

CISRO
LIFE LICENSE QUALIFICATION PROGRAM
(LLQP)

DESIGN DOCUMENT

PREPARED FOR CISRO BY:

David Hultgren

Bill Hutchison

May 11, 2001



**CISRO
LIFE LICENSE QUALIFICATION PROGRAM
(LLQP)
DESIGN DOCUMENT**

Table of Contents

Agent Curriculum Architecture 2

Introduction..... 3

Assumptions 3

Note to All Providers regarding Suggested Learning Activities and Wording of Objectives..... 4

Note to Provider for both Classroom and Distance Learning concerning the Design of Content in Modules 2 through 5 5

Structure of the Design Document Matrix..... 6

Design Document Matrix..... 7

Module 1—Insurance Industry Overview 7

Module 2—Individual Life Insurance Product..... 10

Module 3—Individual Disability & Accident & Sickness Insurance Product..... 16

Module 4—Group Insurance Products 20

Module 5—Investment Products: 24

Module 5A: Other than Insurance 24

Module 5B: IVICs (Segregated Funds) 26

Module 6—Underwriting, Issues and Claims..... 29

Module 7—Taxation..... 31

Module 8—Retirement 33

Module 9—Needs Analysis/Risk Management..... 37

Module 10—Common/Contract Law Statutes..... 41

Module 11—Professional Standards 42

Recommended Enhancements 45

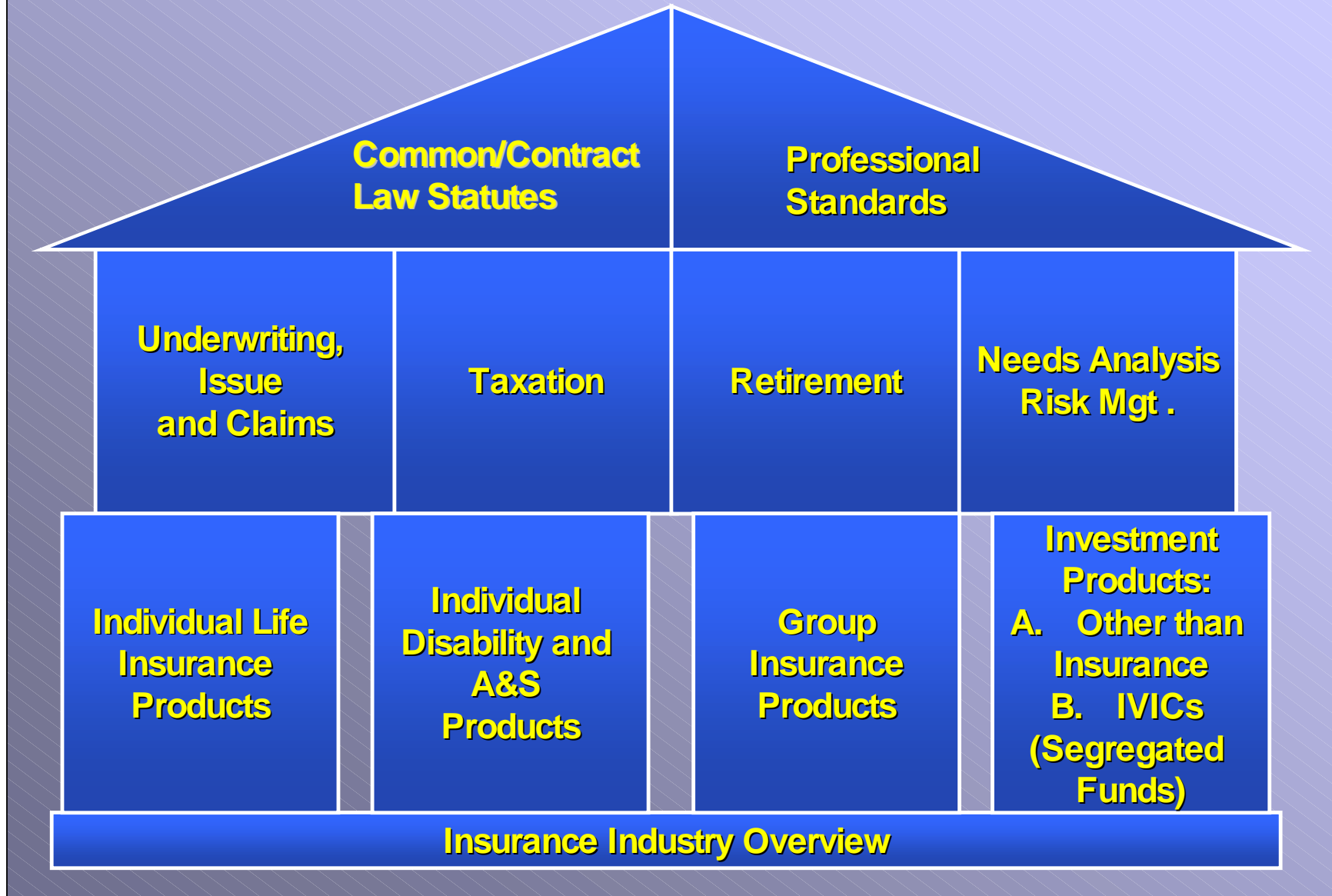
Fundamental Communication Skills..... 45

Running and Marketing Your Own Life Insurance Business 45

Percentage Weight of Life Agent Certification Examination by Sub-Tests, Modules and Measurable Objectives 46



Agent Curriculum Architecture





CISRO LIFE LICENSE QUALIFICATION PROGRAM (LLQP) DESIGN DOCUMENT

INTRODUCTION

Assumptions:

- The fundamental reason for the creation of a new Life License Qualification Program (LLQP) and a new LLQP Certification Examination is to increase the skill level of agents entering the profession. Therefore, careful attention has been given to the LEVEL of the Ability Objectives and the Measurable Objectives in the Design Document Matrix to follow. Bloom's *Taxonomy of Educational Objectives* was chosen as a guide in the development of these objectives. Each Ability Objective and Measurable Objective has been assigned a level. These levels should guide you, the course provider, in the development of your learning activities to meet the objectives, because they indicate the level/depth of understanding that CISRO believes that new agents need to have to enter the profession. The levels include:
 1. Knowledge--ability to recall facts and information. Objectives begin with words such as define, state, or list.
 2. Comprehension--ability to demonstrate an understanding of the facts or information. Objectives begin with words such as describe, explain, or discuss.
 3. Application--ability to apply knowledge and comprehension to a specific situation. Objectives begin with words or phrases such as compare and contrast, using an example describe the advantages and disadvantages of, etc.
 4. Analysis--ability to break down a situation into its relevant component parts. Objectives begin with words or phrases such as using various customer profiles or given several case studies, determine the client's needs
 5. Synthesis--ability to put various pieces of information together to create a new whole. Objectives begin with phrases such as using various customer profiles or given several case studies, recommend the most appropriate products to meet the client's needs.
 6. Evaluation--ability to conduct a high level evaluation, to judge appropriateness against purpose. Sample objective: Create an overall financial strategy to meet the needs of a given client.
- Both the timing and duration of modules and sessions are left to the Developer.
- Program providers are expected to deal with relevant Provincial/Territorial issues.
- Program providers are expected to include in their materials (whether classroom or distance learning) a glossary of relevant terms and definitions introduced in the course. It is further expected that all course participants will receive or be able to print this glossary for use as a job aid.
- CISRO will provide to course providers a list of commonly used industry abbreviations and acronyms that participants will be expected to know for the LLQP Certification Examination.

Note to All Providers regarding Suggested Learning Activities and Wording of Objectives:

- Throughout this design document, Suggested Learning Activities are divided into two categories:
 - Classroom—This category includes traditional classroom instruction augmented by any other forms of media used to enhance classroom instruction. Suggested activities, therefore, might include video or audio presentations or analysis of video or audio scenarios, PowerPoint presentations, computer-aided instruction, etc. in addition to more traditional classroom methods such as lecturette, written assignments, class discussion, individual or small group presentations, case study analysis, mock client interviews, mock client presentations. Distance Learning versions of this course, or portions thereof, may be very applicable for use in classroom environments.
 - Distance Learning—This broad category is designed to be inclusive rather than exclusive. It includes a whole array of potential learning methods—self-study kits/programs that may include print, audio, video and/or other media; classic multimedia including CD-ROM, CD-i, Web-based, Highly Interactive Distance Learning (HIDL); or hybrids including CD and web-based programming, and/or the inclusion of on-line or telephone communication with an instructor for all or portions of the program.
- Suggested Learning Activities are included for only some of the objectives to give course providers a flavour for the types of activities that the course designers believe will meet the measurable objectives. In many cases, the types of activities suggested in one module may be equally applicable to another module.
- Suggested Learning Activities are just that—suggested not required. While the Ability Objectives and the Measurable Objectives must be included in the course, Suggested Learning Activities are included to provide some examples of activities that will provide the kinds of experiences for the participants/learners to perform the measurable objective at the prescribed level (1-6). What is important is that the activities created by course providers enable participants to meet the objective at the appropriate level. It is up to the course provider to determine those activities. When course providers review their developed materials, the course content/materials/activities for a given measurable objective should be compared against that measurable objective and level for appropriateness. In short, participant activities are not prescribed. Participant outcomes are prescribed (via measurable objectives and levels).
- The Suggested Learning Activities presented in this Design Document for a classroom environment assume that there are supporting written materials, e.g., book(s), participant manual, etc. Reading assignments between sessions are strongly suggested.
- Throughout the modules, the content of the course and the rationale for selecting the classroom format will be greatly enhanced by exploiting the advantages that classroom instruction has to offer. Specifically it is recommended that Classroom instruction of the content be rich with interaction and rich with classroom skill practice. Not only will this help participants prepare for the Certification Exam, it will develop the higher-level skills (application, analysis, synthesis, and evaluation) needed to succeed as agents. Furthermore, it will greatly enhance their client interaction skills (not directly addressed in the course) and make the learning content immediately relevant to an on-the-job situation, thereby increasing their motivation to learn the material.

- Given the above comment, it is strongly recommended that those creating Distance Learning instruction look for opportunities to include as much practice and other practical application activities as possible to address the higher-level skills that applicants will be expected to demonstrate on the Certification Examination. Consideration should also be given by these providers to the possibilities of using a combination of multimedia and/or Paper-Based Home Study with either classroom support or instructor contact/evaluation via internet, phone, or face-to-face where the attainment of the Measurable Objectives warrants it.
- When Providers review developed courses, a key question the reviewers should seek to answer is, "Do the course content and learning activities provide participants with the knowledge and skill to meet each Measurable Objective (at the Level the objective is written). This further emphasizes the importance of developers noting the level of each Measurable Objective as they design learning activities.
- Seeing and hearing the correct information modeled is very powerful. Upon completion of any activity where incorrect information has been presented to check for understanding (e.g., an activity where a course participant needs to identify what an agent did right and wrong in a video segment of an agent presenting Term Life information to a prospective client), please provide correct answers, preferably using the same format (in this case video) with print support where possible. Please reinforce the correct answers using the same powerful media used to create the original learning activity.
- When an objective in this Design Document uses the word "including" followed by a list of items, it is not meant to be all-inclusive. It should be read as "including all these, but not limited to only these items."
- Please see the "Recommended Enhancements" regarding communication skills following the Design Document Matrix.
- Prior to the first skill practice (role play) assignment, be sure to emphasize the importance of practice in moving from the acquisition of knowledge to the building of skill. Encourage participants to take skill practice opportunities very seriously to get the most out of the course.

