



# UCT LIFE INSURANCE UNDERWRITERS SHORT COURSE

## BROCHURE

### FEBRUARY 2023



## 1. THE PURPOSE OF THE COURSE AND ENTRY REQUIREMENTS

The UCT Life Insurance Underwriters Short Course was designed in co-operation with a group of leading underwriters, senior medical officers and other industry leaders. The ASISA Academy pioneered this course from 2011 to 2015 to establish life insurance underwriting as a formal profession in South Africa. The course was designed to provide underwriters with both a broad overview of the insurance industry as well as a practical understanding of risk assessment. Particular attention is paid to human anatomy, physiology and pathology as well as financial underwriting and other non-medical risk factors.

The course was offered in Cape Town or Johannesburg once a year in the form of 30 full day in-person sessions distributed over six months.

### The ASISA Academy in partnership with UCT

In 2010 the Academy commenced strategic partnerships with universities to both facilitate employment opportunities to graduates with ASISA's members and also to inform curricula to make it as responsive as possible to the needs of an ever-changing industry. The Academy now has partnerships with seven universities including a strategic partnership with UCT where UCT has endorsed the following four Academy courses as non-credit bearing UCT Short Courses:

1. Life Insurance Underwriters' Short Course
2. Life Insurance Claims Assessor Short Course
3. Investment Management Administration & Client Servicing (IMACS) Short Course
4. Collective Investment Schemes (CIS) Short Course

Delegates on each of these courses need an 80% attendance of the course and must pass the assessments to be awarded the UCT certificate.

## 2. COURSE LEARNING OUTCOMES

This document shows the outline for the ASISA Academy Underwriters' Course. The underlying principles and assumptions in designing this curriculum are:

A high-level split between two major Sections each containing the core Modules indicated as follows:

### Section One: Business Context & Insurance Fundamentals

1. External Financial Landscape
2. Internal Business Principles
3. Risk Cover Products
4. Engagement Skills

### Section Two: Risk Assessment

1. Anatomy, Physiology and Pathology
2. Underwriting Tools and Non-Medical Risk Factors

Modules consist of **Learning Areas** which are then, in turn, broken down into individual **Learning Outcomes**. Learning Outcomes are observable, measurable, demonstrable and can be applied as practically as possible in the South African context.

## 2.1. MODULE ONE – EXTERNAL FINANCIAL LANDSCAPE

This Module focuses on providing an overview of the Financial Services industry and more particularly the Insurance industry to enable candidates to contextualise their working and learning experience.

Learning areas	Learning outcomes – delegates should be able to:
What is insurance?	<ol style="list-style-type: none"> <li>1. List the basic principles on which Insurance is based.</li> <li>2. Described the origins of insurance,</li> <li>3. Describe the concept of risk.</li> <li>4. Provide a list of reasons for insurance being purchased.</li> <li>5. Show how the insurance process quantifies risk.</li> <li>6. Show how a selection of financial products are not insurance products e.g. unit trusts, RAs etc.</li> <li>7. Contrast Individual Life Insurance with Group Life Insurance.</li> <li>8. Develop a glossary of the terms and acronyms specific to the insurance industry.</li> </ol>
Role players and industry bodies	<ol style="list-style-type: none"> <li>1. List the role players in the financial services sector and describe their roles and interrelationships. This should include at least the following:               <ol style="list-style-type: none"> <li>a. Regulators &amp; Ombudsmen</li> <li>b. Life Insurance companies</li> <li>c. Reinsurance companies</li> <li>d. Medical laboratories</li> <li>e. Financial Advisors &amp; Asset consultants</li> <li>f. Industry associations</li> <li>g. Asset managers, Collective Investment Schemes &amp; Asset administrators</li> <li>h. SA Reserve Bank and commercial banks</li> <li>i. Financial exchanges</li> <li>j. Data providers</li> </ol> </li> <li>2. Explain the concept of a financial market. Describe the characteristics of the financial markets (money market, bonds, equities &amp; derivatives) and who the major participants are.</li> </ol>
Legal framework	<ol style="list-style-type: none"> <li>1. Describe the basics legal concepts underpinning insurance: Contracts / Utmost Good Faith / Insurable Interest</li> <li>2. Contrast the Prudential Regulatory framework with Market Conduct Regulatory framework by describing the main features and purposes of the important legislation affecting the insurance industry including at least the following:               <ol style="list-style-type: none"> <li>a. Prudential Regulatory framework                   <ol style="list-style-type: none"> <li>i. Long Term Insurance Act</li> <li>ii. Financial Intelligence Centre Act</li> <li>iii. Capital Adequacy</li> <li>iv. Data Protection Act</li> <li>v. Income Tax Act</li> <li>vi. Solvency Assessment &amp; Management (SAM) Framework</li> </ol> </li> <li>b. Market Conduct Regulatory framework                   <ol style="list-style-type: none"> <li>i. Financial Advisory and Intermediary Services (FAIS) Act</li> <li>ii. Long Term Insurance Act</li> <li>iii. Codes of Conduct</li> <li>iv. Ombudsman</li> <li>v. Non-Disclosure</li> </ol> </li> </ol> </li> </ol>

