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Graduate views on actuarial education

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An exercise

Go to respond.cc and enter the following session key:

XXXXXX

Answer the survey questions! This survey will only be available for audience members at the conference.



Some background on actuarial education in Australia

- Associate = Part I + Part II + Professionalism Course + Practical Experience Requirement
- Fellow = Part I + Part II + Part III + Professionalism Course



Background cont. – Part I

- Equivalent to:
 - (Identical to) Subject CT1-CT8 in the U.K.
 - Subject 1-8 of the IAA Syllabus
 - Exam P, FM, M(FE), M(LC), C and VEEs in the U.S.
- For most graduates in Australia Part I is first attempted through a university accreditation arrangement – alternatively by taking U.K. course



Background cont. – Part II

- Equivalent to:
 - Subject 9 of the IAA Syllabus
 - CT9 and CA1 of the U.K.
 - FAP in the U.S.
- In Australia Part II is only available through the university system



Background cont. – Part III

- The additional study required to achieve the Fellowship level of qualification
- Consists of 4 modules:
 - One elective module, including ERM as an option
 - Two practice-specific modules in Life Insurance, General Insurance, Investment or Pensions
 - One compulsory module “Commercial Actuarial Practice”
- Mostly delivered by the Institute



Project Aims

- To understand graduate views of their actuarial education
- To use this understanding to:
 - Inform curricula decisions within our university programs
 - Push for appropriate changes to be made to education programs at the professional association level



Project Themes

- Amount and relevance of syllabus across education Parts
- Importance and development of non-technical capabilities across education Parts and as part of work experience
- Views on the structure of actuarial education



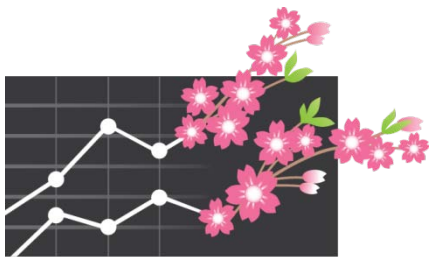
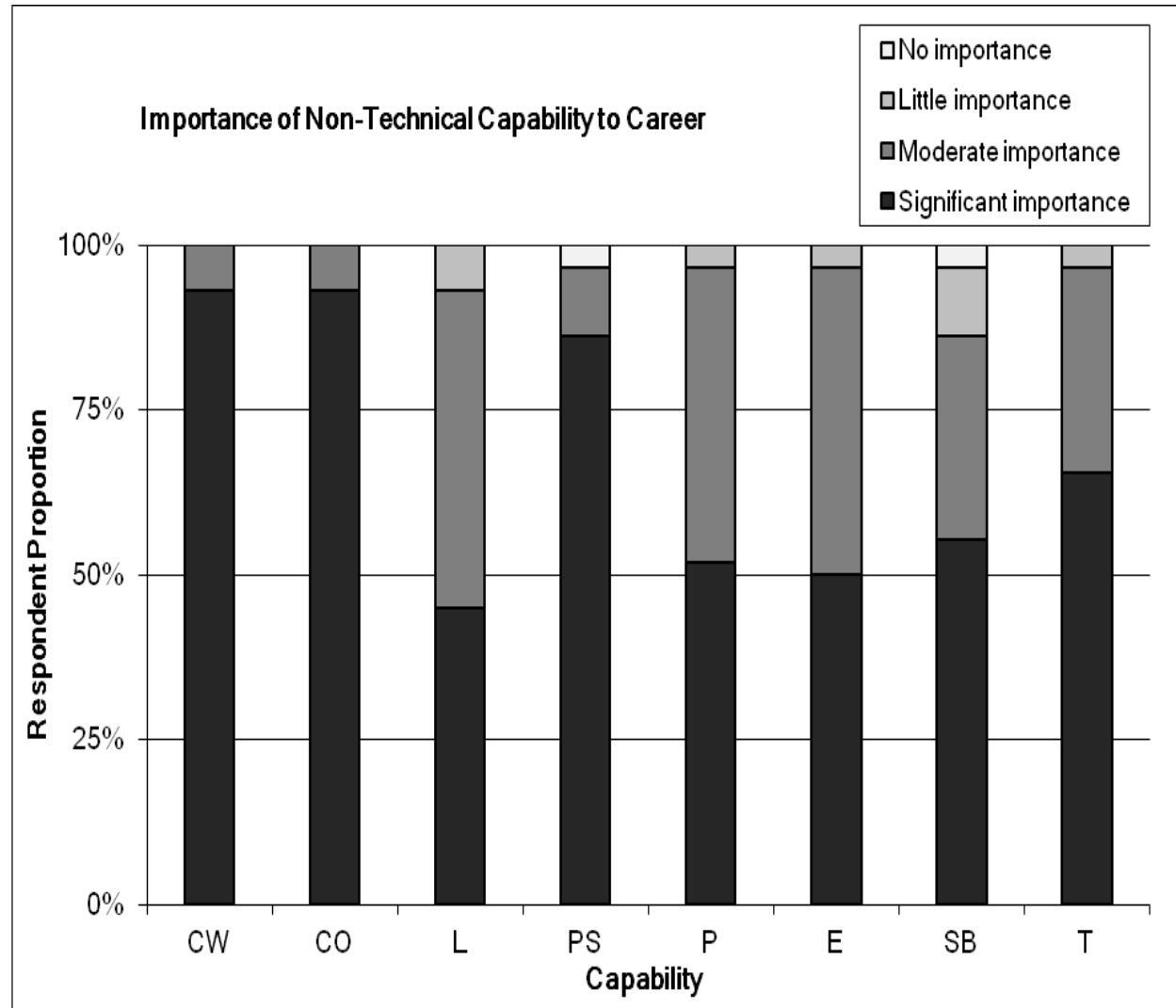
Where we are up to (and what next)

