



## Student Consultative Forum

Friday 2 June 2017 Time: from 11:00 to 15:00 (Student representatives only from 10:00-11:00)

Exchange Crescent Edinburgh

<b>Attending:</b>	<p>Chairperson</p> <p>Representative from ActEd</p> <p>Representatives for students with disabilities</p> <p>FASS</p> <p>Glasgow Actuarial Students' Society</p> <p>North West Actuarial Society</p> <p>Norwich Actuarial Society</p> <p>Society of Actuaries in Ireland</p> <p>Staple Inn Actuarial Society</p> <p>Wessex Actuarial Society</p> <p>White Horse Actuarial Society</p> <p>Yorkshire Actuarial Society</p>	<p>Matthew Smith</p> <p>Darrell Chainey</p> <p>Nikki Edwards and Ruth Bryson</p> <p>Fiona Watson</p> <p>Alex McLeman</p> <p>Rochelle Anderson</p> <p>Richard Brown</p> <p>Patrick Byrne</p> <p>Thomas Leigh-Eldredge</p> <p>Laura Orchin</p> <p>Alex Miller</p> <p>Tom Smillie</p>	<b>Apologies:</b>	<p>Exam Board Representative - Luke Hatter</p> <p>Bristol Actuarial Society - Sam Kingdon</p> <p>Society of Northern Ireland - Ciaran Harris</p>
<b>Via phone:</b>	<p>Director of Education – Clifford Friend</p> <p>Birmingham Actuarial Society - Suzanne Wright-Smith</p> <p>Channel Islands Actuarial Society - Amber Buckingham</p> <p>London Market Students Group - Alpesh Patel</p> <p>The Actuary - Joseph Mills</p> <p>Welsh Actuarial Society - George McMahon</p>			
<b>Executive Staff:</b>	<p>Head of Quality and Assessment – Karen Brocklesby</p> <p>Head of Assessment – Liz Harriman</p> <p>Head of Learning – Chris Bristow</p> <p>Administrator – Alison Gorton</p>			

Item	Title	Action
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Item	Title	Action
1	<b>Membership</b>	
	<p>1.1 The membership was noted and the following new members welcomed:</p> <ul style="list-style-type: none"> <li>• George McMahon – Wales</li> <li>• Richard Brown – Norwich</li> <li>• Jason Whalley/Joseph Mills – Student Editor The Actuary Magazine</li> </ul>	
2	<p><b>Marking Processes review</b></p> <p>The group noted that since the last SCF meeting there had been an article in the December 2016 student newsletter covering the marking processes and the robustness of the system. The team in Oxford had worked with the examiners to improve the recording of marks and had carried out a thorough audit of the marks received.</p> <p>The group was informed that an audit of the September 2016 results had confirmed that over 90% of the scripts were within the 10 mark variance which is the recognised education best practice. It was noted that there were a couple of subjects which were outliers but the marks had been additionally scrutinised to ensure no student was disadvantaged by any variation. It was explained that the concentration of effort was around the scripts which were close to the pass mark and had one mark above and one mark below the pass mark. It was recognised that where the two marks were significantly above or below the pass mark the script may not be reviewed further.</p> <p>It was recognised that there were occasionally questions asked about the subject access requests received. It was noted that the IFoA is fulfilling a legal requirement to provide these and there was no legal requirement to engage in further discussion about them. As the requests were of a similar nature the IFoA had looked to clarify the headings of the columns that appear on the SAR. It was agreed to share the column headings with the representatives.</p> <p>The group was informed that further work was being carried out with the examiners during the April exams around the script review process which take place after first and second markings. Further discussion would be taking place at the different exam board meetings. Further clarification would be communicated to the student population over the summer and appear in the revised student handbook in September.</p> <p>The group recognised that considerable work had gone into this area to ensure that all stakeholders were assured that it was a robust process</p> <p>Whilst discussing the marking process and the SAR's it was mentioned that some students might not fully understand their rights under the Data Protection Act 1998 (DPA). The IFoA's new Quality and Assurance team will consider adding a page on DPA to the website which will advise a student of their obligations and what they could expect to receive. In May 2018 the timeline for SAR requests reduces from 40 days to 30 days.</p>	Quality & Assessment