Note to Provider for both Classroom and Distance Learning concerning the Design of Content in Modules 2 through 5:

Anytime a library of courseware is being developed, there is a tendency to create instructional "templates" to aid in the speed of content development and to control costs. There is also a corresponding tendency to overly "organize" content. While templating instructional activities and organizing content can be a benefit to developers, it can also be a detriment to learning.

When the same instructional templates are used repeatedly in a course, participants quickly recognize these patterns, since the human mind is adept at recognizing order or patterns out of chaos.

Participant attention is highly focused and engaged while it is working in instructional activities that are fresh and new to it. However, once the participant begins to recognize the underlying instructional pattern to a tutorial, test or other activity, their mind disengages, attention drops, and learning slows down. There is no longer any reason for their mind to be focused or engaged...it can accurately anticipate what will happen next.

To prevent this loss of focus, attention, and engagement, it is critical that a wide variety of instructional activities, approaches, techniques, and templates are used—and changed frequently. Preferably, no single type should be used or implemented more than twice in a row.

For example, in a set of case studies, the first case could require the participants to analyze a client situation and recommend the most appropriate insurance product. The second case might reverse the process and present an agent making his product recommendation to a prospective client. However, in this case the participant must correctly identify what relevant information in the client's information file support this recommendation and explain the rationale for that decision. While this might be a case study template, it can be presented in a variety of ways, or from multiple approaches—to maintain a high level of participant attention and engagement.

Structure of the Design Document Matrix:

This design document matrix beginning on the following page contains the following information arranged in columns:

- **ID:** A number assigned to the Ability Objective for CISRO tracking purposes. Course developers need not concern themselves with this number.
- **Ability Objective and Level:** The broad ability or competency that the agent should have. The number after each objective refers to the cognitive “level” of the objective according to Bloom’s *Taxonomy of Educational Objectives*. See the note above (under Assumptions) regarding level of objectives.
- **Measurable Objective and Level:** The objectives to be measured in the course related to the Ability Objective. The number (1-6) after each objective refers to the cognitive “level” of the objective according to Bloom’s *Taxonomy of Educational Objectives*. See the note above (under Assumptions) regarding level of objectives. Note: The Measurable Objectives included herein should be considered as the minimum acceptable content. Providers are welcome to include additional content related to the Ability Objective that they deem relevant and useful for new agents.
- **Suggested Learning Activities and Notes:** This column includes learning activity suggestions for both "Classroom" and "Distance Learning" environments. These activities should be considered suggestions, not mandates. They are designed to give course developers an idea of the type and level of activities that would help to prepare the course participants to sit for the LLQP Certification Exam and help them succeed as agents on the job.
 - Where a number is listed before an activity, it means that the suggested learning activity is provided for that specific measurable objective.
 - This column also occasionally include Notes to developers which may:
 - Emphasize key learning points
 - Refer the developer to Recommended Enhancements (which follow this Design Document Matrix)
 - Clarify context or objectives

**LIFE LICENSE QUALIFICATION PROGRAM (LLQP)
DESIGN DOCUMENT MATRIX**

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
Module 1—Insurance Industry Overview			
1	Define the principles of life and disability insurance. 2	1. Describe the history and philosophy behind insurance. 2 2. State and define three personal risks most people face. 1 3. State and define the insurance products and their benefits, including life, group, annuities, critical illness, long term care, disability, accident and sickness. 1	<p>Note: There are no specific test items for Module 1 in the LLQP exam, however this material must be covered as part of the curriculum.</p> <p>Developer Notes:</p> <ul style="list-style-type: none"> Since this is the first module, it is imperative that participants become <u>actively</u> involved in the material. Even though the learning objectives only reach levels 1 & 2, participants must <u>participate</u> in the content delivery and/or review. This will increase their interest and retention of the content and prevent our “loosing” them before getting into more important content in Module 2. Module 1 presents a good opportunity for the use of video to present the importance of insurance products in a visually compelling way. This video would be appropriate for use in both classroom and distance learning venues. <p>Classroom: PowerPoint presentation of industry overview, assigned participant readings, participant presentation in groups.</p> <p>Distance Learning: Video presentation, assigned participant research with web references, present on-line quiz for participants to answer to test knowledge.</p>
2	List/explain the various product distribution options in the Canadian Life Insurance Industry. 1	1. Define the primary types of product distribution options in the Canadian Life Insurance Industry. 1	<p>Same as ID 1 plus</p> <p>Classroom— (to increase participation and retention): Prepare a fill-in-the-blank activity where participants build their own diagram of the types of product distribution onto a prepared template.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
3	Describe the basic role of the insurance agent in the sales and distribution process. 2	<ol style="list-style-type: none"> 1. Describe the life agent’s role in the sales and distribution process. 2 2. State the major functions of the life agent. 1 3. Explain the term “pre-sale service” as it applies to the life agent. 2 4. Explain the term “post-sale service” as it applies to the life agent. 2 	<p>Same as ID 1 plus</p> <p>Classroom: Again, participants “build” their own diagram onto a prepared worksheet, illustrating where they fit into the sales and distribution process.</p>
4	Describe the types of insurance policies: life, group, annuities, critical illness, long-term care, disability, accident and sickness. 1	<ol style="list-style-type: none"> 1. Define Life Insurance. 1 2. Define Disability Insurance. 1 3. Define Group Insurance. 1 4. Define Annuities. 1 5. Define Critical Illness. 1 6. Define Accident & Sickness. 1 7. Define Long Term Care. 1 	<p>Same as ID 1plus</p> <p>Classroom/Distance Learning: Paper-based or screen-based matching activity where participants match a list of client needs with the appropriate type of insurance product.</p>
5	Describe the insurance underwriting process. 2	<ol style="list-style-type: none"> 1. Explain the insurance underwriting process. 2 2. Explain the agent’s role in the underwriting process. 2 	<p>Same as ID 1</p>
6	Describe the evolution of life insurance companies in Canada. 2	<ol style="list-style-type: none"> 1. Describe the differences between federally and provincially chartered life insurance companies in Canada. 2 2. Explain the differences among stock companies, mutual companies, and fraternal. 2 3. Describe the changes in distribution methods that have evolved in the life insurance industry (e.g., from “career” companies to “brokerages”). 2 4. Describe the size of the life insurance marketplace, i.e., the number of life insurance companies and premium volumes in Canada. 2 	<p>Same as ID 1 plus</p> <p>Classroom/Distance Learning: Paper-based or screen-based matching or fill-in-the-blank activities for measurable objectives 1-3.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
7	Demonstrate an understanding of insurance company financial ratings. 2	1. Explain the process of evaluating the financial ratings of insurance companies. 2	<p>Same as ID 1 plus</p> <p>Classroom: Essay question on this topic with participant report-out to the class for discussion. Each report-out participant must explain the rationale for their answer.</p> <p>Distance Learning: Two-Level Multiple Choice—Participants must first identify the most correct description of the process of evaluating financial ratings from a set of four options. This selection triggers the second set of options asking them to justify their rationale for selecting that answer.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
Module 2—Individual Life Insurance Products			
			Reminder Note to Developer--Prior to the first skill practice (role play) assignment, be sure to emphasize the importance of practice in moving from the acquisition of knowledge to the building of skill. Encourage participants to take skill practice opportunities very seriously to get the most out of the course.
8	Explain the role of insurance in estate creation and estate conservation. 2	<ol style="list-style-type: none"> 1. Identify the personal needs met by life insurance products. 1 2. Explain the tax-favoured treatment of the proceeds of a life insurance policy to the policy beneficiary. 2 3. Explain the benefits of using life insurance proceeds to help defray the capital gains taxes triggered by death. 2 	<p>Classroom or Distance Learning:</p> <p>3. Working in pairs with one person being the agent and the other being the client, explain the benefits to a prospective client. Client should listen for accuracy and raise questions as appropriate. After the practice, client should provide feedback to the agent.</p> <p>Distance Learning:</p> <p>3. Present a scenario of the content (video, audio, or print). Have the participant identify (on screen or paper) accurate and inaccurate statements by the agent. Upon completion, provide correct answers using video or audio format with print support where possible. (Seeing and hearing the correct information modeled is very powerful.)</p>
9	Identify the business needs met by life insurance products. 2	<ol style="list-style-type: none"> 1. Discuss reasons why a business generally purchases life insurance. 2 2. Explain the nature of business continuation insurance. 2 3. Explain why a buy-sell agreement might be an important part of a business continuation insurance plan for a closely held business. 2 4. Explain the benefits to the business of purchasing key person life insurance. 2 5. Explain the tax-favoured treatment of the proceeds of a life insurance policy to the policy beneficiary. 2 6. Explain the benefits of using life insurance proceeds to help defray the capital gains taxes triggered by death. 2 	<p>Classroom:</p> <p>1-4. Lecturette and/or reading assignment and discussion. Test or activity to verify comprehension.</p> <p>Distance Learning:</p> <p>1-4. Lecturette and/or reading assignment with imbedded questions to verify comprehension.</p> <p>1-4. Culminating Activity: Present a scenario of the content (video, audio, or print) of an agent presenting to the client. Have the participant identify (on screen or paper) accurate and inaccurate statements by the agent. Upon completion, provide correct answers.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
10	Demonstrate an understanding of different product categories. 3	1. Given several case studies containing specific client information, select the most appropriate insurance product category; for example, life, disability, critical illness, accident and sickness, etc. 3	<p>Classroom or Distance Learning:</p> <p>1. Present a scenario of the content (video, audio, or print). Have the participant identify (on screen or paper) the most appropriate product(s) to fit the client information provided. If a two-level multiple-choice format is used, participants must identify the correct rationale to support their first-question choice.</p> <p>1. Alternate—Reverse the logic process to see if participants understand the content from a different approach. Present a case study where a product has been selected and presented to a client. Participant must then select from an assortment of client information, those needs that support the product presented to that client.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
11	Compare and analyze the application of term life insurance products. 4	<p>Term Life Insurance:</p> <ol style="list-style-type: none"> 1. Using a scenario, explain how term life insurance works. 3 2. Explain the primary advantages/disadvantages and limitations of term life insurance for the policyholder. 2 3. Differentiate among level term, increasing term, and decreasing term life insurance. 2 4. Differentiate between renewable and non-renewable term insurance. 2 5. Explain the term "convertible term insurance." 2 6. Using various customer profiles, recommend the most appropriate term individual life insurance products to meet their specific needs. 5 	<p>The following Suggestions apply to <u>Term Life Insurance, Permanent Life Insurance, Supplementary Benefits & Riders, and Insurance Policy Limitations, Provisions and Beneficiaries.</u></p> <p>Classroom: 1-6. This is an opportunity to exploit the advantages that classroom instruction has to offer. The instruction of the content here can rich with interaction and rich with classroom practice in presenting that content.</p> <p>For example, note that most of the objectives in the first four sections (Term Life Insurance through Insurance Policy Limitations, Provisions and Beneficiaries) include the verbs "explain, differentiate, or describe (level 2 and 3 objectives). While these could be taught or tested through written activities, we encourage you also to include oral practice, since that is most often the way they will have to explain products to clients in the "real world." Please consider activities such as discussion, practice presentations or role-plays in pairs, trios or table teams to provide that rich interaction for skill development.</p> <p>While the Certification Examination for which participants are being prepared will be a written examination, successful agents on the job need to be able to demonstrate comprehension of the content and apply it <u>in front of the client (level 3 application)</u>, not just on paper in a course.</p> <p>Distance Learning: As with the Classroom suggestion above, course knowledge will require <u>verbal</u> application in the "Real World." Supporting or verifying oral practice through distance learning venues may be difficult or even impossible. One way to increase the effectiveness of distance learning materials in this area is to make these materials verbally rich, and repetitive...keeping text material to a minimum.</p> <p>Where there are preferred ways of explaining specific products, difficult concepts, or industry definitions, design the course materials so that this content is spoken the same way multiple times (whether on-camera, off-camera, through audio narration, etc.) When the same content is modeled the same way multiple times in a variety of places, it is more likely to be emulated the same way in the field.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
12	Compare and analyze the application of permanent life insurance. 4	<p>Permanent Life Insurance:</p> <ol style="list-style-type: none"> 1. Identify the primary characteristics that distinguish term insurance from permanent life insurance. 2 2. Compare the advantages/disadvantages of whole life insurance. 3 3. Explain the difference between a participating whole life contract, including dividend options available, and a non-participating whole life contract. 3 4. Identify the impact that a changing dividend scale has on the completion of a premium offset policy. 2 5. Compare the advantages/disadvantages of universal life (U.L.) insurance. 3 6. Explain the differences between guaranteed and adjustable whole life insurance. 2 7. Explain the benefits to a policyholder of the universal life insurance feature of unbundling the three pricing factors. 2 8. Explain the difference between yearly renewable term (YRT) and term 100 (T-100) mortality costing in a universal life product and the difference between guaranteed and adjustable mortality costs. Provide examples to support your explanation. 3 Note: T-100 is also known as Level Cost Of Insurance (LCOI). 9. Explain the impact of investment choices on the viability of a universal life contract. Provide examples to support your explanation. 3 10. Using various customer profiles, recommend the most appropriate permanent individual life insurance products to meet their specific needs. 5 11. Explain the implications of early withdrawals, loans, and leveraging of a universal life insurance policy. 2 	See suggestions above under Term Life Insurance.