- Pilot survey of 34 graduates of the authors has been run
- Seeking funding from the Actuaries Institute (or elsewhere) to develop a database for a full survey in 2014/15
- We'd love to see more countries do their own version for result comparison



Some results from the pilot survey

CO = Communication (written)
 CO = Communication (oral)
 L = Leadership
 PS = Problem Solving
 P = Professionalism
 E = Ethics
 SB = Strategic Business
 Foresight
 T = Teamwork



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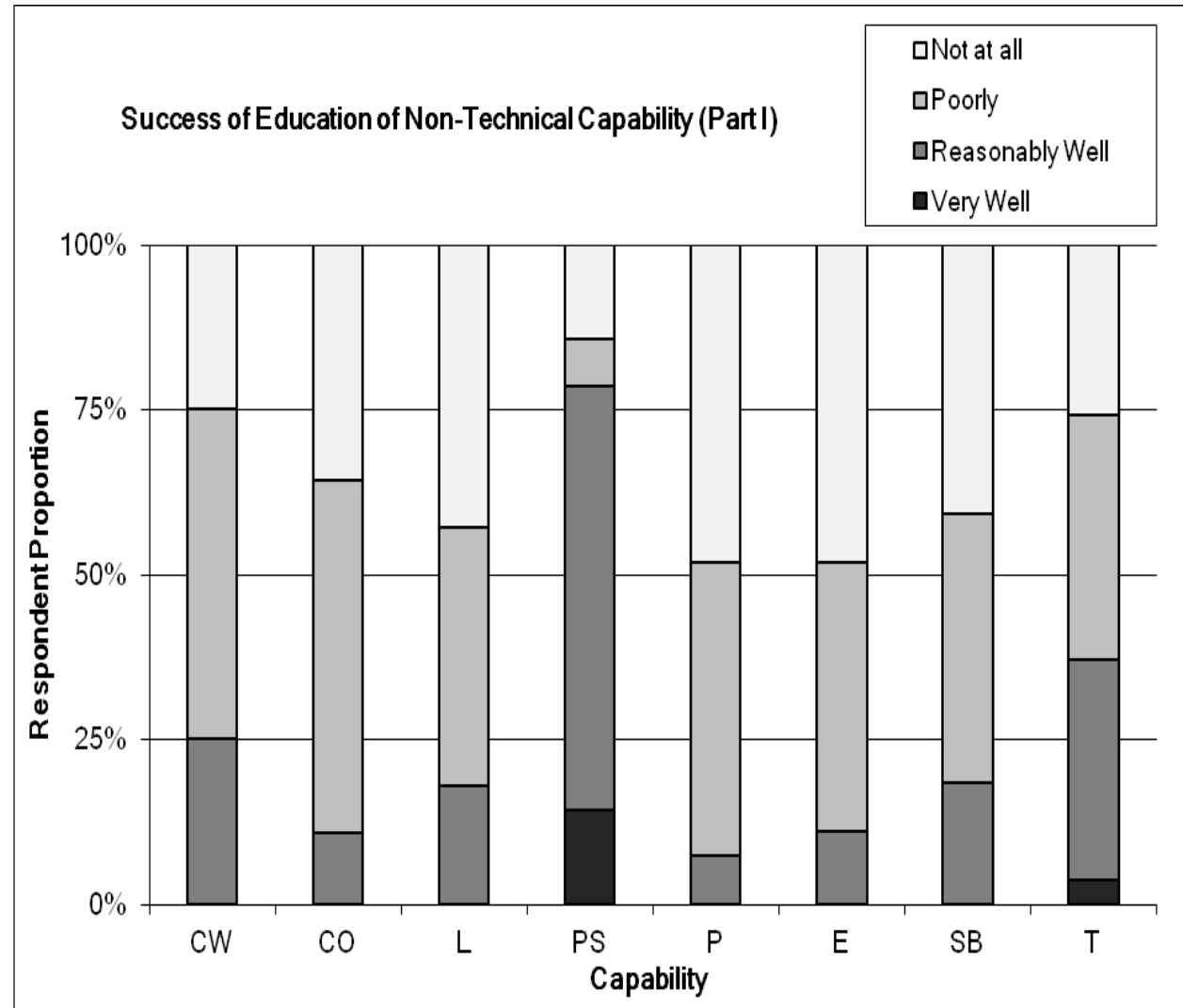