	<p>vi. Treating Customers Fairly</p> <ol style="list-style-type: none"><li>3. Contrast South African legislation pertaining to the insurance sector with legislation internationally.</li><li>4. Describe the ethical issues around requesting genetic information from individuals and the impact of adverse results for the individuals concerned (use "Scan for Life" <a href="http://www.scanforlife.co.za">http://www.scanforlife.co.za</a> as a case study.)</li><li>5. Contrast self-regulatory processes with state regulation.</li><li>6. Provide examples of anti-competitive behaviour and what the consequences of the behaviour were.</li><li>7. Show where regulation has historically failed and why.</li><li>8. Contrast detailed rules-based regulation with principle-based regulation.</li><li>9. List the most common areas where conflicts of interests arise.</li><li>10. Define the role of the Ombudsman.</li><li>11. Identify the impact of professional bodies' code of ethics on the legal framework.</li><li>12. Describe the different tax regimes applicable to insurance companies in South Africa.</li><li>13. Show the impact of non-disclosure by insurance applicant.</li></ol>
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## 2.2. MODULE TWO - INSURANCE INDUSTRY CONTEXT, STAKEHOLDERS AND BUSINESS PRINCIPLES

This module focuses on providing an overview of the insurance business, the interactions within the insurer and the interactions between the insurer and their clients.

Learning Areas	Learning Outcomes - Delegates should be able to:
How does an insurance business work?	<ol style="list-style-type: none"> <li>1. Show how insurance companies make profit.</li> <li>2. List a number of ways of measuring profit.</li> <li>3. Define the components of a life insurance premium.</li> <li>4. Contrast investment premium with risk premium</li> <li>5. Describe the risk management process within an insurance company.</li> <li>6. Distinguish between the different departments within an insurer (Distribution, Underwriting, Actuarial, Marketing, Claims, Finance, HR, IT etc.) and describe how these departments interact.</li> <li>7. Define the role of an actuary and why actuaries are essential for the insurance industry.</li> <li>8. Define the role of the broker or tied agent.</li> <li>9. Describe the actuarial control cycle.</li> <li>10. Contrast the insurance markets in Africa and motivate in which country they would establish a South African insurer from scratch.</li> </ol>
The role of underwriting in the insurance business	<ol style="list-style-type: none"> <li>1. Define the purpose of underwriting.</li> <li>2. Contrast underwriting (application for insurance) with claims underwriting (after the insurable event)</li> <li>3. Describe the duties of an underwriter.</li> <li>4. Describe the impact underwriting has on product design</li> <li>5. Contrast the impact of underwriting at new business or at claims stage.</li> <li>6. Describe the relationship between a direct underwriter and a reinsurance underwriter.</li> <li>7. Show the benefits of a strong relationship between the underwriter and a) the actuary b) the broker / tied agent</li> </ol>
Claims	<ol style="list-style-type: none"> <li>1. Describe the role of a claims assessor</li> <li>2. How does claims u/w link into Up front u/w</li> <li>3. Describe the claims management process</li> </ol>
Understanding "clients" and their requirements	<ol style="list-style-type: none"> <li>1. List the insurance industry product providers and each of their potential clients.</li> <li>2. Describe their roles and interrelationships.</li> <li>3. List the different types of clients in detail and what motivates their insurance requirements.</li> <li>4. Describe the insurance needs of clients.</li> <li>5. Describe the different:               <ol style="list-style-type: none"> <li>a. Types of insurance providers</li> <li>b. Types of product distribution channels</li> <li>c. Types of insurance product available</li> </ol> </li> <li>6. Determine an appropriate solution based on a client's needs.</li> <li>7. Develop a documentation checklist for engaging with clients.</li> </ol>