Item	Title	Action
3	<p><b>IFoA Organisation Structure</b></p> <p>An update was given on the current restructure of the IFoA. Approximately one month ago the IFoA announced a restructure of all 3 offices which will affect all areas. The biggest impact of the restructure is around the Engagement and Learning and its staff.</p> <p>The current Registry team responsibilities will be divided into 'Learning Operations' and Quality and Assessment'. Learning Operations will look after the delivery of all the examinations, from admissions, venues and script allocation. The Q&amp;A team will be responsible for the exam setting, scrutiny of the exam, marking and assessments and the quality, it will include the exemptions, PPD, Access and the Appeals process .</p> <p>We are pleased to announce that The new Head of Quality and Assessment is Karen Brocklesby, previously Registrar and Liz Harriman as Head of Assessment.</p> <p>The Engagement and Learning team will continue to lead on education partnerships, lifelong learning and promote the IFoA examinations around the country. We will focus on the UK university partnerships and follow up visits to overseas universities which we visit. The IFoA intends to build close links with the banking sector and work more with learners.</p> <p>The exam delivery will be by the Exam Operations team which will fall under a different directorate. They will deal with venues, admissions, exam timings, online exams and the logistic delivery of these exams in 85 countries and 165 centres around the globe</p>	
4	<p><b>Notes arising from the last meeting</b> – Noted and no comments received</p>	
5	<p><b>Students' Comments</b></p> <p>The students held their pre meeting and identified a number of items that they, in particular, wanted to discuss.</p> <p><b>Exam Administration and communications</b></p> <p>There were a number of questions around venues/centres. It was suggested that feedback forms be available immediately after an exam sitting at the venue to give feedback, it was felt that students would be inclined to complete a feedback form on the day. It was explained that exams are held in many venues and countries and logistically this would be hard to manage. There is however, an exam comment form available via the website for students to note any issues with their exam and its delivery.</p>	<p><b>Learning Operations</b></p>

Item	Title	Action
	<p>Some issues affected the following venues:</p> <ul style="list-style-type: none"> <li>• Birmingham – lack of toilet facilities for one exam with the train station toilets to be used as an emergency with extra time allocated to those who needed a comfort break. This was a one off, following a centre technical issue</li> <li>• Leeds – issues with noise from a wedding also being held at the same time</li> <li>• London Access Centre (Croydon) – issues with lack of communication between reception staff and the supervisor possibly due to the extra time allocated to some students before the official start time of the exam. It was agreed that some venues require training/educating about the exam day and what to expect/do</li> </ul> <p>It was noted that some venue changes can be very last minute for a variety of reasons, for example, if a venue is required for an election we would need to find alternative space at short notice. In some overseas centres we can often see changes required at short notice due to riots/tsunami's/local unrest</p> <p>If centres are subject to an incident that affects the entire cohort then the IFoA will submit a report for all students in attendance to the Board of Examiners for noting when applying the final marks. Conversely, should an individual feel they have been affected by an incident (s) whilst sitting their exam they should submit an individual mitigating circumstances application giving as much information on the form as possible on how they have been personally affected by the event.</p> <p>The SCF were assured that when venues are booked the IFoA undertake some stringent checks and in the UK we visit all exam centres for their suitability. Overseas we rely on the British Council who provides the venues adhering to the IFoA minimum standards, which include but not restricted to lighting/temperature/desk size/noise/ease of location. The desk sizes recommended are of a minimum size and any increase in desk size would affect capacity and pricing of the exam.</p> <p><b>Exam Questions and Content</b></p> <p>Discussions were held on exams and their content, in particular, ST4 and CT6, the answers are provided in the questions and comments document</p> <p><b>CA2/CA3</b></p> <p>The IFoA have worked hard with our supplier and invested substantial time and funds to ensure that it is not necessary to give any further time extensions for the upload of the CA2 paper. The danger with increasing upload time could mean a candidate runs the risk of overrunning as the exam is date/time stamped after the last 'save' which means if time was taken to re-read the paper and the upload done too late, the paper would not be accepted for submission.</p>	