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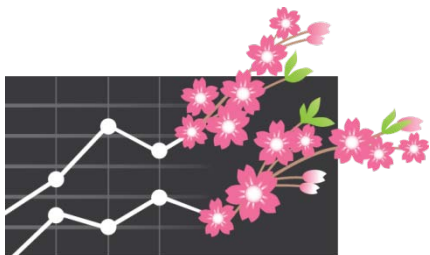
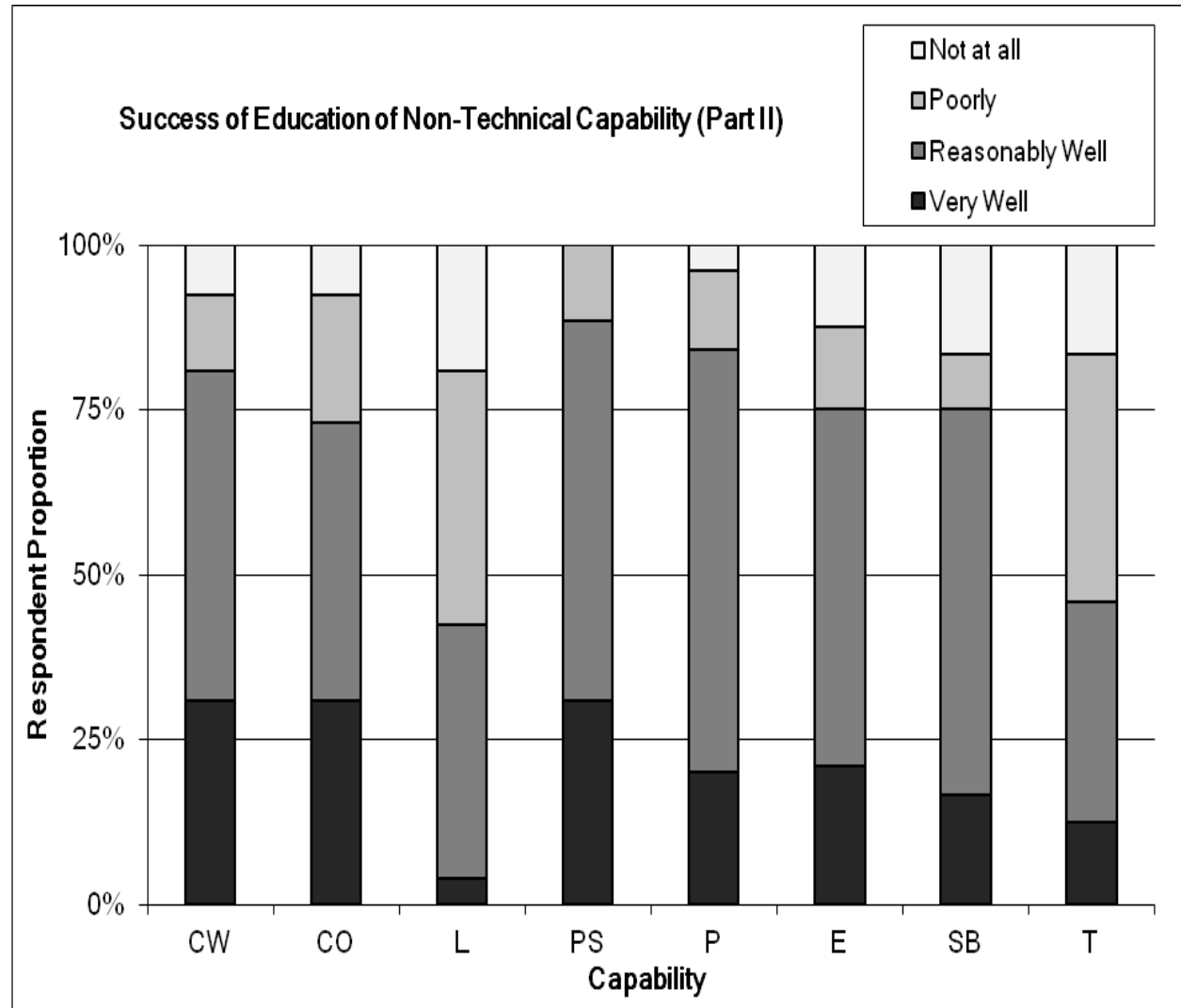
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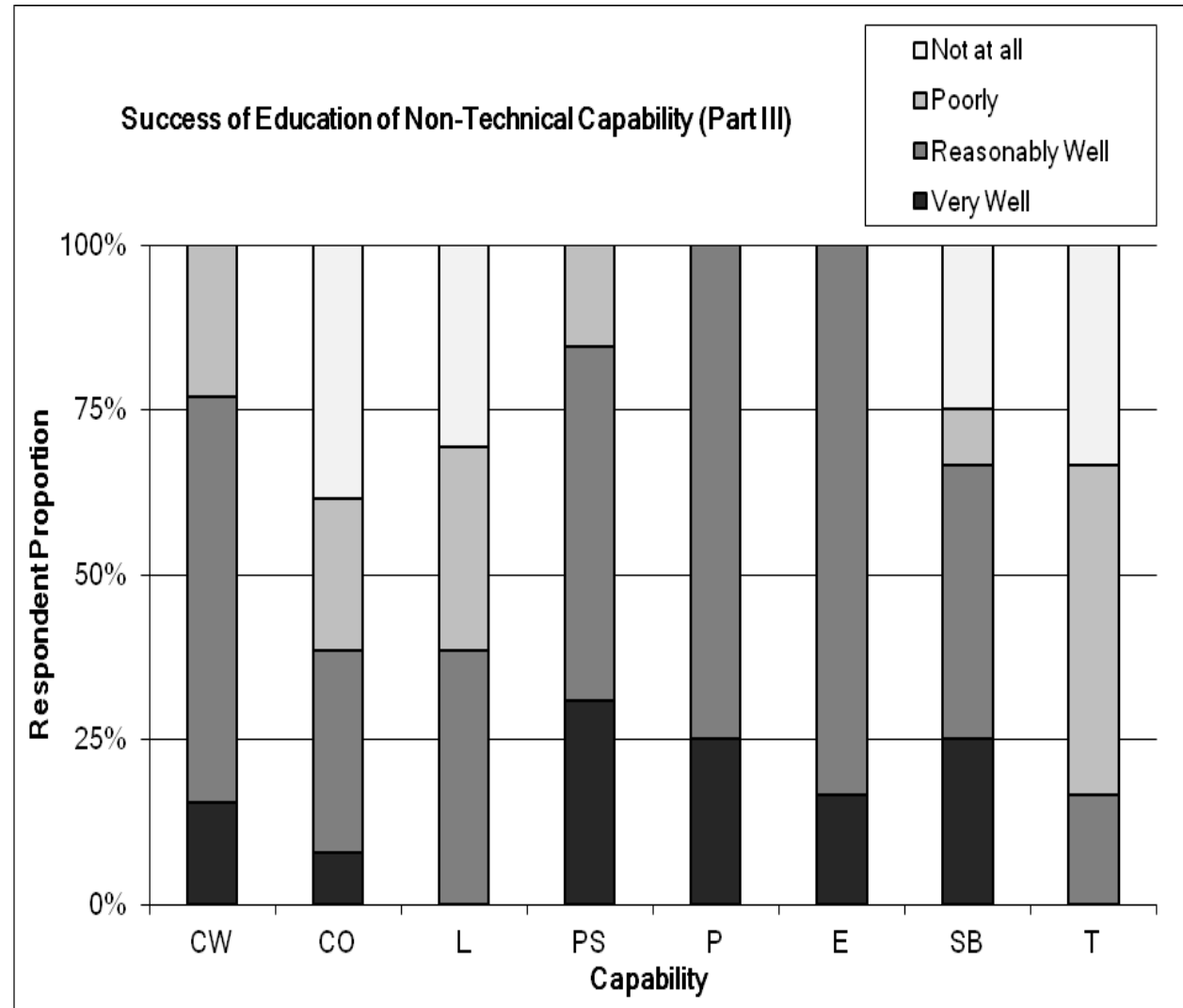
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Some results from the pilot survey