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
13	Compare and analyze the application of supplementary benefits and riders. 4	<p>Supplementary Benefits & Riders:</p> <ol style="list-style-type: none"> 1. Describe the supplementary benefits that may be purchased with a life insurance policy, including: AD&D, monthly disability benefit, and waiver of premium etc. 2 2. Explain the purpose of accelerated death benefit riders and the key provisions of three common accelerated death benefits, the terminal illness (TI) benefit, the dread disease (DD) benefit, and the long-term care (LTC) benefit. 2 3. Explain the purpose of term insurance riders to permanent life insurance policies, including additional term insurance coverage for the primary insured, coverage for additional insureds -- including spousal and children's term rider and children's term rider. Provide examples of the benefits and appropriate use of each to support your explanation. 3 4. Explain the guaranteed insurability benefit (GIB) rider, its benefits and its appropriate use. 3 5. Explain the paid-up additions rider. 2 	See suggestions above under Term Life Insurance.
14	Compare and analyze the application of insurance policy limitations, provisions and beneficiaries. 4	<p>Insurance Policy Limitations, Provisions and Beneficiaries:</p> <ol style="list-style-type: none"> 1. Given a variety of case study examples, explain the impact to the client of the following standard policy limitations and provisions: 10 Day Right of Rescission; Entire Contract; Suicide and Incontestability; Grace Period; Reinstatement; Smoking Status; Misstatement of Age or Sex; Settlement Options; Material Misrepresentation. 4 2. List and describe the additional provisions that permanent life insurance policies generally include if they build a cash value--the non-forfeiture provision and a policy loan provision. 2 3. Explain the difference between primary and contingent beneficiaries. 2 4. Identify and explain the features of a preferred beneficiary clause. 2 5. Explain the difference between a revocable beneficiary and an irrevocable beneficiary. 2 6. Explain the consequences of an absolute assignment. 3 7. Recognize that there are issues to address and that assistance may be needed with a policy issued prior to 1962. 2 8. Recognize that there are issues to address and that assistance may be needed with a policy issued prior to 1982. 2 	See suggestions above under Term Life Insurance.

