



Professor Manoj Kumar Pandey, MBA, AII
Associate Professor and Course Coordinator
Centre for Insurance and Risk Management
Birla Institute of Management Technology
Plot No. 5, Knowledge Park II,
Greater Noida (NCR), UP – 201 306
India

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Dear Professor Pandey

CII recognition of prior learning – annual review BIMTECH Post-Graduate Diploma in Management (Insurance Business)

Thank you for providing the updated qualification material for the 2020 - 2022 cohort of students and for confirming that the key change is the introduction of a new module entitled Emerging Technology – Insuretech. Thank you too for returning the signed contract, which changed from prior learning accreditation to recognition of prior learning) and payment of the annual fee. I enclose the contract signed on behalf of CII for your records.

Review outcome

I am pleased to confirm that we have completed the review.

Post-graduate Diploma in Management (Insurance Business) modules (2020 – 2022 cohort)	Maximum CII prior learning award – expires 26 November 2023
INS 102 – Insurance Laws & regulations and INS 103 – Principles of Insurance	An exemption from (W01) Award in General Insurance non-UK (15 Certificate-level credits towards CII insurance qualifications)
INS 305 – Motor Insurance I (Own Damage and TP)	An exemption from (IF5) Motor insurance products (15 Certificate-level credits towards CII insurance qualifications)
INS 202 – Risk Management or INS 404B – Advanced Risk Management (Elective)	An exemption from (M67) Fundamentals of Risk Management (25 Diploma-level credits towards CII insurance qualifications)
INS 205 - Health Insurance I	An exemption from (IN7) Indian healthcare insurance products (15 Certificate-level credits towards CII insurance qualifications)
For passing the remainder of the qualification	25 Diploma-level non unit-specific credits towards CII insurance qualifications to recognise relevant learning content
INS 101 - Business Environment and INS 302 – Corporate Finance & Insurance Accounting	An exemption from (M92) Insurance business and Finance (25 Diploma-level credits towards CII insurance qualifications) for candidates who pass both these units by exam completed until 30 September 2021.

Review findings

CII has changed its approach to awarding core units and, in future, this will impact the exemption from unit (M92) Insurance business and finance. Whereas we previously required the BIMTECH units to be a substantial match to the CII core unit, we now require a full match. This match must be reflected within the syllabus / learning outcomes and the assessment.

Our review of the BIMTECH Business Environment and Corporate Finance and Insurance Accounting modules identified that whilst the syllabus match was strong, there are some gaps. We also identified that the BIMTECH exams had a narrower focus than the CII assessment which requires that all the CII M92 learning outcomes are to be tested within the BIMTECH exams.

To assist with a smooth change, we will offer a transitional period for BIMTECH graduates who pass both the conditional units until 30 September 2021 (and graduate in 2022). If you wish to maintain the exemption from CII unit (M92) Insurance and business finance for future cohorts, would you please provide an updated syllabus together with a test specification, assessment questions and marking scheme by 31 May 2021.

I have enclosed guidance material in appendix (two and three) to assist you to write examinations to the CII requirements. The CII M92 unit is at Diploma-level so I recommend you focus on the competences (see the table) that align to CII Diploma in Insurance. I hope this proves valuable. In addition, I would be pleased to provide further details via a virtual meeting to assist you and your examiners.

If you decide not to make the changes, we would continue to award CII prior learning and will determine whether the M92 exemption could be replaced by 'non unit-specific credits'; the key impact would be that, in addition to their prior learning, BIMTECH graduates would require CII passes in both (M05) Insurance law and (M92) Insurance business and finance to complete the CII Diploma in Insurance. The PG Plus programme, which consists of only (M05) Insurance law, would therefore need to contain both CII core units.

Applications for recognition of prior learning

We would be grateful for your assistance in encouraging BIMTECH graduates to consult the CII website to familiarise themselves with the CII recognition of prior learning scheme and qualifications before making their applications.

They will need to provide their graduation certificate and results transcript to evidence completing the qualification and will need to have them certified as true copies of the originals by a current CII or Personal Finance Society member, solicitor or public notary.

Full details, including the current scheme rules, application process, frequently asked questions, the application form and CII qualifications are accessible at: www.cii.co.uk/prior-learning and www.cii.co.uk/qualifications

A recognition of prior learning fee is usually payable and BIMTECH qualifications attract a discounted recognition of prior learning fee. Where a student of BIMTECH has successfully completed the Postgraduate Diploma in Management (Insurance Business) qualification during the term of our agreements (between the 27 November 2014 and 26 November 2022) and applies to the CII for recognition of prior learning during the term of the contract, then the CII will not charge the student a fee for their recognition of prior learning application. This is because BIMTECH pays CII an annual fee.