	<ol style="list-style-type: none"> <li>8. "Follow the application form" - Draw a diagram of the journey of an application form from application form completion to acceptance/declinature.</li> <li>9. Identify the key features of an insurance policy.</li> <li>10. Design a life insurance application form.</li> <li>11. Highlight the key differences between their ideal application form and the industry "standard".</li> <li>12. Demonstrate the importance of client confidentiality.</li> </ol>
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### 2.3. MODULE THREE - RISK COVER PRODUCTS

Learning Areas	Learning Outcomes - Delegates should be able to:
Product development	<ol style="list-style-type: none"> <li>1. Motivate who should be involved in the product development process and contrast this with the current reality.</li> <li>2. List the factors that contribute to the need for a new risk product e.g. new type of risk (HIV), adjustments to existing products, copying competitors.</li> <li>3. Describe who drives the development of a new product.</li> <li>4. Develop a framework for developing products e.g. defining the insured event, exclusions, covered conditions.</li> <li>5. Contrast between product development driven by research/empirical evidence and that driven by anecdotal evidence.</li> <li>6. Contrast mortality with morbidity products.</li> <li>7. Explain why a waiting period is necessary for morbidity products.</li> <li>8. Distinguish between products that incentivise health and a healthy lifestyle (preferred lives) with products that emphasise sickness and go no further.</li> <li>9. Assessment idea: Develop a product for this risk.</li> </ol>
Mortality (life cover)	<ol style="list-style-type: none"> <li>1. Describe the need for mortality cover.</li> <li>2. Describe all the different mortality products available: Life, Credit life, Accidental death.</li> <li>3. List the essential elements of a typical mortality product.</li> </ol>
Disability & Impairment Cover	<ol style="list-style-type: none"> <li>1. Describe the need for disability cover.</li> <li>2. Describe all the different disability products available: Capital, disability income, physical impairment, functional impairment.</li> <li>3. List the essential elements of typical disability products.</li> <li>4. Contrast permanent disabilities with temporary disabilities.</li> </ol>
Long term care	<ol style="list-style-type: none"> <li>1. Describe the need for Long Term Care cover.</li> <li>2. Describe all the different long term care products available.</li> <li>3. List the essential elements of typical long term care products.</li> <li>4. List the Activities of Daily Living (ADLs) and demonstrate what combination of them could result in a successful claim.</li> <li>5. Provide an opinion as to why long-term care has not yet been a successful product in South Africa and develop strategies to change this.</li> </ol>
Critical illness / Dread disease	<ol style="list-style-type: none"> <li>1. Describe the need for dread cover.</li> <li>2. List the essential elements of typical critical illness products.</li> <li>3. Define the types of critical illness product and list the range of products available in this market.</li> <li>4. Explain why the event definition is so important for this product.</li> <li>5. Distinguish between a medical legal insurance definition and a simplified consumer definition.</li> <li>6. Give a short description of the history of this product in South Africa and show the extent to which it has been "exported" around the world.</li> </ol>



