ACTL5104
Actuarial Statistics

Course Outline
Semester 1, 2016

Part A: Course-Specific Information

Please consult Part B for key information on Business School policies (including those on plagiarism and special consideration), student responsibilities and student support services.
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Dear Students
Welcome to ACTL5104 Actuarial Statistics.

This course is one of the elective actuarial courses for the Master of Actuarial Studies. It corresponds to a major component of the CT4 course of the Institute of Actuaries/Faculty of Actuaries.

In this course outline, you will find the details of the course requirements, course aims and learning outcomes, content, teaching methods, assessment tasks, texts and readings, and expectations.

**The way the course is taught this year is radically different. It is often referred to as “flipped”.**

The main rationale for this new structure is to bring the face-to-face time later in the learning process, when students are more comfortable with the materials, and more likely to interact and ask questions. The first conceptual encounter with the materials happens at home when students watch video lectures. They then move on to practicing their knowledge with tutorial exercises. At this stage, tutorial sessions provide some face-to-face and personalised help. Towards the end of the learning of a given module, everyone gathers in the lecture room for a “lectorial”. The word combines *lectures*—because they are run by the lecturer, and *tutorial*—because their goal is not to “lecture” students, but to discuss a module at a higher conceptual level, and to cement students’ learning with other activities (such as guest lectures, discussions, advanced exercises).

Please read it carefully and thoroughly, as it will be assumed that you are familiar with its contents.

If you have any questions about the course at any time, please contact me.

I look forward to guiding your learning for the duration of the course.

Andrés Villegas – Lecturer in charge
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
The Course Lecturer-in-charge is Dr Andrés Villegas. He is responsible for the teaching and assessment of the course. All matters to do with the course should be directed to Andrés. His consultation times are on Thursdays from 4:30pm to 5:30pm.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Room</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer-in-charge</td>
<td>Andrés Villegas</td>
<td><a href="mailto:a.villegas@unsw.edu.au">a.villegas@unsw.edu.au</a></td>
<td>NICTA Building E318</td>
<td>9385 7633</td>
</tr>
</tbody>
</table>

2 COURSE DETAILS

2.1 Teaching Times and Locations
This Course consists of
- Self-study video recordings available on the course Moodle website and organised in 10 modules plus a module on ethics;
- 3-hour tutorials in odd weeks (1 to 11); and
- 3-hour lectorials in even weeks (2 to 12).

Lectorials and tutorials are held on **Wednesdays 6-9pm in Colombo Theatre A**.

Timetables and locations are correct at time of editing. A full timetable of lectorials, tutorials and topics is provided later in this Course outline. Any alterations to the lectorial times or locations will be advised in lectures and via the Course website.

In tutorials, we will implement interactive learning where participation is highly encouraged. To get the most out of the tutorials, students should cover the lectures’ contents and complete assigned homework problems in advance of the tutorials.

2.2 Units of Credit
The course is worth 6 units of credit. There is no parallel teaching in this course.

2.3 Summary of Course
This course covers survival models and their estimation as well as applications in insurance and finance. Specific topics include: the concept of survival models and actuarial notation; estimation of lifetime distributions; multiple state models; maximum likelihood estimation of transition intensities; the binomial model of mortality and its estimation; models with transition intensities depending on age and duration; the census approximation and formulae; statistical comparison of crude rates with a standard table; graduation of crude estimates and tests of fidelity and smoothness; analysis of mortality/morbidity and the main forms of selection; models for projection of mortality. The analysis of data using numerical computer packages developed during the course will form part of the course assessment.
This course covers material in the Subject CT4 Models of the Institute of Actuaries, covering Units 5-13 of CT4.

### 2.4 Course Aims and Relationship to Other Courses

At the end of the course students should be able to:

A. Assess the properties of a model involving survival or transition intensities and apply to real-life data for insurance and finance applications.
B. Use actuarial statistics techniques to assess probability models and data.
C. Understand and discuss ethical issues and implications of the modelling introduced in the course.

This course covers the development and application of statistical techniques to practical actuarial problems. Examples will be drawn from the insurance and financial markets. Students are assumed to have a good knowledge of ACTL5101 and ACTL5103.

Particularly important is the material on statistical estimation and regression techniques covered in ACTL5101. If your knowledge on this topic area requires revision it is important that you revise this material as soon as possible. The assumed knowledge of the course includes a good understanding of mathematics in calculus and linear algebra.