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
14		<p>Analysis & Synthesis:</p> <ol style="list-style-type: none"> Given several case studies containing specific client information, select the most appropriate individual life insurance products to match a particular client's situation and needs. 5 	<p>Classroom: Note that the Analysis and Synthesis objective provides an opportunity to use classroom interaction to bring case studies to life. One approach would be to augment written materials with video or audio examples followed by individual, small group or table team activities to analyze the individual client situation and make their recommendations. Note that recommendations could be made as if presenting them to the client, rather than just a report out to the class.</p> <p>Classroom and Distance Learning: Both analysis and synthesis levels of learning can be supported and verified through case study exercises.</p> <ul style="list-style-type: none"> •Analysis—Participants will be expected to break down a client’s needs into relevant components by correctly identifying those components. •Synthesis—Participants will demonstrate this level of learning by building a recommended solution for a given client’s set of unique needs. Participant will be required to research some of the needs or go back to the client to ask more detailed questions. <p>Classroom Example—This can be done through structured role-plays where the “client” is provided a sheet with specific information to divulge only when specifically asked by the “agent”. Video or audio formats support could also be used.</p> <p>Distance Learning Example—The initial list of client information would contain items with insufficient detail or clarity. Participants would need to be able to recognize which items need clarity and then “ask” for more information using the distance learning user interface. For example, clicking on an unclear item would bring up a list of questions to ask. Participant would need to select the correct question to ask, be able to recognize the most pertinent information in the answer, and apply that information in building the client solution.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
Module 3—Individual Disability and Accident & Sickness Insurance Products			
15	Compare and analyze the application of various individual disability insurance products. 4	<p>Disability:</p> <ol style="list-style-type: none"> 1. Explain the purpose of disability income insurance and the rationale for a client having this type of coverage. 2 2. Define and explain non-cancellable and guaranteed renewable, guaranteed renewable, and cancellable disability contracts. 3 3. Explain the meaning of the various definitions of total disability that are commonly used in disability income insurance policies. 2 4. Define and compare the benefit periods of short-term and long-term disability insurance. 2 5. Explain the meaning and purpose of an elimination period and qualification period. 2 6. Describe common methods to establish the amount of disability income benefits that will be paid to a disable person. Use examples to explain these methods. 3 7. Describe waiver of premium, presumptive disability, and supplemental/optional benefits available with disability income insurance policies, including partial disability benefits, residual disability benefits, future purchase option benefits, and cost-of-living adjustment (COLA) benefits, etc. Provide examples to show the benefits and the appropriate use of each to support your description. 3 8. Explain the common causes of disability that may be excluded from coverage under a disability income insurance policy. 2 9. Distinguish among specialized types of disability coverage, including key person disability coverage, disability buyout coverage, and business overhead expense coverage. 3 10. Compare the federal government-sponsored programs to provide short-term and long-term disability benefits including Employment Insurance and CPP. 3 11. Describe the limitations and exclusions that could exist under a disability insurance contract. 3 12. Explain the impact of coordination of benefits on a disability insurance policy. 2 13. Describe the tax implications of various types of individual disability insurance policies. 4 	<p>Classroom:</p> <p>Before delving into disability income insurance, it is important to emphasize the role that disability insurance plays in helping to offset a devastating situation. One way to get at this point is to personalize the situation. Consider having participants calculate for themselves what they would need to maintain their home and family if they were suddenly unable to work (reduced to a zero income). In essence what you are doing is getting their personal emotional attention by establishing the need for this insurance product (see objective 1) before beginning to appeal to their intellect by presenting the details of the products available to address the need.</p> <p>Once the need to know has been established, a combination of reading assignments, lecture, use of charts and graphs, and real-life examples should be used to convey the features and benefits of the products.</p> <p>Distance Learning:</p> <p>As mentioned above, it can be very helpful to get participants personally engaged in this content by having them calculate their own disability insurance needs. A short video sequence of the consequences related to the loss of income would help bring the message home. Following this, an on-screen, or worksheet based form could help the participant calculate their own needs, losses, and exposure. Once participants understand their own personal risk/exposure, the tutorial will become more relevant no matter how it is presented.</p> <p>Suggestions for BOTH Classroom and Distance Learning:</p> <p>Note that objective 7 is a level 3 (Application) objective. Make sure that participants are able to provide examples to support their descriptions of these supplemental/optional benefits. This can be accomplished in a variety of ways: Use of presentation in small or large group as if presenting to a client, written assignments, or test situations. Make sure that this is tested for.</p> <p>Note also that objectives 9, 10 and 11 are also level 3 (Application) objectives. Classroom activities and testing should ensure that participants can perform at this level, i.e.,</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
			that they can actually apply their comprehension of the material in a "mock" client environment. Note also that objective 13 is a level 4 (Analysis) objective. Activities and testing for this objective must require participants to demonstrate their ability to do such analysis. Analysis of case studies is recommended.
16	Compare and analyze the application of various accident & sickness insurance products. 4	<p>Accident and Sickness:</p> <ol style="list-style-type: none"> 1. Explain the rationale for and coverage provided by individual A & S (health/travel) insurance policies to supplement provincial or territory coverage. 2 2. Describe the various provisions generally included in individual A & S insurance policies and the potential impact on a disability claim, including renewal, grace period, incontestability, pre-existing conditions, claims, physical examination, change of occupation, and over insurance. 3 3. Given several case studies containing specific client information, select the most appropriate A & S insurance product(s) to match a particular client's situation and needs. 5 DELETED. 4. Describe the tax implication of an A & S insurance policy. 2 	<p>Classroom:</p> <p>A learning strategy similar to that suggested for disability income insurance would be applicable here. Personalizing the situation by having participants calculate for themselves the need for accident and sickness insurance given real estimated medical/hospital costs over and above what is provided by provincial or territory coverage (objective 1).</p> <p>The need to know the information in objective 2 would then be well established. Note that objective 2 is a level three objective, requiring participants to apply their comprehension of these provisions. Suggested ways of doing this:</p> <ul style="list-style-type: none"> • Getting participants to give examples of when a provision would or would not apply; • Providing print or audio examples (perhaps sample "voice mails" from clients with questions related to various provisions for participants to respond to--individually or in small groups). <p>These objectives subsume a lot of information which will need to be conveyed through a combination of reading assignments, lecture, use of charts and graphs, and real-life examples to provide the background information on individual A&S insurance policies and relevant provincial or territory coverage.</p> <p>Distance Learning:</p> <p>The suggestion above to use "voice mail" messages from clients can also apply to distance learning materials. For example, after listening to a client or prospect's voice mail message, the participant must decide if he has enough information to make a recommendation, or should call back and ask additional questions.</p> <p>If the choice were "enough information," they would be presented a list of product options and asked to choose the</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
16			<p>most appropriate product for this client based on the voice mail message. (Generally, this will be the incorrect choice and feedback would allow the participant to <u>discover</u> that this product did not match the client's needs.)</p> <p>If the choice were "not enough information," a list of questions would be presented. The participant must then select which question (or line of questioning) will generate the most useful information for correctly identifying the client's needs in relation to accident/sickness insurance.</p> <p>After the client responds to the selected question (or line of questioning) the participant would then make a product recommendation...and again be allowed to <u>discover</u> (via the client's reaction for example) how well this choice satisfied the client's need.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
17	Compare and analyze the application of other insurance products. 4	<p>Other Insurance Products:</p> <ol style="list-style-type: none"> 1. Describe the advantages of a critical illness policy. 2 2. Describe and provide examples of the conditions that are generally covered under a critical illness policy. 3 3. Explain the circumstances that will result in a payment of benefit under a critical illness policy. 2 4. Comprehend the complexity in the differences of medical definitions used in critical illness policies. 2 5. Describe the advantages of a long-term care policy. 2 6. Describe and provide examples of the conditions that are generally covered under a long-term care policy. 3 7. Explain the circumstances that will result in a payment of benefit under a long-term care policy. 2 <p>Analysis & Synthesis:</p> <ol style="list-style-type: none"> 1. Given several case studies containing specific client, information, select the most appropriate products from among: disability, A & S, critical illness, and/or long-term care insurance products to match a particular client's situation and needs. 5 	<p>Classroom and Distance Learning:</p> <p>As with the previous individual insurance products, bringing these products to life for the participants/prospective agents is key. They must appreciate the importance and viability of these products.</p> <p>Analysis & Synthesis:</p> <p>Classroom and Distance Learning:</p> <p>This is the most important objective in the entire module. It can be addressed periodically as individual products are discussed, but should also be addressed at the end of the module through a set of culminating activities. The objective itself describes the type of activities required to meet the objective. These could be done through print, audio, or video scenarios or through a combination thereof. The use of a variety of media is encouraged, because agents will need to be able to work with clients gathering information and making recommendations using a variety of communication vehicles—generally by phone or face-to-face.</p> <p>The use of video, voice-mail, and other rich media as part of the analysis and synthesis activities will help the content here reach long-term memory—whether in classroom or distance learning formats.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
Module 4—Group Insurance Products			
			<p>Note: The purpose of this module is to educate prospective agents to a level where they can comprehend the impact group insurance would have on the purchase of individual insurance. It is not designed to prepare them for or certify them as Group Insurance Administrators.</p>
18	Compare and analyze the application of various general group insurance products. 4	<p>General:</p> <ol style="list-style-type: none"> 1. Explain the medical services generally covered by provinces and territories, including hospital services, physician services, and surgical/dental services. 2 2. Compare and contrast individual and group insurance products. 3 3. Distinguish between a contributory and non-contributory plan. 2 4. Explain the terms deductible and co-insurance and how they impact benefit payments. 3 5. Distinguish among the following group insurance eligibility requirement terms: actively-at-work provision, probationary period, and eligibility period and waiting period. 2 6. Explain the relationship among credibility, manual rating, experience rating, and blended rating. 3 7. Compare and contrast the following funding methods: non-refund accounting, refund accounting, and administrative services only (ASO). 3 8. Explain the Coordination of Benefits guidelines (developed by CLHIA). 2 9. Using a case study example, determine how a primary and secondary carrier would coordinate benefits. 3 10. Discuss the agent’s role in marketing group insurance. 2 11. Explain the definitions of the following: group insurance, member, group policyholder, and waiver of premium benefit. 3 	<p>Classroom: Since many of these objectives involve the comprehension of terminology and the application of those terms on-the-job, the use of table team activities to distinguish/explain/compare and contrast these terms may be appropriate. Teams could be assigned sections of content to discuss and create an explanation to present to the group as if they were explaining it to a client.</p> <p>For level 2-3 objectives, you might try:</p> <ul style="list-style-type: none"> • Worksheets require participants to compare and contrast similar products or terms. • Essay questions on these topics with participant report-out to the class for discussion. Each report-out participant must explain rationale for his or her answer. <p>For level 4 objectives, the use of case studies continues to be good alternative. Suggestion: Participant must list the correct steps or procedures for coordinating primary and secondary carrier benefits. Each report-out participant must explain the rationale for his or her answer.</p> <p>Distance Learning: There are a variety of ways to present and test the retention of content in this module—matching activities, multiple-choice questions, fill-in-the-blanks, etc.</p> <p>A different, and more interesting technique, takes advantage of basic human curiosity. This technique reverses the delivery process and starts with a “test,” ahead of the tutorial.</p> <p>Here, participants might be presented with two lists of items that must be correctly matched—<u>before they have been covered by any tutorial</u>. The participants select each of the first list</p>
18			