BIMTECH and its students should note that:

The award of credits in the CII's qualification framework is a privilege and not a right and awards can change over time as qualification frameworks evolve. All recognition of prior learning applicants will need to comply with the CII qualification completion rules to achieve a CII qualification, details of which are available at www.cii.co.uk/qualifications.

At its sole discretion the CII reserves the right to make, amend and or withdraw credit awards which are the subject of this application at any time, on due notice as it sees fit and without monetary compensation. Under no circumstances will the CII accept any liability for consequential, indirect or special losses or special damages of any kind arising out of or in any way connected with the awarding or withdrawal of credit awards. The award of credits in the CII's qualification framework is a privilege and not a right and there is no intent to bring legal relations into being or otherwise establish a contractual relationship between the CII and students.

Please refer BIMTECH graduates to CII's Customer Service team if they have any queries. The team may also be contacted by email (customer.serv@cii.co.uk) or telephone (+44 20 8989 8464).

Prior learning guide for awarding bodies and standards

We have added a recognition of prior learning guide for awarding bodies to our website which provides an overview of the scheme from the awarding body perspective and outlines the standards required to maintain CII recognition of prior learning. You can view this at www.cii.co.uk/prior-learning

For further information or if students have any questions, please contact CII Customer Service team on +44 (0)20 8989 8464 or customer.serv@cii.co.uk.

CII recognition of prior learning mark - terms of use

I have updated the dates (to 26 November 2022) to align with the current accreditation contract. The updated wording appears in appendix one.

Annual accreditation review

The next annual review will be due on 27 November 2021. The review will focus on the 2021-23 version of the qualification. We will write to you ahead of this date requesting the information we require.

I hope the feedback helps you to determine next steps and I look forward to hearing whether you wish to make the changes to maintain the (M92) Insurance business and finance exemption.

If you have any questions, please do not hesitate to contact me.

Yours sincerely



Jeremy Mullen ACII Assoc CIPD
Accreditation Manager

cc: Monika Mittal, Associate Professor, BIMTECH
Sainesh Dar, Regional Director - SAARC, CII
Zainab Fidai, Head of Strategic Alliances and Projects – SAARC, CII
Amit Pradhan, Corporate Development Manager – SAARC, CII

Enc: Appendix one: CII recognition of prior learning mark licence and terms of use
Appendix two: CII specimen short answer questions and marking scheme
Appendix three: Test specification
Recognition of prior learning agreement signed by both parties

Appendix one: CII recognition of prior learning mark licence and terms of use

Birla Institute of Management Technology (“the University”) may use the CII recognition of prior learning logo (“the CII Recognition of Prior Learning mark”) to promote the CII recognition of prior learning for the University’s qualifications until the date of 26 November 2022. This is subject to the following terms:

CII recognition of prior learning mark licence and terms of use

The CII grants to the University a non-exclusive licence to use the CII Recognition of Prior Learning mark to promote CII recognition of prior learning for the University’s Postgraduate Diploma in Management (Insurance Business) in accordance with the rules as set out in this letter. The University shall not amend, alter or otherwise modify the mark as provided by the CII without the CII’s express written permission.

If this licence is breached or otherwise not complied with (following a request from the CII to do so) then the CII may terminate this licence immediately and the University shall cease using the CII Recognition of Prior Learning mark accordingly.

Recognition of prior learning rules

Full details of the CII prior learning standards are on the CII website www.cii.co.uk/prior-learning in the CII recognition of prior learning scheme rules and recognition of prior learning awarding bodies guide. Please note:

1. At its sole discretion the Chartered Insurance Institute reserves the right to make, amend and or withdraw credit awards for prior learning the subject of this application at any time, on due notice as it sees fit and without monetary compensation. Under no circumstances will the Chartered Insurance Institute accept any liability for consequential indirect or special losses or special damages of any kind arising out of or in any way connected with the awarding or withdrawal of credit awards for prior learning.
2. The award of credits for prior learning in the CII’s qualification framework is a privilege and not a right and it is expressly agreed that there is no intent to bring legal relations into being or otherwise establish a contractual relationship between the parties.