Health cover / Medical Aid/ Hospital Cash	<ol style="list-style-type: none"> <li>1. Describe the need for Health Cover / Medical Aid cover.</li> <li>2. List the essential elements of typical health cover products and the most common exclusion clauses for each product.</li> <li>3. Define the types of health cover product and list the range of products available in this market.</li> </ol>
Impairment (debility) products	<ol style="list-style-type: none"> <li>1. Describe the need for impairment cover.</li> <li>2. Describe all the different impairment products available.</li> <li>3. List the essential elements of typical impairment products.</li> <li>4. Define the term "limb".</li> <li>5. Distinguish between the loss of a limb and the loss of use of a limb.</li> <li>6. List the categories of limbs and the limbs in each category and the claims percentage per limb.</li> <li>7. Define the term "bed-ridden" and provide examples of this state.</li> </ol>
Direct & Underwritten	<ol style="list-style-type: none"> <li>1. Contrast a directly sold product with an underwritten product.</li> <li>2. Give examples of direct products and insurers who sell them.</li> <li>3. Describe the channels through which direct products are sold giving the advantages and disadvantages of each channel.</li> <li>4. Describe the product limitations of direct products (sum assured).</li> </ol>
Non-underwritten products	<ol style="list-style-type: none"> <li>1. Describe the conditions present for a product to not be underwritten.</li> <li>2. Contrast product that are not underwritten with products that are minimally underwritten (funeral cover and credit life).</li> </ol>
Individual versus Group products	<ol style="list-style-type: none"> <li>1. Define the terms "free cover limit" and "forward advance cover".</li> <li>2. Show how individuals' salary levels impact the cover provided.</li> <li>3. Develop a table with the following column headings:</li> <li>4. Product type</li> <li>5. Product description</li> <li>6. Key differences between Group and Individual products (annual review based on salary, forward advance cover, company bears the risk premium, tax deductions)</li> <li>7. Advantages of Group cover for this product</li> <li>8. Disadvantages of Group Cover for this product</li> <li>9. Show the point at which underwriting is required for group cover products.</li> </ol>
Special (Unusual) risks	<ol style="list-style-type: none"> <li>1. Give examples of unusual risks and the types of cover available for each.</li> <li>2. Show the progression in the development of the treatment of a non-curable, life-threatening illness and how this results in previously uninsurable lives (modified death benefit) becoming insurable.</li> <li>3. Demonstrate the implications of being uninsurable.</li> <li>4. Show the need for having cover for severely sub-standard lives.</li> </ol>
Lapses	<ol style="list-style-type: none"> <li>1. Describe the implications of a policy lapse for a) the insured b) the insurer.</li> <li>2. Provide examples of what could cause policy lapses and the underwriting implications for each situation.</li> <li>3. Develop their own set of rules for a lapse and the reinstatement of a policy.</li> </ol>
Retrenchment cover	<ol style="list-style-type: none"> <li>1. List the essential elements of retrenchment cover products.</li> <li>2. Debate whether this product should be underwritten.</li> </ol>
Product distribution channels	<ol style="list-style-type: none"> <li>1. Highlight the key differences between direct sales and broker/agent driven-sales.</li> <li>2. List the product distribution channels used by SA insurance companies.</li> <li>3. Show the legislation that governs each of the channels used (FAIS etc.).</li> </ol>



	<ol style="list-style-type: none"> <li>4. Describe the ethical issues which arise for each distribution channel and how the industry should approach these issues.</li> <li>5. Give an example of a common activity which is legal but not ethical in their view.</li> <li>6. Choose an insurance product and show the different target markets and what distribution channels would be appropriate for each target market.</li> </ol>
Reinsurance	<ol style="list-style-type: none"> <li>1. Define the role of the reinsurer in the insurance process and how this differs in practice.</li> <li>2. Describe the "retention" process in the context of large sums assured.</li> <li>3. List the typical conditions of a "treaty" between a reinsurer and the insurer and why a treaty should always be put in place.</li> <li>4. Define the term "facultative treaty" and under what conditions this will apply.</li> <li>5. Describe the term "profit commission" and the conditions under which this practice works well.</li> <li>6. Describe the ethical issues that typically arise in the relationship between the reinsurance underwriter and the insurance underwriter.</li> </ol>

## 2.4. MODULE FOUR - ENGAGEMENT SKILLS

This module focuses on the engaging in the workplace skills that need to be practically applied and demonstrated by the participants. The majority of the delivery activities used will be integrated into the delivery of the outcomes in the preceding modules.

Learning Areas	Learning Outcomes - Delegates should be able to:
Business communication skills	<ol style="list-style-type: none"> <li>1. Identify the work-related situations where effective communication is key, what form this should take and what characteristics would be appropriate (e.g. advocacy)</li> <li>2. Describe the common flaws in written and verbal communication internally and externally.</li> <li>3. Show how the various Office Suite products (Word, Excel, PowerPoint, Access) can be used to store, manipulate and communicate information.</li> <li>4. Distinguish between an emotional and a factual debate and participate appropriately.</li> <li>5. For a given communication challenge how they would most likely handle it and how best it could be handled (diplomacy)</li> <li>6. Demonstrate enquiry in conversations versus advocacy.</li> <li>7. Communicate negative feedback in a constructive manner.</li> <li>8. Identify common examples of body language, stance and projection that negatively and positively impact on effective communication.</li> <li>9. Demonstrate an ability to communicate effectively using body language, stance and projection appropriate to the situation.</li> <li>10. Demonstrate an ability to create an appropriately safe place to have conversations of a more personal nature.</li> <li>11. Market themselves and their company.</li> <li>12. Present a range of underwriting information to senior clients, peers (seminar feedback), financial advisors.</li> </ol>
Analytical & Decision-making skills	<ol style="list-style-type: none"> <li>1. Extract, analyse and apply relevant information from a variety of sources.</li> <li>2. Collate and synthesise information and then make and act on a decision.</li> </ol>
Conflict management	<ol style="list-style-type: none"> <li>1. Identify potential conflict situations.</li> <li>2. Describe and critique the alternative responses to conflict situations.</li> <li>3. Assess their most natural response to conflict (fight, flight, negotiate)</li> </ol>