Item	Title	Action
	<p><b>Tuition</b></p> <p>ActEd confirmed that they hold historical year-on-year upgrades as the IFoA website only shares comments from the last exam session. IFoA will look at keeping previous year's changes on their site too.</p> <p>CP3 Course Notes will available around the end of June. Guidance issued by the IFoA will be made available to students when they enroll for the exam</p> <p><b>Other Student Concerns</b></p> <p>A discussion was held around how to ensure feedback is obtained from all accessible students. In particular this is found to be challenging for both Ruth and Nikki who do not represent a regional society. This issue will be given some thought about the best way to approach students without violating the Data Protection Act</p>	<p>Quality &amp; Assessment Team</p>
6	<p><b>Curriculum 2019</b></p> <p><b>PPD/CP3</b></p> <p><b>PPD</b></p> <p>Since the announcement on 22 May 2017 regarding CP3/PPD some positive feedback has been received regarding the transitional arrangements. Clarification was sought regarding when PPD starts and it was confirmed that once a supervisor has been declared then the clock would start. It was suggested that for new starters it may be preferable for the individual to wait rather than start WBS and then switch to PPD.</p> <p>It was noted that a guide to PPD requirements and how to complete would be available in August</p> <p><b>CP3</b></p> <p>Clarification on exam timetable for 2018 was requested; it was explained that it was under review as CA2 and CP3 have now moved into the two sessions this is currently under review and will be released shortly. There was a reminder that when preparing the exam timetable the IFoA has to consider many things, markers availability, religious holidays and busy work periods.</p> <p>Material for CP3 is already available on the website by way of sample reading, marking guides and an example of a good and poor paper. The guidance notes will be released shortly. Currently the pricing of the new exam is under review.</p> <p>The registration of the CP3 exam will open on 17 July 2017 along with all other examinations as usual. Any student whose exam is their last to qualify should contact us if they have difficulty in finding availability.</p>	

Item	Title	Action
7	<p><b>Policies</b></p> <p><b>Mitigating</b> Liz thanked Ruth, Nikki and Tom for their valued input in the new mitigating policy. This is now available on the website and students making applications should be encouraged to give as much information as possible to be considered. Those to be considered are reviewed by the panel at the Board of Examiners meeting.</p> <p><b>Appeals</b> The new appeals policy is now also available on the website; the time to make an appeal has been lengthened to allow for a SARs application to be made first. We have amended this based on feedback received.</p> <p><b>Data Retention</b> A new data retention policy will be released shortly. After reviewing best practice and a consultation with lawyers the new retention period will be 16 weeks. The IFoA will anonymise information that is retained after this period for research and statistical purposes.</p>	
8	<p><b>International Learners Pilot</b></p> <p>The IFoA is rapidly growing outside of the UK with 65% of new starters coming from overseas; India providing the largest group. The pilot, in conjunction with ActEd, will provide more educational input for our international students, who are not able to access the same level of support as our UK based learners. As a pilot we will be running tutorials, in a format yet to be decided, in Malaysia and Singapore. Depending on the interest and uptake, we may use this as the basis for further support to our international students.</p>	
	<p><b>AOB</b></p> <p><b>Feedback</b> Members of the SCF expressed that it is sometimes quite difficult to obtain feedback from students for the meetings and various suggestions were made ie leaving details at venues of who to contact, a tick box survey sent out after the exams or a piece in the student newsletter as well as a question in the student survey to ask if students know who their representative is. Consideration in how to approach students will be looked at as we value feedback received as this is an important way of resolving any issues</p>	

Item	Title	Action
	<p><b>Performance enhancing drugs</b> Feedback was brought to the meeting on the subject of performance enhancing drugs and if the IFoA had considered that some students may use these. It was discussed that some drugs may enhance a student's concentration but little was known on the effects. Chris will discuss this with the Universities and provide an update at a future meeting</p> <p><b>Plagiarism</b> The SCF asked if plagiarism would increase with more exams going online. It was noted that the IFoA are currently looking at security measures with our suppliers, the biggest risk potentially would be impersonation. It was noted that there are not many instances of cheating as the majority act in a professional manner and adhere to the actuaries' code.</p>	
	<p><b>Date of next meeting</b> Proposed date: 17 November 2017 Staple Inn London</p>	

# Student Consultative Forum

2 June 2017

Forum questions and answers

(Q/C) = Question or comment

(A) = Answer

## Administration/Other

(Q/C)

Access arrangements admin – The trial run for automatically applying access arrangements for written exams has been helpful and has saved students time. For online exams, it wasn't that clear students needed to contact the online team directly for the arrangements to be applied.

