



LEARNING OUTCOMES

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Institute of Southern Africa

THE PROFESSIONAL STANDARD





IMPORTANT DEFINITIONS IN NQF ACT

- **“professional body”** means any body of expert practitioners in an occupational field, and includes an occupational body;
- **“professional designation”** means a title or status conferred by a professional body in recognition of a person’s expertise and right to practise in an occupational field;



MAIN FUNCTIONS OF A PROFESSIONAL BODY

- To set and maintain professional standards;
- To enforce professional standards on its members and
- Protect the interest of the public by ensuring that our professionals remain competent and abide by a professional code of ethics



LEARNING OUTCOMES...

- mean the contextually demonstrated end-products of specific learning processes, which include
 - ✓ Abilities (CAR)
 - ✓ Knowledge (LOS)
 - ✓ professional skills (cognitive, communication; practice and professional responsibility skills)
 - ✓ and Ethics & Practice Standards



CONTINUE...

- A learning outcome is therefore a statement of what a learner is expected to know, understand and be able to do at the end of a period of learning. Learning outcomes are linked to a course's overall level descriptor and are written in terms of “the learner will be able to do something...” or “the learner is expected to be able to do something...”



UNDERLYING BASIC PRINCIPLES

- Education & training programmes are competency-based (*CPD programmes*)
- Curriculum learning outcomes and theoretical knowledge connect to appropriate practice outcomes or competencies for a given job function



HOW FPI DEVELOPED ITS LEARNING OUTCOMES

- It is developed and reviewed in conjunction with the community of:
 - ✓ *Financial Planning Standards Board (FPSB)*
 - ✓ *Practicing and non-practicing financial planners and*
 - ✓ *Academics*
- Reviewed every 3 - 5 years (Job-Analysis Survey)
- By linking the *Curriculum Framework* directly to the *Competency Profile*, educators are encouraged to be directed by the actual practice of financial planning when developing financial planning curricula, to enable students to develop thinking and capabilities that prepare them to practice as competent professionals.



ASSISTING EDUCATORS TO DEVELOP QUALIFICATIONS

- FPI's Financial Planning Curriculum Framework provides an outline for structuring financial planning education modules and courses, and reinforces globally consistent learning outcomes and standards among these courses.
- The Curriculum Framework highlights the interrelationships among module and programmes and supports programmes comparison and student mobility within a territory and internationally.

CHALLENGES

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CHALLENGES

- Learning outcomes are interpreted differently by various educators leading to inconsistencies in the system;
- Learning outcomes are not understood by students - they don't know what it is that they need to know;
- Students battle to synthesise - bring it all together in the real world of work (mentorship);
- Updating the learning outcomes take time
- Academics and SME's do not always sit next to the same fire and
- It is not always easy for Professional body to facilitate constructive debate between academics, SME's and practicing professionals.



SUCSESSES

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SUCSESSES

- Learning outcomes are internationally benched which leads to great international comparability and professionals being able to transfer from one territory to another territory without much hassle;
- FPI recognised eight (8) Educational Providers whose qualifications map back to the FPI's curriculum and competency profile (PCE);
- Learning outcomes are also used to develop CPD programmes to ensure that professionals' abilities, professional skills and technical knowledge remain up to date and
- Professional Body learning outcomes are also recognised by Regulator ensuring that entrants into the Financial Services Industry meet the regulators competency requirements

KEY LESSONS LEARNED

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KEY LESSONS LEARNED

- Cannot develop Learning Outcomes in isolation;
- It is critically important that academics, SME's and practicing professionals work together in determining learning outcomes that connects education with practice;
- Learning outcomes must be reviewed regularly to ensure that relevant qualifications are developed by educators;
- Learning outcomes must be published for public comment to ensure that there is buy in from all and
- Learning outcomes must be written in a clear concise manner to allow the student to understand what he/she needs to know