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
			<p>items, go through that item's tutorial, learn the details of that item, and when finished with the tutorial go back to the set of lists and correctly match that item to the other list. In essence, the participant is driving their own learning process by selecting which items (learning components) to learn and in what order.</p> <p>By the time participants reach Module 4, a change in content delivery might be greatly appreciated.</p>
19	Compare and analyze the application of various group life insurance products. 4	<p>Group Life Insurance:</p> <ol style="list-style-type: none"> 1. Define and explain the following types of group life insurance: term life, dependent life insurance, survivor income benefit, optional group life, accidental death and dismemberment (AD&D) and creditor group. 2 2. Explain the key group life insurance policy provisions established under the CLHIA Group Life Guidelines, including benefit amounts, beneficiary designation, conversion privilege, misstatement of age, and settlement options. 2 3. Describe the favourable tax treatment of group life insurance for both the employer and the employee. 2 4. Compare Basic AD&D and Voluntary AD&D plans and how employees qualify for each. 3 5. Describe the exclusions usually included in basic accidental death and dismemberment (AD&D) plans. 2 6. Describe the features, benefits and administration of group creditor's insurance. 2 7. Explain the definitions of the following: Disability income benefit, group insurance, member, group policyholder, and waiver of premium benefit. 2 	<p>Classroom and Distance Learning:</p> <p>Activities listed for other modules up to this point are appropriate for the following sections (ID's 19, 20, 21, and 22).</p> <p>However, since participants already have familiarity with individual versions of these group insurance products, make a point of comparing and contrasting the benefit/use of one or the other or both for specific client situations.</p> <p>Also, since participants are familiar with individual versions of these products, this is a good opportunity to utilize the alternate, reverse content delivery technique mentioned above.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
20	Compare and analyze the application of various group disability insurance products. 4	<p>Group Disability:</p> <ol style="list-style-type: none"> 1. Compare the definitions of disability as used by short-term income replacement plans and long-term income replacement plans. Use examples and sample calculations to explain the definitions. 3 2. Describe the rationale for the use of elimination periods in pricing group disability plans. 2 3. Describe the features and coverages of a group disability plan and how the plan functions. 3 4. Describe the benefit amounts and benefit period requirements of an STD plan to qualify for registration under the Employment Insurance (EI) Act for premium reduction purposes. 2 5. Describe the advantages to employers of having an STD plan that is registered with Human Resources Canada for premium reduction purposes. 2 6. Explain the rationale for having an employee pay the premiums for group long-term disability (LTD). 2 7. Explain the impact of coordination of benefits and subrogation on a group disability insurance policy. 3 	<p>Classroom and Distance Learning:</p> <p>Activities listed for other modules up to this point are appropriate for the following sections (ID's 19, 20, 21, and 22).</p> <p>However, since participants already have familiarity with individual versions of these group insurance products, make a point of comparing and contrasting the benefit/use of one or the other or both for specific client situations.</p> <p>Also, since participants are familiar with individual versions of these products, this is a good opportunity to utilize the alternate, reverse content delivery technique mentioned above.</p>
21	Compare and analyze the application of various group accident and sickness insurance products. 4	<p>Group A&S Insurance:</p> <ol style="list-style-type: none"> 1. Describe the types of medical services usually included in employer-sponsored group A&S plans. 2 2. Explain the rationale for the inclusion of deductibles and co-pays in employer-sponsored group A&S plans. 2 3. Discuss the limitations and exclusions that are usually included in employer-sponsored group A&S plans. 3 4. Explain the impact of coordination of benefits on a group A&S insurance policy. Provide examples to support your explanation. 3 DELETED. 	<p>Classroom and Distance Learning:</p> <p>Activities listed for other modules up to this point are appropriate for the following sections (ID's 19, 20, 21, and 22).</p> <p>However, since participants already have familiarity with individual versions of these group insurance products, make a point of comparing and contrasting the benefit/use of one or the other or both for specific client situations.</p> <p>Also, since participants are familiar with individual versions of these products, this is a good opportunity to utilize the alternate, reverse content delivery technique mentioned above.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
22	Compare and analyze the application of other types of group insurance products. 4	<p>Other Types of Group Insurance:</p> <ol style="list-style-type: none"> 1. Describe a typical dental plan including coverages and coordination of benefits. 3 2. Describe a typical extended health plan including coverages and coordination of benefits. 3 3. Describe the primary features included in a typical Employee Assistance Program. 2 <p>Analysis & Synthesis:</p> <ol style="list-style-type: none"> 1. Given several case studies containing specific client company information, select the most appropriate group insurance products to match that particular client company's situation and needs. 4- DELETED. 2. Given several case studies containing specific individual client information including group insurance products the client currently has through his/her employer, select the most appropriate individual insurance products to match a particular client's situation and needs to supplement the current group coverage. 5- DELETED 	<p>Classroom: Note that the Analysis and Synthesis objective provides an opportunity to use classroom interaction to bring case studies to life. One approach would be to augment written materials with video or audio examples followed by individual, small group or table team activities to analyze the individual client situation and make their recommendations. Note that recommendations could be made as if presenting them to the client, rather than just a report out to the class.</p> <p>Classroom/Distance Learning: Both analysis and synthesis levels of learning can be supported and verified through case study exercises.</p> <ul style="list-style-type: none"> •Analysis—Participants will be expected to break down a client’s needs into relevant components by correctly identifying those components. •Synthesis—Participants will demonstrate this level of learning by building a recommended solution for a given client’s set of unique needs. Participant will be required to research some of the needs or go back to the client to ask more detailed questions. <p>Classroom Example—This can be done through structured role-plays where the “client” is provided a sheet with specific information to divulge only when specifically asked by the “agent”. Video or audio formats support could also be used.</p> <p>Distance Learning Example—The initial list of client information would contain items with insufficient detail or clarity. Participants would need to be able to recognize which items need clarity and then “ask” for more information using the distance learning user interface. For example, clicking on an unclear item would bring up a list of questions to ask. Participant would need to select the correct question to ask, be able to recognize the most pertinent information in the answer, and apply that information in building the client solution.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
<p>Module 5—Investment Products Module 5A: Other than Insurance</p> <p>Note to Course Developers: Module 5 has been divided into two sub-modules. Please note that Ability Objective numbers have remained the same as they were in the previous version, so you can see how they were moved.</p>			
23	<p>Define and explain fundamental investment terminology and the types of financial products available. 2</p>	<ol style="list-style-type: none"> 1. List the types of investment products available from insurance companies and other financial institutions. 1 2. Define what is meant by the power of compounded returns over time. 1 3. Explain the differences between registered versus non-registered products. 2 4. List the general considerations in evaluating investments. 1 5. List the major effects of economic activities on investments. 1 6. List the major types of financial institutions. 1 7. Define the various types of investment returns (net versus gross; after-tax; current yield; yield to maturity). 1 8. List the effects of inflation on investments. 1 9. Define the term “time-value of money.” 1 10. Define how foreign content rules work in investments. 1 11. Define the role of a portfolio manager. 1 12. Define the “know your client” rule. 1 13. Identify non-insurance investment products where redemptions would have tax implications. 2 14. Describe the benefits, limitations, and institutions that issue Guaranteed Investment Contracts, Index linked GICs. 2 15. Define Rights of Withdrawal & Rescission. 1 	<p>Classroom: Introductory lecturette supported with PowerPoint or video presentations, assigned readings with multiple-choice or matching tests to verify understanding.</p> <p>Distance Learning: Self-paced tutorial and tests.</p>
24	<p>Compare, analyze and provide recommendations regarding investment products available from insurance companies. 4 Included in</p>	<p>1. List the investment products available from insurance companies. 1 Included in Module 5B under Fundamentals of Insurance Investments as Measurable Objective 24.1</p> <p>GICs:</p> <p>1. Describe the benefits, limitations, and institutions that issue Guaranteed Investment Contracts. 2 Included above as part of Measurable Objective 23.14.</p>	<p>Note: While most insurance companies do not sell GICs, the topic is introduced here to compare them to Deferred Annuities—see following objectives under Ability Objective 24.</p> <p>Classroom: (Objective Levels 1-2) Lecturette, readings on definitions, group discussion to assess comprehension, question and answer for clarification.</p> <p>Distance Learning: (Objective Levels 1-2) Self-paced tutorial with embedded multiple-choice questions to test for comprehension.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
Module 5B.			
25	List the major types of securities. 1	Stocks and Bonds: 1. Define the major types of securities trading in capital markets including: stocks, bonds, derivatives, options, futures contracts, debentures, rights and warrants and stock market indices. 1	Classroom/Distance Learning: Either on-screen or PowerPoint presentation and tests.
26	Explain investment products available from sources other than insurance companies. 3	Mutual Funds: 1. Describe how a mutual fund works. 2 2. Describe risk and volatility as they relate to mutual funds. 2 3. Differentiate between a segregated fund and a mutual fund in terms of product approval, rules governing the product, CLHIA IVIC Guidelines, sales licensing requirements, taxation, valuation and ownership of assets. 3 Government Investment Products: A. Describe the features, benefits and source of Treasury bills, Canada Savings Bonds, Federal government bonds, Provincial government bonds, municipal government bonds. 2	Classroom/Distance Learning: Present a scenario of the content (video, audio, or print). Have the participant identify (on screen or paper) the most appropriate product(s) to fit the client information provided. Use two-level multiple-choice format to ensure participant's can identify the correct rationale to support their first-question choice.
27	Explain the difference between guaranteed and non-guaranteed investments. 2	1. Describe what the term "guaranteed" means when discussing guaranteed investments, including guarantee of investment capital and guarantee of income. 2	Classroom/Distance Learning: In classroom, facilitate discussion of what "guaranteed" means and relate this to investments, capital, and income. On-screen, this is accomplished with a self-paced presentation
28	Explain basic investment strategies, concepts and terms. 2	1. Define the risks associated with investing, including market risk, business risk, interest rate risk, liquidity risk, currency risk, and inflation risk. 1 2. Given a variety of case study examples using client-specific information, determine the most appropriate investment strategy for each specific client. 5 Objective Deleted. 3. Draw and explain risk/reward graph placing investment products appropriately along the graph. 2	Classroom: 1 & 3. Lecturette, readings on definitions, group discussion to assess comprehension, question and answer for clarification. Participants "build" their own diagrams onto prepared worksheets, illustrating risk/reward of investment products. 2. Break class into Agent/Client/Observer teams. Using supplied client data sheets (cases), agent must interview client, determine the most appropriate investment strategy, and present their recommendation using the risk/reward graph as part of their explanation. Distance Learning: 1 & 3. On-screen presentation and/or reading assignment with imbedded questions to verify comprehension.

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
			<p>2. Synthesis—Participants will demonstrate this level of learning by building a recommended solution for a given client’s set of unique needs. Participant will be required to research some of the needs or go back to the client to ask more detailed questions.</p> <p>This activity may require “voice mail” messages from clients for added realism. For example, after listening to a client or prospect’s voice mail message, the participant must decide if he/she has enough information to make a recommendation, or should call back and ask additional questions.</p> <p>Alternate—Video scenario of agent determining most appropriate investment strategy for a specific client. Participants must identify and correct mistakes.</p>
<p>Module 5—Investment Products Module 5B: IVICs (Segregated Funds)</p>			
24	<p>Compare, analyze and provide recommendations regarding investment products available from insurance companies.</p> <p>4</p>	<p>Fundamentals of Insurance Investments:</p> <ol style="list-style-type: none"> 1. List the investment products available from insurance companies. 1 2. Explain the age restrictions related to various investments. 2 3. Explain “adjusted cost base.” 2 4. Explain “premium taxes.” 2 5. Explain the insurance charges associated with an IVIC. 2 6. Explain the taxation of maturity and death benefit guarantees. 2 7. Describe taxation switches. 2 8. List the requirements for providing audited financial statements. 1 9. Describe the fees & expenses associated with various IVICs. 2 10. Explain the role of CompCorp in investment products offered by insurance companies. 2 <p>Annuities:</p> <ol style="list-style-type: none"> 1. Define the term annuity. 1 2. Describe the difference between prescribed rate annuities and accrued rate annuities. 2 3. Explain the differences between immediate annuities and deferred annuities. 2 	<p>For Annuities, and IVICs</p> <p>Classroom: (Objective Levels 1-2) Lecturette, readings on definitions, group discussion to assess comprehension, question and answer for clarification.</p> <p>(Objective Level 3) Essay question on this topic with participant report-out to the class for discussion. Each report-out participant must explain rationale for his or her answer.</p> <p>Distance Learning: (Objective Levels 1-2) Self-paced tutorial with embedded multiple-choice questions to test for comprehension.</p> <p>(Objective Level 3) Matching activity similar to multi-level multiple-choice. This activity requires participants to identify <u>why</u> specific areas differ using multiple-choice questions when matches are made.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
24	Compare, analyze and provide recommendations regarding investment products available from insurance companies. 4	<p>4. Compare the differences between an insurance company deferred annuity and a GIC issued by banks and trust companies. 3</p> <p>5. Explain the withdrawal rights and the impact of market value adjustment on withdrawals. Use examples to support your explanation. 3</p> <p>6. Describe the factors influencing annuity payments. 2</p> <p>7. Explain the creditor protection available through a deferred annuity contract. 2</p> <p>8. Explain the concept of a structured settlement annuity. 2</p> <p>9. Describe the difference between a term certain annuity and a life annuity. 2</p> <p>Individual Variable Insurance Contracts (IVIC -Segregated Funds):</p> <p>1. Define and explain the term IVIC. 2</p> <p>2. Analyze a variety of client-specific scenarios to determine the impact on the client of the distinguishing features of segregated funds, including maturity guarantee, death benefit, creditor protection, reset options, and exemption from probate. 4</p> <p>3. Explain the following terms as they apply to IVICs: Contract holder, Annuitant, Beneficiary, Contract Date, and Maturity Date. 2</p> <p>4. Explain the content and purpose of the Information Folder and the benefits it brings to a client. 3</p> <p>5. Explain the investment limitations and taxation of an IVIC. 2</p> <p>6. Compare and contrast the investment instruments, risk, and volatility of various types of funds, including: money market funds, mortgage funds, bond funds, dividend funds, equity funds, international and global funds, specialty funds, real estate funds, balanced funds, asset allocation funds, index funds, and fund of funds. 3</p> <p>7. Explain the various sales charge options and loads available and their impact on the investment decision. 3</p> <p>8. Explain the requirements for reporting past performance in documentation or advertisements to/for the consumer. 2</p> <p>9. Describe the disclosure requirements necessary when offering an IVIC and when they must be given to the consumer. 2</p> <p>10. Describe the decision-making process to be used when</p>	