I haven't come across any cases where students have been adversely impacted by the trial. It would be helpful to hear from the IFoA how the trial went overall.

*(A) The Trial was run with only a few students. Operationally this pilot has been a success. The IFoA is in the process of reporting on this and will request feedback from those involved. The IT requirements that are needed to be in place to be able to make this available to all students.*

(Q/C)

The exam experience would be made a lot better if extra time could happen after the exam, or if there was a bigger gap between exams so that the invigilators could prep for the exam in between and not during.

*(A) How extra time is awarded in terms of before or after the exam will be looked at in the context of the trial. The feedback has been noted and will be used to work in collaboration with supervisors and students to achieve the most appropriate resolution.*

(Q/C)

Disappointed that the London venue had been moved to Charlton which is relatively difficult to get to compared to a more central location. The Charlton centre itself I thought was very well run, aside from a contradiction in the verbal rules on mobile phones (that they should be off and under the desk) compared to the rules written by the institute (that they should be off and in bags away from the exam area), under the desks does make more sense to me as it means phones won't be ringing at the side for ages before they can be found and turned off. The Hertford centre also seemed to be filled up for ST5 very quickly, meaning I couldn't get a place there.

A student sitting exams in Leeds mentioned that their exams had been interrupted by a wedding for the third time. This was very distracting. Is it possible for the centre to be moved or for there to be no weddings during the session at the centre?

*(A) The London Hammersmith venue was replaced with London Charlton for the April 2017 session because of excessive building works being carried out adjacent to the Hammersmith venue for the duration of the examinations. The Logistics Team sourced a suitable replacement venue in the London area with only one month before exam entry opened.*

*Our London exam centres are generally booked 12-18 months in advance in order to secure availability. When having to change exam venues after this time we face difficulties with venue availability and cost as well as ensuring appropriate room dimensions, accessibility, close to public transport, lighting, noise and storage of exam materials. The London Charlton venue was selected based on the above*

*It should be noted that the IFoA would now look for an alternate venues for Leeds given the number of complaints received. Venues are generally secured a year in advance thus making any changes to the September session difficult. To ensure a suitable alternative is found, the IFoA welcomes feedback from student with suggested venues*



(Q/C)

Students commented that due to the April session being slightly later this year, the timing of exam results was making it more difficult than other years to plan for their next sitting

*(A) Examinations normally take place in the third and fourth weeks in April and in the last week in September/first week in October. The IFoA identify possible dates, taking into consideration public holidays and significant religious holidays before a final decision is made. Once agreed the dates are published on the website and in the student newsletter*

(Q/C)

A student retook an exam, having first sat it a few years ago, but ran in to problems because they could not access historic syllabus updates (beyond the previous year and these the student found through ActEd). The student checked the IFoA website before studying for the exam, but could find no reference to syllabus updates. As a result, the student did not have a syllabus update from 14/15 which related to a 20-mark exam question. The student has submitted this feedback to the Institute through a mitigating circumstances application too.

Could the IFoA update their website with historic syllabus updates so it is clear and easy to find

*(A) Old syllabuses and syllabus changes:*

*We only ever have the following published on the website:*

- *The syllabus for the current year*
- *Details of changes from last year to this year (to the syllabus and core reading)*
- *The syllabus for the next year (including details of changes from the current year)*
- *Details of changes from this year to next year (to the syllabus and core reading)*
- *Syllabuses for last year (combined zip file for reference)*

*We don't keep anything older than that on the website, but will provide details of syllabus changes over time if requested. It seems like no such request was made by the individual student. ActEd have this information available on their website*

*We will discuss for the future the possibility to: make the historic syllabus and 'changes' documents available on the syllabus website page.*

(Q/C)

It is taking a while for the institute to release details of how work based skills is transitioning to PPD and how PPD will work. It is a bit worrying as I have completed several (8) work based skills in an attempt to be organised before I qualify and I am worried that the work I have done will have been a waste of time! I'd be interested to hear what they have to say.

Students are concerned about the lack of detail for the CA3 replacement CP3. There is currently no information about what it is as well as when the exam dates are going to be which is making it difficult for students to plan ahead. It is felt that this information should have been released by now given that there it has already been announced that the format is changing

*(A) An announcement was made on 22 May 2017 regarding these changes, information is also contained in the notes from the meeting*

(Q/C)

There were some issues reported by individuals regarding access arrangements, these are individual cases which will be dealt with directly.