Where should the following non-technical capabilities be developed in actuarial education?

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	CW	CO	L	PS	P	E	SB	T
Part I module	11%	7%	7%	21%	4%	4%	4%	11%
Part I integrated	46%	54%	11%	46%	25%	25%	18%	54%
Part II module	7%	4%	4%	7%	7%	7%	4%	4%
Part II integrated	57%	54%	36%	54%	50%	57%	43%	61%
Part III module	0%	7%	7%	11%	0%	0%	14%	4%
Part III integrated	29%	32%	29%	57%	36%	39%	46%	43%
Institute CPD	25%	25%	39%	14%	32%	32%	32%	36%



Some interesting open-ended comments from the pilot survey

I wish there were more focus towards practical applications rather than theory. For example, rather than spending too much time on Black Scholes model, it would be great to learn to price an option using a standard software like excel or R that we would meet in real life (rather than an hypothetical example).

There was little relationship in that Part 1 was extremely quantitative while Part 2 was very much applied. Both elements are necessary although a clearer bridge linking them would have been useful.



Some interesting open-ended comments from the pilot survey

Actuarial education need to first identify the unique differentiators that it has over other professions and then focus on developing these skills. Currently the education system is too focused on technical methods at the expense of practical commercial and personal skills development. As it was when I took the exams ... it was training us to compete with computers on making impossible calculations rather than applying sound judgement and analytics to solve real world problems.