	<ol style="list-style-type: none"> <li>4. Describe a conflict resolution process.</li> <li>5. Describe how to deal with sexual harassment appropriately.</li> <li>6. Manage anger (theirs and others') appropriately.</li> </ol>
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## 2.5. MODULE FIVE - ANATOMY, PHYSIOLOGY AND PATHOLOGY

Learning Areas	Learning Outcomes - Delegates should be able to:
Medical – Anatomy & Physiology	<p>Lead a high-level discussion about reproduction and genetics.</p> <p>HEALTHY LIVES Describe the location of the following systems, their components and how they function:</p> <ol style="list-style-type: none"> <li>1. Cardiovascular system</li> <li>2. Respiratory system</li> <li>3. Gastrointestinal system</li> <li>4. Central nervous system</li> <li>5. Renal system</li> <li>6. Reproductive system</li> <li>7. Ear/nose/throat (including sleeping disorders)</li> <li>8. Skin &amp; soft tissue</li> <li>9. Muscular skeletal system</li> <li>10. Blood system</li> <li>11. Endocrine system</li> <li>12. Eyes</li> <li>13. Lymphatic system</li> </ol>
Medical – Pathology	<p>Show what causes unhealthy lives with specific reference to genetics, environment, lifestyle &amp; injuries.</p> <p>UNHEALTHY LIVES Describe the diseases relating to each of the 13 systems under the following 7 categories:</p> <ol style="list-style-type: none"> <li>1. Congenital</li> <li>2. Inflammatory</li> <li>3. Neoplastic</li> <li>4. Infectious</li> <li>5. Metabolic/endocrine</li> <li>6. Trauma/injuries</li> <li>7. Miscellaneous</li> </ol> <p>DIAGNOSING DISEASE</p> <ol style="list-style-type: none"> <li>1. List the typical tests for monitoring the functionality of each of the above organ systems.</li> <li>2. Define the normal values of readings for the above functionality tests and the insurance implications of an abnormal reading.</li> <li>3. Interpret a special investigation report.</li> <li>4. Draw up a process for reviewing results of a special investigation.</li> <li>5. Make a list of all jargon.</li> <li>6. List the conditions and/or combinations of conditions that are not insurable.</li> <li>7. Define unrelated and related impairments, provide examples of each, and describe the approach they would take in each situation.</li> <li>8. Determine what condition a particular medication is treating.</li> <li>9. Ensure that reason for the medication being taken has been clarified.</li> <li>10. Demonstrate use of a MIMS desk reference.</li> </ol>



	<ol style="list-style-type: none"><li>11. Describe the resources available for identifying drugs and their use.</li><li>12. Describe the drugs that typically result in abnormal laboratory blood results.</li><li>13. Describe the HIV and HIV testing protocols.</li></ol> <p>CONGENITAL/GENETIC CONDITIONS</p> <ol style="list-style-type: none"><li>1. The organs affected, abnormal functions and long-term complications.</li><li>2. More common tests</li><li>3. Code of conduct for genetic tests</li></ol> <p>AUTOIMMUNE DISEASES</p> <ol style="list-style-type: none"><li>1. The organs affected, abnormal functions and long-term complications.</li><li>2. More common tests</li></ol> <p>PSYCHIATRIC DISEASES</p> <ol style="list-style-type: none"><li>1. DSM IV classification of diseases, with special focus on Mood disorders, Chronic fatigue, PTSD, Fibromyalgia, Substance abuse, Personality disorders, Psychoses.</li><li>2. Diagnostic criteria and treatment modalities for psychiatric conditions.</li><li>3. More commonly used Ratings scales and Questionnaires, e.g. Hamilton Anxiety Rating Scale, Beck's Depression Inventory etc.</li></ol> <p>INFECTIOUS DISEASES</p> <ol style="list-style-type: none"><li>1. The organs affected, abnormal functions and long-term complications.</li><li>2. More common tests</li><li>3. Typical diseases: HIV, Parasites, Worms</li></ol> <p>MALIGNANCIES</p> <ol style="list-style-type: none"><li>1. Distinguish between malignant and benign tumours.</li><li>2. Describe the Tumour, Node, Metastases (TNM) staging system and how the grading of a tumour relates to the TNM staging system.</li><li>3. Rate a tumour according to the staging and grading of the tumour histology using an underwriting manual.</li></ol> <p>OTHER MEDICAL FACTORS</p> <ol style="list-style-type: none"><li>1. Discriminate based on evidence not cultural factors.</li><li>2. Show the effects of a combination of medical risk factors.</li><li>3. Define the role of a Chief Medical Officer.</li><li>4. Describe what takes place during a Chief Medical Officer consultation.</li><li>5. List typical impairments associated with particular cultures and sensitively deal with the information.</li></ol>
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## 2.6. MODULE SIX - UNDERWRITING TOOLS & NON-MEDICAL RISK FACTORS