*(A) The process for access arrangements is being assessed and we will take into account the feedback detailed here. In terms of specific experiences candidates have encountered at venues we will be addressing these concerns where appropriate with the venues and supervisors*

(Q/C)

Marking process and third marking

Since the IFoA released its statement on the review of marking I have quite a lot of feedback and questions from students about the review. In all cases, I pointed the students towards the materials from the previous meeting which are publicly available.

*(A) The process of script review was covered in depth at the meeting and is contained within the notes*

(Q/C)

Given the growing problem of performance enhancing drugs being taken by students in the UK raised in the article below, a student body from which all UK IFoA students are derived from; please can the IFoA explain at the next SCF meeting and minute:

1. What measures the IFoA is taking to tackle this growing problem.
  2. What measures it has in place to detect students, who take performance enhancing drugs,
  3. What new measures it intends to put in place in the current curriculum (i.e. up to 2018), and under the new (more online-based) curriculum from 2019.
- How has this problem been addressed in the 2019 curriculum proposals?

Given the large number of the IFoA student intake who come from universities such as Oxford, where 15% of students have admitted to taking cognitive performance-enhancing drugs without prescription, that leaves a worryingly high proportion of the student population with a history of such behaviour entering the profession. Left unchecked by the 2019 curriculum, this would undermine trust in a qualification thousands of students (including you) are working very hard to obtain each year.

*(A) Discussions were held at the meeting and is contained within the notes*

## Exam questions April 2017

(Q/C)

CT6 - The calculations involved in the Empirical Bayes Credibility Theory (Model 2) question in the recent exam involved too many calculations that took too long to work out using a calculator. Everyone I've spoke to about it had to give up as it was taking too much time."

"-Overall found the exam to be fairly time pressured with certain questions taking far longer than in a typical CT6 past paper. For example the question on EBCT involved a large number of calculations, far more than I have seen in other papers which really ate into the time available for other questions.

-There was also no 'typical' question on time series analysis in this paper and the question there was seemed very different to others in the past.

-Overall I found that the paper contained many aspects to questions that required more in depth thinking than I have seen in other past papers and I think it was the most difficult past paper for CT6 I have seen to date."

The exam structure and question style in the CT6 paper was a definite departure from previous sittings, and also from how the material was taught in tutorials. Whilst I appreciate that the examiners have the right to examine the syllabus as they see fit, this much of a departure from past papers felt especially penal (especially considering this was not a sitting where the chief examiner changed).

*(A) The ECBT question is based on material in the Core Reading and the formulae are in the Tables book. There is a bit of calculation needed but candidates would be given plenty of credit for their approach and methodology and not penalised harshly for numerical slips. In terms of "typical" questions and balance, the examiners will aim for an overall distribution of questions around the syllabus though there will be some small variation from sitting to sitting. More generally (and this applies to all subjects, not just CT6). The examiners are looking for demonstration of an overall standard of understanding and application. If the examiners feel an examination or any particular questions have been challenging, they will take this into account during the marking/assessment process.*

(Q/C)

ST4 – April Exam – Given that the Institute has said they are going to cut back on questions where you are unable to answer later parts of the question if you are not able to answer earlier parts I was surprised to see the question about Defined Ambition Schemes in the recent ST4 exam. The whole question was worth 20 marks, so a large proportion of the total marks, and if a student was unable to answer part a, I admit a simple bookwork list, and then there was no way they could answer part b at all. This felt very unfair!

*(A) Material on defined ambition is covered in the materials. However, credit would be given for other valid suggestions candidates come up with. So well-prepared candidates and those understanding scheme design should be able to come up with enough points to score well by suggesting different DB/DC hybrid schemes*

### *General exam comment*

*Errors and typos - Errors are rare and unfortunate and there is a review process in place when the questions are set to ensure these are minimised. The examiners also hold a marking meeting shortly after the examination to review sample scripts and discuss any potential issues and markers are encouraged to stay in contact with the examiners during the marking process and highlight any concerns which arise. Generally, if there was an error/typo or if the examiners feel that a question was misinterpreted (to a disproportionate degree) by candidates, they will factor this into their marking to ensure that candidates are treated fairly.*