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
24		<p>determining the appropriate investment option to meet the risk tolerance of the client. Use examples to support your explanation. 3</p> <p>11. Compare the consumer protection compensation funds available for IVICs, securities and bank offered investments (including CompCorp, CDIC, and CIPF). 3</p> <p>12. Explain the valuation process for IVICs. Use examples to support your explanation. 3</p> <p>13. Describe the regulatory requirements for issuers of IVICs including the role of the CLHIA IVIC Guidelines. 2</p> <p>Analysis and Synthesis:</p> <p>1. Given a variety of case study examples using client-specific information and various insurance company investment products to choose from, determine an overall investment strategy and recommend the most appropriate products for each client. 6</p> <p>2. Using an example, determine what would happen when a client withdraws a portion of the funds invested in an IVIC with respect to the guarantee for maturity. Include such concepts as proportional and linear reduction methods, maturity and death benefit guarantees, adjusted cost basis, etc. 4</p>	<p>Analysis and Synthesis</p> <p>Classroom:</p> <p>1. Worksheet Case Studies—For each case study, participants must determine most appropriate products and explain why each was chosen using client-specific data from the case study.</p> <p>2. Worksheet Activity—For each example provided, list what would happen when client withdraws a portion of the funds invested in an IVIC with respect to the guarantee for maturity.</p> <p>Distance Learning:</p> <p>1. Case study presented on-screen. Participants select most appropriate products for each case. For each product selected, a pop-up menu of client data requires participants to identify which data supports the product chosen.</p> <p>2. Examples presented on-screen. Participants select most appropriate actions/consequences triggered by withdrawal.</p>
29	Describe the advantages/disadvantages of various life insurance investment vehicles as compared to non-insurance investment vehicles. 3	1. Describe the advantages/disadvantages of various life insurance investment vehicles as compared to non-insurance investment vehicles. 3	<p>Classroom:</p> <p>After tutorial, participants demonstrate comprehension with a whole-class matching activity. Present two lists:</p> <ol style="list-style-type: none"> 1) List of various insurance vehicles 2) Various advantages and disadvantages. <p>Participants must match advantages / disadvantages with correct vehicles. For each attempted match, participant must provide the rationale for his or her choice.</p> <p>Distance Learning:</p> <p>After tutorial, the two lists stated above are presented. As participants attempt to match advantages/disadvantages with correct vehicles, a pop-up list of correct/incorrect rationales</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
			will determine if participants understand the correct rationale for each choice.
Module 6—Underwriting, Issues and Claims			
30	Explain the importance of accurate field underwriting and its impact on the claims process. 2	<ol style="list-style-type: none"> 1. Explain the agent’s responsibility in collecting information as part of the underwriting process. 2 2. Explain the agent’s duty to educate the client in the consequences of incorrect information being provided for the underwriting process. Use examples to support your explanation. 3 3. Explain the purpose of witnessing a client signature on an application. 2 4. Understand the definition of a legal signature. 2 	<p>Classroom Suggest ID 31 be taught first. Lecturette, followed by role-play in dyads; agent and client, to demonstrate knowledge of field underwriting.</p> <p>Distance Learning: Video scenario of field underwriting, participants assess mistakes in underwriting process.</p>
31	List and understand the information an agent should gather so a head office can underwrite the application. 3	<ol style="list-style-type: none"> 1. Describe the key components of the life insurance application as they affect the underwriting process, including agent comment section, accurate completion of medical questions, financial information, and product selection. 3 2. Explain the impact of incomplete or inaccurate information in the application. Use examples to support your explanation. 3 3. Explain what a TIA is, how it impacts the applicant, and the limitations associated with the issuance of a TIA. 3 	<p>Classroom: Lecturette, readings, participants to complete life application for marking. Classroom discussion on impact of incorrect information to head office.</p> <p>Distance Learning: Text review, on-line completion of application, self-scoring. Scenarios for participants to identify incorrect information in the underwriting process.</p>
32	Explain how head office deals with an application, prior to policy issue or decline 2.	<ol style="list-style-type: none"> 1. Describe the steps head office undertakes in processing an application for life insurance when it is received from the field, including doctor’s medical, Attending Physician’s Statement (APS), inspection reports, medical information bureau, hazardous sports and occupations, financial underwriting, etc. 3 2. Describe what factors affect an increase or decrease in premium rates. 2 	<p>Classroom: Participants “build” their own diagrams onto prepared worksheets, illustrating this process. Either group or written tests questions verify understanding of the importance of each risk area (medical, hazardous activities, etc.) Participants must also list (on flipcharts or worksheets) key factors that increase or decrease premium rates.</p> <p>Distance Learning: After tutorial, participants must select and place in the correct order, the steps head office undertakes in processing an application for life insurance when it is received from the field. The list of process steps participants choose from should contain numerous but plausible incorrect choices.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
33	Describe the key components of an insurance policy contract and common provisions. 2	<ol style="list-style-type: none"> 1. Define the key components of an insurance policy. 2 2. List and explain the main provisions of an insurance policy. 2 	<p>Classroom and Distance Learning: Lecturette and/or reading assignment with test or activity to verify comprehension.</p>
34	Explain the agent's responsibilities in delivering the insurance contract. 2	<ol style="list-style-type: none"> 1. Describe the agent's responsibilities in delivery of the insurance contract, including right of rescission, and proof of delivery and when there has been a change in health of the insured. Use examples to support your explanation. 3 	<p>Classroom: Lecturette, assigned readings to develop knowledge of insurance contract. Role play in triads (agent, client, observer) providing script for each participant in role play and check list for observer to assess knowledge of the agent's responsibility in delivering the contract. Plenary discussion to identify key learning points.</p>
35	Outline the key steps in completing a claim for benefits under the policy. 2	<ol style="list-style-type: none"> 1. Describe the claims process for life, disability, A&S, and group insurance. 2 2. Describe the role of the agent in settlement of a claim for life, disability, A&S, and group insurance. 2 3. State and explain the company requirements for a death claim. 2 4. Explain the role of the agent in liaison with the estate, such as accountant, lawyer, etc. 2 5. List the applications that must be filed for payment of government benefits to the claimant. 1 	<p>Classroom: Lecturette, readings on definitions, group discussion to assess comprehension, question and answer for clarification.</p> <p>Alternate—Assign individual content areas to table-teams. Each team must read/study/research their topic and prepare and deliver a presentation to the rest of the class on that topic.</p> <p>Distance Learning: Standard tutorial presentations with various forms of on-screen tests to verify comprehension.</p> <p>The use of a video scenario of a claimant filing a claim, and then following this claim throughout the entire process will help illustrate the content, provide opportunities to tie in tutorial segments and provide visual frameworks for on-screen tests.</p>
36	Describe the process used in the development of insurance products and the integral role that reinsurance plays in the process. 2	<ol style="list-style-type: none"> 1. Describe the factors that are relevant in the development and pricing of a life insurance product, e.g., mortality costs, administration costs, and expenses. 2 2. Explain how reinsurance works. 2 3. Explain the reasons why insurance companies use reinsurance. 2 	<p>Classroom: Include ID 36 content in classroom activity above.</p> <p>Distance Learning: Same as above.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
Module 7—Taxation			
37	Identify the tax systems in Canada. 1	1. List the federal and provincial tax requirements as they apply to life insurance products. 1	Self- explanatory
38	Understand/ Comprehend the tax consequences of Capital Gains, Dividends, Interest and Earned Income. 2	1. Explain the Capital Gains Tax. 2 2. Explain dividends and their tax implications. 2 3. Define and explain the types of interest costs that have tax implications. 2	<p>Classroom: Lecturette, readings on definitions, group discussion to assess comprehension, question and answer for clarification.</p> <p>Distance Learning: Standard tutorial presentations with various forms of on-screen tests to verify comprehension.</p>
39	Discuss the tax implications of a disability benefit. 2	1. Explain and interpret the tax consequences that could apply to disability benefits. 2	<p>Classroom: Same as for ID 38.</p> <p>Distance Learning: Same as for ID 38.</p>
40	Describe the tax advantages available in a Registered Education Savings Plan. 2	1. Explain the tax benefits available through a Registered Education Savings Plan. 2	<p>Classroom: Same as for ID 38.</p> <p>Distance Learning: Same as for ID 38.</p>
41	Identify situations when a tax expert is appropriate. 3	1. Using client specific data, identify individual situations where a life agent should recommend that a client should seek independent tax advice. 3	<p>Classroom: Develop three or four scenarios that identify different situations. In small groups, participants review the scenarios and prepare a response to the key situations with recommendations. Present in plenary with feedback from all participants and Instructor.</p> <p>Distance Learning:</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
			Develop three or four scenarios that identify different situations. Participants review each scenario and select from a list of choices a correct response to the key situations. For each choice, participants must also identify the correct rationale for their selection.
42	Understand the use of insurance as a solution for tax problems. 3	<ol style="list-style-type: none"> 1. Using client specific data, identify individual situations where insurance can be used as a strategy to address and resolve tax issues. 3 2. Using specific data, identify business situations where insurance can be used as a strategy to address and resolve tax issues. 3 	Classroom and Distance Learning: Same as ID 41.
43	Understand the use of life insurance as a tool to address tax consequences. 5	<ol style="list-style-type: none"> 1. Using client specific data, demonstrate the use of an insurance policy as a tax-planning tool. 5 	Classroom and Distance Learning: Participants are presented with three client cases. Two of these cases would significantly benefit from an insurance policy as a tax-planning tool. One case would not. Participants must identify which ones would benefit and explain/identify why, and identify which one would not and explain/identify why not.

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
Module 8—Retirement			
44	Explain the purpose and concepts of the retirement planning process. 2	<ol style="list-style-type: none"> 1. State the purpose of the retirement planning process. 1 2. Explain the steps in the retirement planning process. 2 	<p>Classroom: Participants “build” their own diagrams onto prepared worksheets illustrating the steps in the retirement planning process as the process is defined by the instructor.</p> <p>Distance Learning: Note: Developers may want to consider a print companion piece to this format for students to build their own diagrams off of the distance learning presentations.</p>
45	Describe employer sponsored retirement plans available (both accumulation and pay-out) 2	<ol style="list-style-type: none"> 1. Describe employer-sponsored registered retirement plans including defined contribution, defined benefit, deferred profit-sharing plans, and group RSP. 2 	<p>Classroom: Lecturette and/or reading assignment and discussion. Test or activity to verify comprehension.</p> <p>Distance Learning: Lecturette and/or reading assignment with imbedded questions to verify comprehension.</p>
46	Describe government-sponsored pension plans. 2	<p>Government-Sponsored Pension Plans:</p> <ol style="list-style-type: none"> 1. Describe Old Age Security (OAS), including its source, benefits provided, "claw back" provision, and the 2001 changes. 2 2. Describe the Canada Pension Plan, including contributions to the plan, age for receiving benefits, benefits provided, and penalties for choosing to receive pension benefits early. 2 	Same as ID 45.
47	Describe employer-sponsored pension plans. 2	<p>Employer-Sponsored Pension Plans:</p> <ol style="list-style-type: none"> 1. Describe the fundamental difference between defined benefit plans and defined contribution plans. 2 2. Describe the workings of a defined benefit plan, including funding the plan, payments received, and legislative restrictions on the maximum amount a person can receive. 2 3. Describe the workings of a defined contribution plan, including funding the plan, tax benefits, payments received, legislative restrictions on the maximum amount that can be 	Same as ID 45.