Appendix two: CII specimen short answer questions and marking scheme

BLOOM'S TAXONOMY

Benjamin Bloom (1913-1999) was an American educationalist. He is most famous for the creation of a taxonomy for categorising the level of abstraction of questions that commonly occur in educational settings (Taxonomy of Educational Objectives: Handbook 1, the Cognitive Domain (Bloom et al, 1956)). The taxonomy provides a useful structure in which to categorise test questions. The taxonomy recognises that each subsequent level depends on the student's ability to perform at the level or levels that precede it. Throughout assessment, questions fall within particular levels and require the student to demonstrate particular skills.

Like many other educational bodies, the CII uses Bloom's Taxonomy as the basis of its examination questions. Its use goes much wider than examining bodies and it can be an excellent starting point for training programmes developed for use within companies.

One of the most difficult features of setting examination questions is to translate the abstract skill the students are required to demonstrate into a concrete question that is easily understood. Bloom's Taxonomy gives practical clues as to how this can be achieved.

As examiners, it is important to have a clear idea of the learning outcome and skill you want the student to display in their answer to a question.

As students, it is much easier to study using appropriate strategies if you understand what type of questions will appear in your examinations.

One of the most common weaknesses in exam technique is in interpreting questions. As well as the technical aspect of what is being asked, students have to understand what they are being asked to do and how they are expected to answer. When the skill requirement of the question is clear, students are in a position to give a much better answer.

The chart on the next page shows the six broad levels of question identified by Bloom and the skills demonstrated.

Competence	Skills Demonstrated	CII Exam Level	Question Clue Words
Knowledge	<ul style="list-style-type: none"> • observation & recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter 	<i>Certificate</i> <i>Diploma</i> <i>Advanced Diploma</i>	<i>list</i> <i>state</i> <i>identify</i>
Comprehension	<ul style="list-style-type: none"> • understand information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences 	<i>Certificate</i> <i>Diploma</i> <i>Advanced Diploma</i>	<i>describe</i> <i>summarise</i> <i>compare</i> <i>outline</i>
Application	<ul style="list-style-type: none"> • use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge 	<i>Certificate</i> <i>Diploma</i> <i>Advanced Diploma</i>	<i>calculate</i> <i>differentiate</i>
Analysis	<ul style="list-style-type: none"> • see patterns • organise parts • recognise hidden meanings • identify components 	<i>Diploma</i> <i>Advanced Diploma</i>	<i>explain</i>
Synthesis	<ul style="list-style-type: none"> • use old ideas to create new ones • generalise from given facts • relate knowledge from several areas • predict, draw conclusions 	<i>Advanced Diploma</i>	<i>plan/prepare</i>
Evaluation	<ul style="list-style-type: none"> • compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognise subjectivity 	<i>Advanced Diploma</i>	<i>recommend</i> <i>assess</i> <i>give reasons</i> <i>justify</i>

QUESTION CLUES AND THEIR MEANING

Here are some of the question clues used most frequently, with explanations of their meaning.

LIST

This means state a series of items in concise form, without explanation.

Example question

List the different costs associated with arranging the mortgage.

Candidates should write just enough to identify each item without further comment.

STATE

This means give the relevant points without elaboration and preferably in a logical sequence.

Example question

State the advantages and disadvantages of a term assurance policy for Nicola.

Candidates should set out as separate points each advantage and then each disadvantage. Discussion or comparison of relative merits is not required here.

IDENTIFY

This means pick out, state and give reasons for your choice.

Example question

Identify, giving reasons, any errors and inconsistencies in the information provided.

Candidates should state all the errors and inconsistencies they can find, and for each one give at least one reason why they have selected it.

DESCRIBE

This means give all the relevant characteristics of something.

Example question

Describe three types of protection policy which Clare could consider.

Candidates should set out, as separate points, all the relevant features of three types of suitable cover.

SUMMARISE

This means express concisely the relevant details.

Example question

Summarise briefly the options that a risk manager has when financing a risk.

Candidates should give a brief presentation of the main points or statements, leaving out minor details, illustrations and explanations.

COMPARE

This means give an account of similarities and differences between two, or more items.

Example question

Compare the similarities and differences between major medical expenses and private medical insurance cover.

Candidates should examine the items given or selected, with the intention of relating similarities and differences between them.

OUTLINE

This means give a framework description, omitting the minor characteristics.

Example question

Outline the advantages of each contract as you would to Mike.

Candidates should state the key advantages to Mike of each contract in turn.

BRIEFLY

This means give a short, concise answer, stating the key points.