(Q/C)

CA1:

Students commented that CA1 questions seemed particularly vague this sitting so an unnecessary amount of the exam is spent trying to understand what topics the questions are intended to cover

*(A) The examiner's aim to make sure that the CA1 exam for a particular sitting, taking paper1 and paper 2 together, is at an appropriate standard. The examiner's try and avoids setting one paper which is significantly more difficult than the other. However, given the nature of CA1 questions it is very difficult to write two papers which students will perceive to have exactly the same level of difficulty, so it is possible that students will find one paper easier than the other for a particular sitting*

(Q/C)

SA4 - Whilst the paper focussed on relevant current issues (i.e. DB to DC transfers and ETV exercises) I felt the paper was fairly repetitive asking 2-3 separate questions on member support at retirement / transfers. Whilst there were a few distinct points to make on each question, themes like IFA support / communication came up again and again. I generally felt the paper lacked the breadth of topics that previous papers have covered.

*(A) Similar to the second point under CT6 the examiners will aim for an overall distribution of questions around the syllabus though there will be some small variation from sitting to sitting. Also, for SA4 (and other SA subjects) questions often tend to be more wide-ranging and cover many syllabus objectives at once, either through explicit coverage in the question or implicit in that candidates are required to consider a wide range of aspects of the subject when planning their answers.*

CA2 - There was no data for us to check, which left me wondering where the marks for checking it were going to come from.

I think students should have been able to realise that none was needed and carry on, but it might be worth checking that the core reading materials state that sometimes we might not be given data to stop people complaining.

*(A) For the April 2017 CA2 paper 1 there was no data and therefore there was no requirement for students to check the data. The exam instructions in the paper were clear on what students were required to do. The 8 marks for checks in the exam were for non-data checks – e.g. reasonableness checks on the calculations performed by the student, checks on goal seeks etc. Questions have been asked in the past where there has been no data for students to check so a well prepared student should be aware that this was a possibility.*

## Online Examinations (CT9, CA2, CA3)

### CT9

(Q/C)

One student remarked that the online CT9 exam appears to be much more time-consuming than is implied at the outset. And what is worse is that comparing this student's experience of the online exam with colleagues' experiences with the in-person one, the student claimed that he "drew the short straw". He claimed that his experience of the exam seemed much more difficult and intense than the corresponding in-person version of the exam

*(A) The level of difficulty is unchanged; when setting this exam, equivalent material is used as the previous face to face exams and tested in the same way to ensure a consistent and robust qualification is given. The final assessment test remains unchanged.*

### CA2

(Q/C)

Issue raised about the 2 exam times, 9 o'clock and 10 o'clock and how potentially students can see a paper in advance of sitting the exam?

*(A) As some students have experienced issues when uploading their scripts, it was decided that to avoid these issues and to ensure a seamless experience for the student, the exam start times would be staggered.*

*We are confident that all our students are professional and abide by the Actuaries Code and there would be few or no instances of collusion/cheating even with two start times*

(Q/C)

Usual comments regarding the VLE crashing/slowing down during the upload period. However, very positive feedback for the online exam team's attitude and helpfulness in resolving problems.

*(A) The IFoA have worked hard with our supplier and invested substantial time and funds to ensure there are little or no issues for the upload of the CA2 paper. A few candidates who experienced issues were due to other circumstances such as submitted a bigger file than the maximum accepted, these students were assisted by the Online team*

(Q/C)

There was no data for us to check, which left me wondering where the marks for checking it were going to come from.

I think students should have been able to realise that none was needed and carry on, but it might be worth checking that the core reading materials state that sometimes we might not be given data to stop people complaining.

*(A) It should be noted that historically that Exam Data was supplied to candidates as part of the exam paper. On this occasion data was part of the question and was highlighted on the cover of the paper. Only a few candidates contacted the IFoA regarding this matter*

(Q/C)

Concern that the CA2/CA3 exams have been moved to be in line with the traditional April/September exam sittings. This makes it difficult for students to take CA2/CA3 at same time a ST exam for example, when previously they may have been able to fit in CA2 or CA3 at a different point during the year, outside of April/September sittings.