Learning Areas	Learning Outcomes - Participants should be able to:
The underwriter's toolbox	<ol style="list-style-type: none"> <li>1. Describe the basic underwriting rating factors: age, gender, education, income, smoking, occupation, avocation.</li> <li>2. Distinguish between mortality and morbidity.</li> <li>3. Describe the mortality and morbidity conditions that result a) Standard rate and b) Sub-standard rate.</li> <li>4. List the inputs and demonstrate how to calculate a policy extra loading / premium.</li> <li>5. Rate conditions (medical and occupational) applicable to certain types of insurance cover.</li> <li>6. Demonstrate the use of the reinsurer's underwriting manual e.g. Rating of medical impairments (per product, evidence based underwriting).</li> <li>7. Explain why underwriters should not attempt a diagnosis but rate on evidence at hand.</li> <li>8. Describe the impact of automated underwriting systems on the underwriting process.</li> </ol>
Financial underwriting	<ol style="list-style-type: none"> <li>1. Identify the requirements for each of the types of cover applied for (key man, loan, estate duty, personal, contingent liability, buy &amp; sell, partnership).</li> <li>2. List the sources of financial information required for each type of cover.</li> <li>3. Describe the process of calculating the sum assured for each of the types of cover.</li> <li>4. Contrast each of the following business structures: Limited company, Proprietary Limited, Close Corporation, Partnership.</li> <li>5. Show the difference between group, company and individual financial statements and the different approaches used in analysing each of these.</li> <li>6. Define "Insurable interest" and list the insurance products available.</li> <li>7. List the key elements of a balance sheet and income statement and describe the dependencies between them. Show how each element impacts the insurance decision.</li> <li>8. Define and contrast assets and liabilities on a balance sheet.</li> <li>9. Define and contrast income and expenses on an income statement.</li> </ol>
Occupation & Avocation	<ol style="list-style-type: none"> <li>1. Describe how occupational conditions could adversely impact a medical condition.</li> <li>2. Describe how avocational activities could adversely impact a medical condition.</li> <li>3. List the most common dangerous occupations and whether they are insurable.</li> <li>4. List the most common dangerous avocations and whether they are insurable.</li> <li>5. Describe how to assess the danger of an occupation or avocation.</li> </ol>
Residence and travel	<ol style="list-style-type: none"> <li>1. List the factors (environmental, political, historical) that give a location a higher-than-normal risk.</li> <li>2. List occupations that will result in travel to dangerous places.</li> <li>3. Describe the resources available to establish the location, safety and current conditions of any area in the world.</li> </ol>