Example question

Explain briefly how investment trusts are taxed.

Candidates should state the main facts (seven marks were allocated for the above question), so it is likely that a good answer will contain six to eight points. See also **OUTLINE**.

CALCULATE

This means use numerical data to work out the required result.

Example question

Calculate, showing all your workings...

Candidates should always write down their workings because the majority of marks are usually allocated for demonstrating that they understand the method, rather than their mathematical proficiency.

DIFFERENTIATE / DISTINGUISH

This means to recognise the difference between items.

Example question

In relation to marketing, distinguish between:

(a) impersonal communication methods;

(b) personal communication methods

Candidates should give reasons, both for and against, with details and supporting evidence.

EXPLAIN

This means to make something clear or easy to understand by describing or giving information about it.

Example question

Explain the term 'clash' when used in the context of reinsurance.

Candidates should add detail to the description, by examining and identifying reasons for the information stated.

PLAN / PREPARE

This means to combine ideas, facts and knowledge, usually ordered in phases or steps, in order to reach a conclusion.

Example question

Plan a report for the Security Committee explaining the following points, giving your reasons...

Candidates should produce a detailed plan, or method worked out for the accomplishment of an objective.

RECOMMEND

This means based on the information given, suggest suitable solutions.

Example question

Recommend from the product list, a portfolio of products that would meet Mr Thompson's requirements, stating the amount to be invested in each product.

Candidates should set out their suggested products, clearly identifying each, with their proposed amount to be invested in each, and an overall total.

ASSESS

This means evaluate the importance or worth of something.

Example question

Assess the differences between summary and formal proceedings.

Candidates should analyse the issue or problem and then weigh up the relative importance of different strands.

GIVE REASONS

This means explaining why you have made a choice based on reasoned argument.

Example question

For each product you have selected give clear reasons for your choice.

Candidates should set out, as separate points, a number of reasons why they have chosen each specific product. General points, for example, 'these products will provide a balanced and tax efficient portfolio' will not gain marks. See also **IDENTIFY** and **EXPLAIN**.

JUSTIFY (a recommendation or an amount)

This means give specific reasons why you have selected certain products.

Example question

For each of the product types that you have selected, justify your recommendations and the amounts of the investment.

Candidates should give reasons for their selection of each product and at least one reason for the amount they have chosen for each product. See also **GIVE REASONS**.

THE MARKING SCHEME

A marking scheme showing the schedule of marks must be submitted with the question(s). It is essential for both the moderation panel and the marking of scripts.

The marking scheme should be formatted in bullet-point format and should identify only key points which will attract marks. It should not be a 'model answer' – this is produced for the exam guide.

The marking scheme should precisely answer the question and should only include material asked for in the question. It should not be lifted verbatim from the course book.

If you find that the question and marking scheme do not match, decide whether to alter the marking scheme, or the question. The latter will often be the best course of action.

The marking scheme should outline the main points expected to be made by candidates. The mark allocation for each point or paragraph should be given. Where allocations of higher marks are given in the longer questions it is important that the key information or points for which marks are awarded is readily apparent.

The number of marks allocated in the marking scheme should total the available marks for that question.

Do not penalise wrong answers or award bonus marks.

Be helpful to markers by avoiding model answers. If multiple marks are available, show how each mark relates to each element of the answer. Anticipate problems by 'if...then' schemes and revise the marking scheme if necessary.

For questions which require a 'listing', there may be more acceptable answers than marks available. Therefore use the 'MAX' function to cap the marks to be awarded.

Where an answer takes the form of a calculation, perhaps involving several stages, the marking scheme must show how candidates are to be marked, for example those who have followed the correct computational method but made errors in doing so, by transcribing the wrong figures. It is customary in such cases to adopt a system of allocating method marks and accuracy marks, to distinguish between those that employ the correct method and gain the correct answer, and those that use the correct method but gain the wrong answer. Candidates who use the wrong method should not be given any credit, but where the wrong figure is transcribed the candidate should only be penalised once, providing the same figure is used in the follow through calculation.

Where there are a wide variety of acceptable ways of answering a question, the marking scheme must be constructed to accommodate the diversity of candidates' responses to be expected in these circumstances. The main element of such a marking scheme should be a set of criteria against which all answers can be judged. The criteria must be clearly specified so that examiners can readily establish the extent to which individual answers meet the criteria.

Where there are two or, at most, three approaches to answering a question, the marking scheme should show how each approach should be marked.