*(A) In anticipation of Curriculum 2019 the CA2 and CA3 examinations which are an integral part towards the Fellowship qualification should be considered as important as other written-based exams. The exam dates for these examinations are published well in advance to allow candidates to plan their student time*

### CA3

(Q/C)

More technical issues experienced with the presentation element of this exam. I know this is being removed for future exams as it will become part of work based skills, but I wanted to check that the examiners are made aware of when students have experienced technical issues. This was extremely stressful, is the effect of this extra stress taken into account when the examiners are assessing a student's performance?

*(A) Whenever a candidate experience technical issues during the CA3 examination the information is passed to the marking team to take into consideration during the marking process.*

(Q/C)

Again the issue raised about the need for the completion of all the CTs prior to being allowed sit this exam? – Could there be a minimum time constraint instead of exams passed?

*(A) The eligibility to apply for CA3 has been removed in the new CP3 format*

(Q/C)

While I haven't yet sat CA3, sitting it between main exam sittings as used to be possible would have been ideal for me, so I'm quite disappointed that this isn't possible any more. I also don't buy the reason that the strain on employers is too high by extending the study period to incorporate CA3 outside of regular sittings – if anything this makes that problem more acute by pushing CA3 closer to other exams or is an admittance that students will need to sit the exams over more years, adding time to an already very lengthy qualification route

*(A) In anticipation of Curriculum 2019 the CA2 and CA3 examinations which are an integral part towards the Fellowship qualification should be considered as important as other written-based exams. The exam dates for these examinations are published well in advance to allow candidates to plan their student time*

(Q/C)

Appreciate that the format is changing and I assume that the application will no longer be used. The application for the CA3 exam was awful. Given that it could only work on a windows PC it meant that I was forced to do it in the office. It took hours of my time to get it set up and get IT to even allow it to be downloaded. There were so many issues with it that giving only a week to sort it out wasn't really sufficient. Appreciate that deadlines were extended but I definitely didn't need that sort of stress so close to the exam!

*(A) The IFoA is currently having discussions as to which platform to use for the new CP3 examination. Although the presentation part of the examination has been removed; we still strongly recommend candidates taking time before any online exam to test the platform using the same computer and exam location in advance*

(Q/C)

The delay in confirming how the new CP3 exam and PPD will work is impacting on some students who only have this exam left and do not know how to prepare. Greater preparation time is needed for students for this exam as they will need to understand how it will work but they are actually getting less time than any other

*(A) This information was released on 22 May 2017*

(Q/C)

Why is there a limited number of people per day for online exams – obviously there is a maximum total because of markers required but why can't we just have any day we want?

*(A) The number of candidates that can sit the examination is linked to different factors. As a professional body we rely on volunteers to mark the examinations. Unfortunately recruiting new markers is not as easy as we would like it to be. The delivery of the examination also requires a number of resources to be in place especially the IT support team in case any technical issues arise during the examination*

(Q/C)

Please can more information be given on the new CP3 exam? Additionally when will it be possible to apply for the September exam and what transitional arrangements will there be for the work based skills? There are some students who joined the Institute before the current work based skills program was created – what will happen to these students? Will they still not need to do WBS or will they have to complete the new program?

*(A) Further information about CP3 was published on our website on 22 May 2017. The exam entry will open on 17 July and will close on 29 August.*



## Subject Access Request

### Candidate Detail

Subject:  
Date of Exam:  
ARN:  
Candidate:  
Desk Ref:



Institute  
and Faculty  
of Actuaries

### Results

Results File:  
Pass Mark:

Question (Total)		Question (by part)					
Question	Marks Available	Question Part	Marks Available	1st Marker	2nd Marker	Script Review	Standardised Final Mark
Q1	18	i	2			-	
		ii	4			-	
		iii	6			-	
		iv	6			-	
Q2	22	i	8			-	
		ii	14			-	
Q3	28	i	28			-	
Q4	52	i	40			-	
		ii	12			-	
Q5	80	i	2			-	
		ii	6			-	
		iii	10			-	
		iv	34			-	
		v	10			-	
		vi	8			-	
		vii	2			-	
		viii	8			-	
<b>Total</b>	<b>200</b>	<b>Total</b>	<b>200</b>			-	