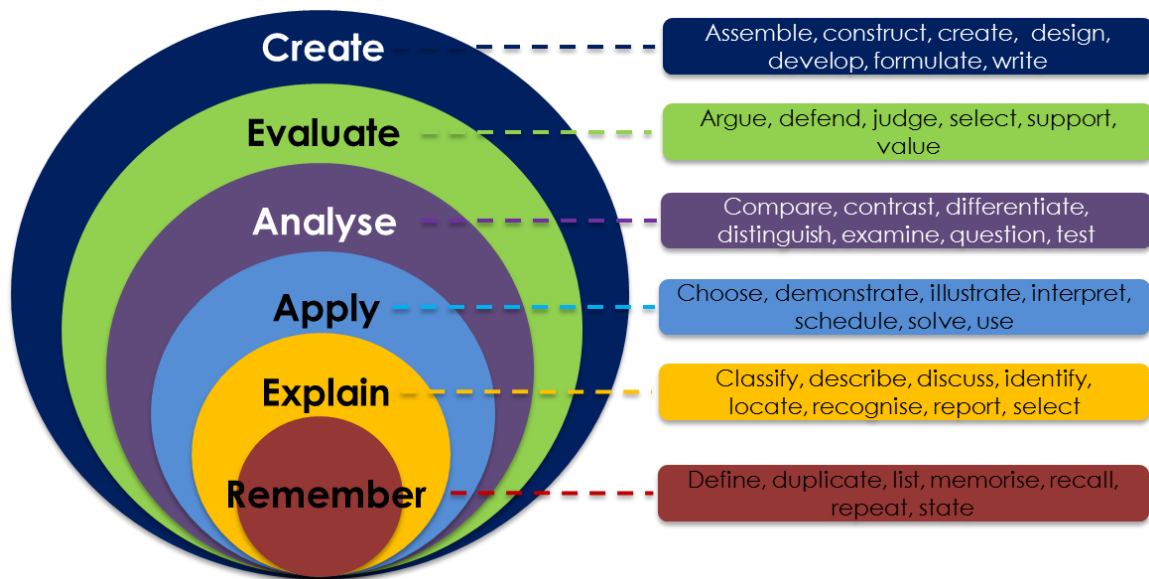
### 3. ACADEMY VISION & MISSION

The ASISA Academy creates and delivers high quality solutions to meet the skills development needs of South African Savings, Life Assurance and Investment Management organisations. The Academy resulted from the need for a fresh approach to developing savings and investment management skills and achieving broader, more rapid transformation of the industry. The intention is to take delegates' learning beyond that of their tertiary studies using an approach that responds to industry realities and is delivered by industry experts in an academically sound manner.

More than 14,000 people in the Southern African financial services sector have learned with the ASISA Academy since 2008 with over 1000 industry presenters keeping the learning rooted in reality. The Academy has a Level 1 B-BBEE rating.

### 4. ACTIVE LEARNING

We work hard at the ASISA Academy to ensure every learning experience is as interactive as possible. To achieve this, we draw on the expertise of some of the most experienced and specialised professionals in the industry and we limit the size of our groups. The following diagram captures the Academy approach to learning. We aim to achieve the bulk of our learning in the biggest circles.



Class sizes are limited to enable a supportive learning environment in which no committed participant gets left behind. Delegates will be required to bring a laptop or tablet in order to make full use of the online learning environment during the sessions.

## 5. FEEDBACK FROM PAST DELEGATES

Some comments from Academy candidates about their experiences on our programmes...

- "Today's session meant that I could consolidate everything that I had learnt over the days of the course. It has been very valuable. I am very excited about the knowledge I have gained. Great course!"
- "I found the first day very interesting and am sure I will learn a lot more in the days to come - thank you for sharing the knowledge".
- "This is much more (content wise and experience) than I



expected. The enthusiasm of the lecturing/organising team is infectious. Thank you".

- "Great lecturers from the industry that has a wealth of knowledge to share. Thoroughly enjoyed it!"
- "In a nutshell, the investment industry summed up in a week and getting top industry professionals to simplify complexity in our working environment was one of the most fulfilling things in my career,

and am ready to apply all learned, from Excel to self-through to compliance to add my life, most of all and those that continue to question status quo".

- "It's a great course and should lot more attention to new industry".
- "What an educational and I've learned a lot and can't wait to begin! Everything is run well aside for presentations to the contents of presentations".
- "I think, for me anyway, that a huge part of the value of the course lies in the contacts



made through the course – with leaders in the industry as well as colleagues grappling with the same issues."

really be given a comers to the

enjoyable week! for the next week from the time set



made through the course – with leaders in the industry as well as colleagues grappling with the same issues."

- "Great course, thank you for this wonderful opportunity! Can't wait for next course".
- "Everything is great. There was a great selection of speakers".

"The presenters were all extremely well prepared. It was fantastic to get the insights from all of the experienced individuals!"

## 6. CONTACT INFORMATION

For more information, please contact the Academy on

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