When assigning individual marks, you should try to do so consistently throughout the question. Some points or stages in the development of an answer may be worth more marks than other points, because they are more complex or demanding in some way. Bear in mind that whether a candidate passes or fails depends on the TOTAL number of marks gained in the whole examination, irrespective of which marks these are. It is therefore essential that marks are awarded throughout the whole paper on an equitable basis as far as possible.

Your marking scheme should allow the examiner to award marks on a positive basis. Do not construct a marking scheme which gives full marks for a model answer and instructs the examiner to deduct marks for each error or omission.

Please do not use fractional marks. They cause the examiners to make arithmetical errors and lead to over-long and over-demanding questions.

The marking scheme must be drafted in a suitable format, using a bullet point approach. It is a working document and candidates' answer books are more likely to be marked to the same standard irrespective of which examiner marks them, if the marking scheme is clear and easy to follow. However skilfully a marking scheme has been constructed, minor changes usually have to be made to it following the co-ordination meeting of examiners, in the light of candidates' answers. Study carefully the marking schemes/model answers for the types of question you are drafting, provided in the Exam Guides.

Your marking scheme should provide for the kind of answers candidates are most likely to give.

The marking scheme is just as important as the question itself and you should devote as much care and attention to preparing the marking scheme as you do to drafting the question to which it relates.

Overleaf is an example of a good marking scheme layout. It is flexible enough for the examiner to use for marking purposes but also gives the candidate a complete answer when reproduced in the Exam Guide.

NB This example shows 'point per point marking' but is equivalent to CII Diploma level. For Advanced Diploma level the questions and answers should test application rather than knowledge and understanding. Please see the accompanying notes on Bloom's Taxonomy for further details

The model answers given are those which would achieve maximum marks. However, there are alternative answers to some question parts which would also gain high marks. For the sake of clarity and brevity, not all of these alternative answers are shown. An oblique (/) indicates an equally acceptable alternative answer.

Question (Diploma)	(a)	(i)	State when direct supervision would be appropriate.	1		
		(ii)	Outline the key activities a supervisor might typically undertake whilst providing direct supervision.	4		
	(b)	(i)	State when indirect supervision would be appropriate.	1		
		(ii)	Outline the key activities a supervisor might typically undertake whilst providing indirect supervision.	3		
Answer (Diploma)	(a)	(i)	<ul style="list-style-type: none"> • Appropriate to trainees/underperformance/new requirements. 	1	1	
		(ii)	<ul style="list-style-type: none"> • <u>Frequent</u> accompaniment on meetings with customers. • Supervisors are responsible for the advice given by the trainee. • File checks/suitability letters. • 1-2-1/feedback/performance review. 	1	4	
	(b)	(i)	<ul style="list-style-type: none"> • Appropriate for competent/fully authorised advisers. 	1	1	
		(ii)	<ul style="list-style-type: none"> • Risk based sampling of work/file reviews/KPIs. • Observations. • Customer feedback/mystery shopping. 	1	3	

Appendix three: CII test specification – Diploma-level examinations

The test specification helps to ensure the examination test across the syllabus learning outcomes:

October 2018 Examination - J02 Trusts	
Question Number	Syllabus learning outcomes being examined
1.	1. Explain the structure of a trust and the roles of the main parties.
2.	1. Explain the structure of a trust and the roles of the main parties.
3.	1. Explain the structure of a trust and the roles of the main parties.
4.	2. Explain how trusts are created.
5.	2. Explain how trusts are created.
6.	3. Explain the rules covering the investment of trust assets and the administration of trusts.
7.	4. Explain the consequences of giving a Power of Attorney or an Enduring Power of Attorney.
8.	4. Explain the consequences of giving a Power of Attorney or an Enduring Power of Attorney.
9.	5. Explain the consequences of making a Will or of dying intestate.
10.	5. Explain the consequences of making a Will or of dying intestate.
11.	6. Explain the bankruptcy rules, the role of the trustee in bankruptcy and alternatives to bankruptcy.
12.	7. Analyse how trusts are subject to tax and how a liability can fall to the settlor, trustees or beneficiaries.
13.	7. Analyse how trusts are subject to tax and how a liability can fall to the settlor, trustees or beneficiaries. 8. Explain how life assurance policies, pension benefits and other investments can be placed in trust, and the tax and other implications.
14.	9. Apply effective trust and related tax planning solutions.
15.	9. Apply effective trust and related tax planning solutions.