## Subject Access Request



### Candidate Detail

Subject: CA3  
 Exam Date:  
 ARN: 123456  
 Candidate: Mr A Sample

### Results

Mark:  
 Pass Mark: 63

Question (Total)		Question (by part)							
Question	Marks Available	Question Part	Description	Marks Available	Marker 1	Marker 2	Standardised Mark (Final Mark)		
Written	100	i	Length	4			-		
		ii	Format	5			-		
		iii	Language - Overall language	2			-		
			Language - Jargon	5			-		
			Language - Grammar, spelling & punctuation	4			-		
		iv	Planning & Presentation - Grouping of ideas	4			-		
			Planning & Presentation - Short appropriate headings	2			-		
			Planning & Presentation - Sentences brief	3			-		
			Content - Introduction	4			-		
		v	Content - Background	11			-		
			Content - Effect worse exchange rates have	20			-		
			Content - Actions Board can take	10			-		
			Content - Conclusion / Summary	6			-		
			Objectives - Understand	10			-		
		vi	Objectives - Satisfied	10			-		
			<b>Total</b>						
		Presentation	100	i	Introduction	3			-
				ii	Voice	10			-
				iii	Slide format	10			-
				iv	Content - Brief Introduction	3			-
Content - Woodgreen Ins (WI) - Statement insures 80% risk	3						-		
Content - Explains knowledge & expertise reinsurer brings	5						-		
Content - Chart to illustrate volatility of claims over time	3						-		
Content - Explanation fluctuating claims lead to fluctuating profits , reinsurance reduces volatility	3						-		
Content - > 6% claims means WI does not make required return on capital	5						-		
Content - Explanation what Capital is and why insurers need it	5						-		
Content - Reinsurer can hold less Capital due to diversification	3						-		
Content - Reinsurers shareholders can have lower return on Capital	3						-		
Content - Reinsurance may be cheaper than WI holding Capital itself	3						-		
<b>Content - Total (Capped at 26)</b>	<b>26</b>								
v	Body Language	8			-				
vi	Language/Jargon (voice & slide)	10			-				
vii	Close (voice & slide)	10			-				
viii	Time Taken	3			-				
ix	Directors understand main points	10			-				
x	Audience engaged / interested	10			-				
<b>Total</b>	<b>200</b>	<b>Total</b>		<b>200</b>					

## Subject Access Request



### Candidate Detail

Subject: CA3  
 Exam Date:  
 ARN: 123456  
 Candidate: Mr A Sample

### Results

Mark:  
 Pass Mark: 63

Question (Total)		Question (by part)								
Question	Marks Available	Question Part	Description	Marks Available	Comments - Marker 1	Comments - Marker 2	Standardised Mark (Final Mark)			
Written	100	i	Length	4			0			
		ii	Format	5						
		iii	Language - Overall language	2						
			Language - Jargon	5						
			Language - Grammar, spelling & punctuation	4						
		iv	Planning & Presentation - Grouping of ideas	4						
			Planning & Presentation - Short appropriate headings	2						
			Planning & Presentation - Sentences brief	3						
		v	Content - Introduction	4						
			Content - Background	11						
			Content - Effect worse exchange rates have	20						
			Content - Actions Board can take	10						
			Content - Conclusion / Summary	6						
		vi	Objectives - Understand	10						
			Objectives - Satisfied	10						
		Presentation	100	i	Introduction	3				0
				ii	Voice	10				
				iii	Slide format	10				
				iv	Content - Brief Introduction	3				
Content - Woodgreen Ins (WI) - Statement insures 80% risk	3									
Content - Explains knowledge & expertise reinsurer brings	5									
Content - Chart to illustrate volatility of claims over time	3									
Content - Explanation fluctuating claims lead to fluctuating profits , reinsurance reduces volatility	3									
Content - > 6% claims means WI does not make required return on capital	5									
Content - Explanation what Capital is and why insurers need it	5									
Content - Reinsurer can hold less Capital due to diversification	3									
Content - Reinsurers shareholders can have lower return on Capital	3									
Content - Reinsurance may be cheaper than WI holding Capital itself	3									
	<b>Content - Total (Capped at 26)</b>			<b>26</b>						
v	Body Language			8						
vi	Language/Jargon (voice & slide)			10						
vii	Close (voice & slide)			10						
viii	Time Taken			3						
ix	Directors understand main points			10						
x	Audience engaged / interested			10						
<b>Total</b>	<b>200</b>	<b>Total</b>		<b>200</b>						