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
		<p>contributed each year, and how investment options may be provided for the employee. 2</p>	
48	<p>Describe RRSPs, LIFs, RRIF s, LIRAs, and LRIFs. 3</p>	<p>RRSPs, LIFs, RRIF s, LIRAs, and LRIFs:</p> <ol style="list-style-type: none"> 1. Describe the primary advantage of a Registered Retirement Savings Plan (RRSP) over other investments held outside an RRSP. 2 2. Describe the benefits of an RRSP including annual contribution maximums, current and future tax implications, and who can contribute. 2 3. Identify sources that qualify as "earned income" for RRSP purposes. 1 4. Describe RRSP "carryforward" and the alternative minimum tax provision when carryforward is used. 2 5. Describe the types of investments that can be held inside an RRSP. 2 6. Describe the workings of the foreign content rule as it applies to RRSPs. 2 7. Describe what a Pension Adjustment (PA) is and what affect it will have on RRSP contributions. 3 8. Describe what a Retiring Allowance is. 2 9. Using examples, describe the advantages of income splitting through spousal RRSPs. 3 10. Describe how RRSPs may be used to finance buying a home for a first time buyer and the repayment provisions required. 2 11. Describe the role of an agent in assisting a client in selecting investments for an RRSP. 2 12. Describe how to establish a self-directed RRSP and the advantages of doing so. 2 13. Describe the process for transferring money accumulated in a registered pension plan to a locked-in RRSP upon termination of employment. 2 14. Define Life Income Fund (LIF), Registered Retirement Income Fund (RRIF). Locked –in Retirement Account (LIRA), Locked-in Retirement Income Fund (LRIF). 1 15. Explain at what age one must elect to annuitize a RRIF, LIF, or RRSP and the consequences of not making an election. 2 16. Describe the options available upon retirement including the 	<p>Classroom: Reading assignment on content knowledge of definitions and comprehension of implications. Provide self-assessment quiz at end of key sections of the reading assignment.</p> <p>Distance Learning: Reading assignment or presentation on content knowledge of definitions and comprehension of implications. Provide on-screen self-assessment quiz at end of key sections.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
		<p>purchase of an annuity, or a RRIF. 2</p> <p>17. Describe the difference between a term certain annuity and a life annuity. 2</p> <p>18. Describe the tax implications on early RRSP redemptions and death. 2</p>	
49	Using client-specific information, develop a basic retirement plan integrating registered and non-registered accumulations, as well as public and private pension funds. 5	<ol style="list-style-type: none"> Using a case study approach including client-specific information at different ages develop a retirement plan for each individual. 5 Develop a plan for an individual who has decided to retire. 5 	<p>Distance Learning: Develop a visual, interactive presentation for at least three case situations at different ages. Participants select the correct response to the situation from a number of multiple-choice answers. Provide a highlight feature in the case study <u>after the participant response</u> to show where the key information in the case situations determined or influenced the correct outcome.</p> <p>Classroom: A variation of the above Distance Learning suggestion would work very well.</p>
50	Demonstrate the advantages of splitting income between spouses. 3	<ol style="list-style-type: none"> Provide an example to show the advantages of how income splitting between spouses can help to reduce taxes for both pre- and post-retirement. 3 	<p>Classroom and Distance Learning: Develop a worksheet activity for participants to use themselves to create a personalized example showing the advantages of how income splitting between spouses can help to reduce taxes for both pre- and post-retirement.</p> <p>In the classroom, participants report-out their examples for class discussion. Distance Learners would view a variety of examples designed to cover most common situations.</p>
51	Explain the purpose and concepts of a RRIF (Registered Retirement Income Fund). 3	<ol style="list-style-type: none"> Explain how to set up a RRIF. 2 Explain the payment stream options of a RRIF. 2 Using case studies describe the tax consequences on the payment flow from a RRIF. 3 Using case studies describe what happens to the balance of a RRIF upon death. 3 	<p>Classroom: (options) Essay question on this topic with participant report-out to the class for discussion. Each report-out participant must explain rationale for his or her answer.</p> <p>Develop three or four scenarios that identify different situations. In small groups, participants review the scenarios and prepare a response to the key situations with recommendations. Present in plenary with feedback from all participants and Instructor.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
			<p>Distance Learning: Case studies here allow participant to follow payment flow from a RRIF and see what happens to the balance upon death. These case studies take participants up to key points in the process and ask them what happens next. Hints provided along the way allow participants to “discover” the correct payment flow and consequences of various decisions and life events.</p>
52	Explain the purpose and concepts of a LIF (Life Income Fund). 3	<ol style="list-style-type: none"> 1. Explain how to set up a LIF. 2 2. Explain the payment stream options of a LIF. 2 3. Using case studies describe the tax consequences on the payment flow from a LIF. 3 4. Identify at what age one must annuitize a LIF. 1 5. Using case studies describe what happens to the balance of a LIF upon death. 3 	Same as ID 51.
53	Design a pre- and post-retirement plan for a specific client. 5	<p>Analysis and Synthesis:</p> <ol style="list-style-type: none"> 1. Given a variety of case study examples using client-specific information, design a pre- and post-retirement plan using the most appropriate products for each client. 5 	<p>Classroom: Provide four case study examples of pre and post retirement situations (two each) and assign 4 small groups to each work on one case study. Each group is to develop a simulation to present to the entire class who will rate their plan based on a check sheet of evaluation criteria. Case studies should contain government and employee-based plans, as well as RRSPs, LIFs, RRIF s, LIRAs and LRIFs.</p> <p>Distance Learning: Using the same case studies as prepared for the classroom, participant prepares either a pre or post retirement plan by dragging and dropping appropriate insurance components into a blank “plan” form.</p> <p>As each component is dropped, participant will be asked to select the most correct rationale or client-specific data to support the selection from a set of options. Selections (insurance components) that are not correct will become obvious to the learner, as none of the rationale or data options will make sense. Should the participant continue and select one of the options anyway, corrective feedback will be provided.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
Module 9—Needs Analysis/Risk Management			
			<p>Note: Since almost all agents will have access to software to assist them in conducting needs analysis/risk management, it would be a real value-add for them to be introduced to it during the course. This is a suggestion—not a mandate.</p>
54	Describe the principles, concepts and techniques involved in needs analysis and fact-finding. 2	1. Describe the principles, concepts and techniques involved in needs analysis and fact-finding. 2	<p>Classroom: Lecturette; readings on principles, concepts and techniques; group discussion to assess comprehension, question and answer for clarification.</p>
55	Explain how the fact-finding process serves as the foundation for determining future interactions with the client. 5	1. Given client-specific information, recommend the type(s) and amounts of insurance required to provide for the financial needs for an individual and their family. 5	<p>Classroom and Distance Learning: This is a good opportunity for a set of portfolio-based case studies. Client/prospect portfolios may be print-, multimedia-, or video-based. Portfolios should also include both individuals and families in a variety of age, economic, and social situations.</p> <p>For each portfolio, (using the information provided) participants must:</p> <ol style="list-style-type: none"> 1) List the apparent client/prospect needs. 2) Identify the potential risks associated with their particular situation. 3) Recommend type(s) and amounts of insurance required. 4) Provide rationale for their recommendations. <p>By this time in the course, participants should not only be graded on the accuracy of their decisions/responses, but also on their speed. Completion of these portfolio case studies should be timed. Enough portfolios should be prepared to accommodate the most efficient participants. Business success is often determined by not only the quality and accuracy of agent recommendations, but also by how quickly they respond</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
			to client needs.
56	Define Risk Management in the context of life insurance and disability insurance. 2	<ol style="list-style-type: none"> 1. Define risk of death and how it can be managed. 2 2. Define a risk management process as it applies to the risk of death. 2 3. Describe the impact of changes in mortality rates in Canada. 2 4. Define risk of disability and how it can be managed. 2 5. Define a risk management process as it applies to the risk of disability. 2 6. Describe the impact of changes in morbidity rates in Canada. 2 	<p>Classroom: Reading assignment on content knowledge of definitions and comprehension of implications. Provide self-assessment quiz at end of key sections of the reading assignment.</p> <p>Distance Learning: Reading assignment or presentation on content knowledge of definitions and comprehension of implications. Provide on-screen self-assessment quiz at end of key sections.</p>
57	Perform a variety of mathematical calculations involving addition, subtraction, multiplication, division, fractions, ratios, percentages, etc. 3	<ol style="list-style-type: none"> 1. Demonstrate proficiency in performing a variety of mathematical calculations involving addition, subtraction, multiplication, division, fractions, ratios, percentages, etc., for a life insurance application. 3 	<p>Classroom and Distance Learning: Instead of using traditional math problem formats for these calculations, make all problems story or narrative-based. These will provide better, “real world” practice and learning.</p>
58	Use common insurance mathematical formulas and concepts – e.g. present value calculations. 3	<ol style="list-style-type: none"> 1. Using typical insurance mathematical formulas and concepts, prepare reports for insurance applications, demonstrating proficiency. 3 	
59	Research product availability based on benefits and pricing and	<ol style="list-style-type: none"> 1. Explain the steps in researching product availability and pricing. 2 2. Given several case studies containing specific client information, select the most appropriate insurance products (life, health, and/or disability) to match a particular client's situation/needs. 6 	<p>Classroom: 2. Develop case studies with a different insurance product mix for several different client situations. Develop a multiple-choice assessment for participants to work through on their</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
59	select the most appropriate product (s) to address the client's needs 6.		<p>own and select the correct response.</p> <p>Establish three product groups (life, health, disability), and assign a leader for each group from participants who achieved the highest scores on the multiple-choice assessment for the specific product group. Each leader to follow a scripted review of the correct assessments – discuss with group members, and report back key learnings in a plenary session with the Instructor.</p> <p>For both Classroom and Distance Learning: 2. This objective is very similar to the objective in ID 55. The same type of portfolio case studies in ID 55 would achieve the level 6 learning required here. However, the participant would require a higher level of correct/incorrect feedback from the distance learning materials/system.</p>
60	Understand the role of insurance in managing risk as a part of financial planning. 2	1. Explain the role of insurance in managing risk as a part of financial planning. 2	<p>Classroom: PowerPoint or video presentations assigned readings.</p> <p>Distance Learning: Self-paced tutorial and testing.</p>
61	Describe the principles, concepts and techniques involved in personal financial planning. 2	1. Explain the basic concepts of developing a personal financial plan for a client. 2 2. Define and explain financial planning in the context of selling insurance. 2	<p>Classroom: Participants “build” their own diagrams onto prepared worksheets, illustrating concepts, processes, relationships, etc. Test as necessary for comprehension.</p> <p>Distance Learning: Self-paced tutorial and testing.</p>
62	Create a strategy for insurance and risk management, retirement planning,	1. Design and develop a financial needs analysis for a client to reduce the severity and frequency of risk covering the areas of retirement planning, investment planning, tax planning and estate planning. 6	<p>Classroom and Distance Learning: Print materials should be required for all forms of delivery for this objective—whether generated by hand or word processor. Ultimately, the results of this type of activity, on the job, will need to be presented to clients/prospects in print format. It is imperative that agents gain significant practice writing (or typing) this type of document.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
62	investment planning, tax planning and estate planning for the client. 6		<p>Only one client case should be required for this activity. However, this one case should be taken to a great deal of analysis and depth. All aspects of risk, need (present and future) should be considered and taken into account.</p> <p>Also, thought should be given to how best to <u>present</u> the final analysis to the client or prospect. Even if the participants arrive at the best insurance “package” for this client, the client will still need to be convinced to buy it. (Thus, the importance of the Module 11—Communicating with the Client. The insurance “packages” created and presented in this activity could be used again in that module—with the emphasis there on communication skills. See also Recommended Enhancements following this Design Document Matrix.)</p>
63	Develop a client service strategy that includes ongoing clarification of client financial goals and reassessment of client needs. 5	1. Using an effective financial planning process, develop a strategy to address a client’s ongoing financial needs. 5	<p>Classroom and Distance Learning: Using a portfolio or case study from ID 62, 59, or 55, have participants develop an effective, ongoing financial strategy. This version of the case/portfolio would include new information about the client/prospect for this activity.</p> <p>Participants should:</p> <ol style="list-style-type: none"> 1) List previously identified needs (from previous activity) 2) Identify and list long-term goals 3) Again identify current and future risks (adding to previous data) 4) Develop plan for achieving the long-term goals 5) Develop strategy for addressing the on-going needs to implement the plan for achieving these goals. 6) Again, define plan/approach for presenting this strategy to the client/prospect for closing the sale.

