanisms used to contain fraud in Long-term insurance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

SAQA USID	UNIT STANDARD TITLE		
119260	Explain credit life insurance		
SCB NAME		NSB 03	PROVIDER NAME
SGB Insurance and Investment		Business, Commerce and Management Studies	
UNIT STANDARD TYPE	FIELD DESCRIPTION		SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies		Finance, Economics and Accounting
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 4	Regular

SPECIFIC OUTCOME 3

Differentiate between life and credit life cover.

SPECIFIC OUTCOME 4

Analyse the **terms** and conditions of a credit life policy.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

SAQA US ID	UNIT STANDARD TITLE		
119259	Explain the roles of actuaries, underwriters, claims assessors and reinsurers in Long-term insurance		
SGB NAME	INSB 03	PROVIDER NAME	
SGB Insurance and Investment	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 4	Regular

SPECIFIC OUTCOME 1

Explain the specialist functions of actuaries.

SPECIFIC OUTCOME 2

Explain the specialist functions of underwriters.

SPECIFIC OUTCOME 3

Explain the specialist functions of claims assessors.

SPECIFIC OUTCOME 4

Explain how a Long-term product is developed.

SPECIFIC OUTCOME 5

Explain the role of reinsurers in Long-term insurance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

SAQA US ID	UNIT STANDARD TITLE		
119264	Identify and explain trends and issues in the Long-term insurance market that present an abnormal risk		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Insurance and Investment	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME 1

Recognise instances of non-disclosure as a potential business risk.

SPECIFIC OUTCOME 2

Analyse self-reported ailments to interpret the potential risk.

SPECIFIC OUTCOME 3

Analyse an application for Long-term cover to anticipate fraud.

SPECIFIC OUTCOME 4

Explain the role of the intermediary in identifying potential risk.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage risk in own work environment

SAQA US ID	UNIT STANDARD TITLE		
119265	Manage risk in own work environment		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Insurance and Investment	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 4	Regular

SPECIFIC OUTCOME 1

Analyse own role and the risk associated with performance at work.

SPECIFIC OUTCOME 2

Demonstrate knowledge and understanding of work procedures in the workplace and the risk of non-compliance.

SPECIFIC OUTCOME 3

Suggest ways of managing risk in own work position.

SPECIFIC OUTCOME 4

Analyse the behaviours and attitudes that constitute positive and negative risk in the workplace.



SAQA US ID	UNIT STANDARD TITLE		
119266	Underwrite a standard risk in Long-term insurance		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Insurance and Investment	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Gather and record information to assess Long-term risk.

SPECIFIC OUTCOME 2

Identify and explain the risks involved in underwriting lives.

SPECIFIC OUTCOME 3

Access and use a variety of media to assess Long-term risk.

SPECIFIC OUTCOME 4

Interpret and evaluate data for underwriting purposes.

SPECIFIC OUTCOME 5

Make an underwriting decision.



SAQAS ID	UNIT STANDARD TITLE		
119478	Analyse the different products available in the Long-term Insurance industry and the benefits of each		
SGB NAME		NSB 03	PROVIDER NAME
SGB Insurance and Investment		Business, Commerce and Management Studies	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Business, Commerce and Management Studies	Finance, Economics and Accounting
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Analyse Term Products to determine the cover.

SPECIFIC OUTCOME 2

Analyse Conventional Life Insurance products.

SPECIFIC OUTCOME 3

Analyse Universal Life Products.

SPECIFIC OUTCOME 4

Analyse Retirement Annuities to determine the structure.

SPECIFIC OUTCOME 5

Analyse Investment Linked Products to determine the cover.

SPECIFIC OUTCOME 6

Interpret the different supplementary benefits available with life insurance policies.