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
Module 10—Common/Contract Law Statutes			
64	Describe the legal issues concerning an insurance contract. 2	<ol style="list-style-type: none"> 1. Define the term Common Law. 1 2. Define the term Law of Contract. 1 3. Define the law of Tort. 1 4. List and explain the fundamental prerequisites for a legal contract, focusing on insurance. 2 5. Explain remedies available for disputes over a life insurance contract. 2 	<p>Classroom: Lecturette, readings on definitions, group discussion to assess comprehension, question and answer for clarification.</p>
65	Understand and comprehend the regulations governing the distribution of insurance products as they relate to the criminal code in regard to misrepresentation, theft and forgery. 3	<ol style="list-style-type: none"> 1. Describe the implications of the regulations governing the distribution of insurance products as they relate to the criminal code in regard to misrepresentation, theft and forgery. 3 	<p>Classroom: Essay question on this topic with participant report-out to the class for discussion. Each report-out participant must explain rationale for his or her answer.</p> <p>Distance Learning: Two-Level Multiple Choice—Participants must first identify the most correct description of the process of evaluating financial ratings from a set of four options. This selection triggers the second set of options asking them to justify their rationale for selecting that answer.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
Module 11—Professional Standards			
70	Explain the benefits of Errors and Omissions Insurance for the Consumer, the Agent, and the Insurance Company. 3	<ol style="list-style-type: none"> 1. Describe the benefits of Errors and Omissions Insurance for the Consumer, the Agent, and the Insurance Company. 2 2. Using a client-specific situation, explain how Errors and Omissions Insurance could respond to a consumer loss. 3 3. Explain how CompCorp would be accessed in the event of an insurance company insolvency and the limits that would apply. 2 	<p>Classroom:</p> <ol style="list-style-type: none"> 1. Lecturette, readings on definitions, group discussion to assess comprehension, question and answer for clarification. 2. Working in table-teams, each table must analyze a different case study and explain how Errors and Omissions Insurance could respond to the consumer loss described in the case. Each team must report their findings at the end for discussion and instructor evaluation. <p>Distance Learning:</p> <ol style="list-style-type: none"> 1. Lecturette and/or reading assignment with imbedded questions to verify comprehension. 2. One well-designed case study would allow participants to “discover” how EOI could respond to consumer loss by presenting lists of options and allowing the participant to try different choices until they discover the correct or most appropriate choices or responses. Hints along the way and having reviewed the lecturette material will provide adequate guidance for participants in this exercise.
71	Explain the responsibilities of an Agent with respect to his/her role with the client, the insurance company, and regulators. 2	<ol style="list-style-type: none"> 1. Explain the responsibilities and obligations of the agent in an agent-client relationship including agency law. 3 2. Explain the agent’s duties pertaining to the client, including disclosure, putting the client’s interests first, coercion, undue influence, due diligence, etc. Use examples to support your explanation. 3 3. Explain the term due diligence. 2 Objective deleted—incorporated into objective 71.2. 4. Explain the agent’s responsibility with respect to the “know your client” rule and suitability of product for the client. 2 	<p>Classroom and Distance Learning:</p> <p>Video scenario (with a print or on-screen version of the data contained in it) presents a case study of a specific agent/client situation and relationship.</p> <p>In the classroom, participants working in table-teams must:</p> <ol style="list-style-type: none"> 1) List the responsibilities and obligations of this agent to his or her client. 2) Define the agent’s fiduciary duties to the client including disclosure, putting the client’s interests first, coercion, undue influence, etc. <p>Distance learners must create their lists from a large number of options containing some very plausible distracters. Correct and incorrect feedback will be provided, as selections are made of attempted.</p>

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
72	Describe the components of an effective client monitoring system. Emphasize the agent's responsibilities . 2	1. List and define five components of an effective client monitoring system. 2	<p>Classroom: Lecturette, readings on definitions, group discussion to assess comprehension, question and answer for clarification.</p> <p>Distance Learning: Lecturette and/or reading assignment with imbedded questions to verify comprehension.</p>
73	Describe the sections of provincial acts and regulations governing the distribution of Insurance products. 2	1. State and define the appropriate provincial regulations that govern the distribution of Insurance products. 2 2. Explain the mandate and role of the regulatory bodies in relation to life insurance agents. 2 3. Identify the agent's responsibility in determining the requirements for replacing one life insurance contract with another. 1	<p>Classroom: Lecturette, readings on definitions, group discussion to assess comprehension, question and answer for clarification.</p> <p>Distance Learning: Lecturette and/or reading assignment with imbedded questions to verify comprehension.</p>
74	Using case studies, analyze the responsibilities of an Agent with respect to his/her role with the client and the insurance company. 4	1. Using case studies, analyze the responsibilities of an Agent with respect to his/her role with the client and the insurance company. 5	<p>Note regarding Objective: This objective is designed to help “bring it all together.” Given scenarios, it is important that participants be able to analyze the scenario and identify what kinds of things need to be disclosed regarding various products; overselling beyond the client's financial means, etc.</p> <p>Classroom: (options)</p> <ul style="list-style-type: none"> • Essay question on this topic with participant report-out to the class for discussion. Participants must explain rationale for their answers. • Three case studies describe three very different agent/client situations. Embedded in each are errors on the part of the agent—either in their actions, decisions, or some other aspect of their fiduciary responsibility. Participants must correctly identify each error, explain why it is an error, and define what would correct the error.

ID	ABILITY OBJECTIVE AND LEVEL	MEASURABLE OBJECTIVE AND LEVEL	SUGGESTED LEARNING ACTIVITIES & TIMING
			<ul style="list-style-type: none"> • This objective and the activities above should provide ample opportunities for discussion as well as sharing of real world examples by the instructor. <p>Distance Learning: Using the case studies listed above, participant identifies errors by selecting those sections of the case study on the screen. Once selected, the training system would ask the participant to identify what they think is wrong with the selected section. If the correct error is identified, they will then be asked to identify what action would correct it from a list of options. Appropriate correct/incorrect feedback will be provided.</p>

RECOMMENDED ENHANCEMENTS

Fundamental Communication Skills:

- Rationale: While many participants may come in to your course with excellent communication skills, they will be learning new content and will need to be able to communicate this new information to a client.
- Suggested Placement: Prior to the first role-play or case study of the course with reminders imbedded in instructions for role plays/case studies thereafter.
- Potential Topics
 - Verbal and Non-Verbal Communication--including the power of communication through **body language** and **voice** as well as through the **words** themselves.
 - The power of matched messages--where the words, voice and body all match.
 - Communicating with confidence--practice communicating regarding insurance products making sure that the words, voice and body all present a consistent (matched) message. Work in trios with one being the agent, one being the client, and the third being an observer (with an observation sheet of specific things to watch for). Following the practice, give feedback to the "agent" regarding both content accuracy and the way in which the content was presented.
 - These activities can be included throughout the course to reinforce the importance of content knowledge and application of that knowledge with real clients on the job.
 - Communication Styles / Personality Styles
 - Use of any of the communication styles instruments (DISC, Interpersonal Communications Profile, Myers Briggs, etc.) that get at the fact that people value different approaches in their communications and that a successful agent may need to adapt his/her own style to meet the needs of an individual client.

Running and Marketing Your Own Life Insurance Business:

- Rationale: Increasingly, agents work as independent business people. To be successful, they need to understand the **business side of insurance** as well as the insurance products and services with which they work.
- Suggested Placement: Near the end of the course. Perhaps after the last module required module.
- Potential Topics/ Activities
 - Introduce fundamental business planning tools and marketing tools
 - Potential culminating activity: Working with a case study, develop a marketing plan for an independent insurance business, including: financial plan with cash flow statement, fixed and variable costs, sample first year business plan.

**PERCENTAGE WEIGHT OF LIFE AGENT CERTIFICATION EXAMINATION
BY SUB-TESTS, MODULES AND MEASURABLE OBJECTIVES**

A. Sub - Tes t	B. MODULES	C. LEVELS OF MEASURABLE OBJECTIVES						D. Totals by Module: Measurabl e Objectives to be tested (levels 3- 6)	E. Totals by Sub-Test: Measurabl e Objectives to be tested (levels 3- 6)	F. Sub-Test Percentag e Weight (per CISRO)
		1	2	3	4	5	6			
			1. Insurance Industry Overview [Not to be Tested]	11	11					
1	2. Individual Life Insurance Products	1	26	11	1	3	15	38	46%	
	3. Individual Disability and Accident & Sickness Insurance Products		13	9	1	2	12			
	4. Group Insurance Products		20	10	1		11			
2	5. Investment Products:							See Sub-Test 2 total below.	See Sub- Test 2 total below.	
	A. Other than Insurance B. IVICs (Segregated Funds)	14 3	8 20	1 9		2 1	1 12			
3	6. Underwriting, Issue and Claims	1	13	6			6	See Sub-Test 3 total below.	See Sub- Test 3 total below.	
3	7. Taxation	1	5	3		1	4	See Sub-Test 3 total below.	See Sub- Test 3 total below.	
2	8. Retirement	4	25	7		3	10	See Sub-Test 2 total below.	See Sub- Test 2 total below.	
2	9. Needs Analysis/Risk Management		11	2		2 2	6	29	36%	
3	10. Common/Contract Law Statutes	3	2	1			1	15	18%	
3	11. Professional Standards		6	3	1		4			

* The numbers in this table are current as of May 11, 2001.