### 2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items. These are:

1. Explain the concept of survival models
2. Describe estimation procedures for lifetime distributions
3. Describe statistical models of transfers between multiple states, including processes with single or multiple decrements, and derive relationships between probabilities of transfer and transition intensities
4. Derive maximum likelihood estimators for the transition intensities in models of transfers between states with piecewise constant transition intensities
5. Describe the Binomial model of mortality, derive a maximum likelihood estimator for the probability of death and compare the Binomial model with the multiple state models
6. Describe how to estimate transition intensities depending on age, exactly or using the census approximation.
7. Describe how to test crude estimates for consistency with a standard table or a set of graduated estimates, and describe the process of graduation.
8. Describe the principal forms of mortality and morbidity heterogeneity in a population and the main forms of selection
10. Understand and discuss the ethical dimensions and implications of the modelling introduced in the course
The course covers the following aims and syllabus items of the Institute of Actuaries courses:

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Institute of Actuaries Syllabus aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Survival Models v 1-8 (Chapter 7 CT4 notes)</td>
</tr>
<tr>
<td>2</td>
<td>Estimating the lifetime distribution function and Proportional hazards</td>
</tr>
<tr>
<td></td>
<td>models vi 1-5 (Chapter 8 and 9 CT4 notes)</td>
</tr>
<tr>
<td>3</td>
<td>Markov processes and survival models iv 5-7 (Chapters 5 and 6 CT4 notes)</td>
</tr>
<tr>
<td>4</td>
<td>MLE estimation for transition intensities vii 1-4 (Chapter 5 CT4 notes)</td>
</tr>
<tr>
<td>5</td>
<td>Binomial model viii 1-3 (Chapter 10 CT4 notes)</td>
</tr>
<tr>
<td>6</td>
<td>Exposed to risk ix 1-9 (Chapter 11 CT4 notes)</td>
</tr>
<tr>
<td>7</td>
<td>Graduation and statistical tests x 1-3 (Chapter 12 CT4 notes) and Methods</td>
</tr>
<tr>
<td></td>
<td>of graduation x 4-7 (Chapter 13 CT4 notes)</td>
</tr>
<tr>
<td>8</td>
<td>CT5 ix 1-9</td>
</tr>
<tr>
<td>9</td>
<td>Current topics</td>
</tr>
<tr>
<td>10</td>
<td>Ethical issues</td>
</tr>
</tbody>
</table>

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

**Business Postgraduate Coursework Program Learning Goals and Outcomes**

1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.
   You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective communicators in professional contexts.
   You should be able to:
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. Teamwork: Our graduates will be effective team participants.
You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.
You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Consider social and cultural implications of business and/or management practice.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all Business undergraduate students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
</tbody>
</table>
| 1 Knowledge | Learning Outcomes 1-8 | • Tutorial Problems  
• Mid-session exam  
• Final Exam |
| 2 Critical thinking and problem solving | Learning Outcomes 1-8 | • Tutorial Problems  
• Mid-session exam  
• Final Exam |
| 3a Written communication | Learning Outcomes 1-8 | • Assignment  
• Mid-session exam  
• Final exam |
| 3b Oral communication | Communicate ideas in a succinct and clear manner. | • Part of tutorial participation but not specifically assessed. |
| 4 Teamwork | Work collaboratively to complete a task. | • Part of tutorial participation but not specifically assessed. |
| 5a Ethical, environmental and sustainability responsibility | Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice. (Learning Outcome 9) | • Assignment  
• Final exam |
| 5b Social and cultural awareness | Consider social and cultural implications of business and/or management practice. (Learning Outcome 9) | • Assignment  
• Final exam |
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course
The approach adopted in this course is one of assisted self-study. The approach adopted in this course is called flipped classroom. While reading this subsection, please refer to the schedule given in Section 7.

The main rationale for this new structure is to bring the face-to-face time later in the learning process, when students are more comfortable with the materials, and more likely to interact and ask questions. The first conceptual encounter with the materials happens at home when students watch the video lectures. They then move on to practicing their knowledge with tutorial exercises. At this stage, tutorial sessions provide some face-to-face, and personalised help. Towards the end of the learning of a given module, everyone gathers in the lecture room for a “lectorial”. The word combines lectures—because they are run by the lecturer and tutorial—because their goal is not to “lecture” students, but to discuss a module at a higher conceptual level, and to cement students’ learning with other activities (such as guest lectures, discussions, advanced exercises).

Course materials are organised in 10 modules plus a module on ethics. Students are responsible to learn topics with the following materials:

- Prescribed books (and recommended books for additional support)
- Topic video lectures available on the course website
- Tutorial exercises with solutions
- Past quizzes and exams for advanced exercises

It is expected the students will take a pro-active approach to learning. On average, students have two weeks to cover the contents of a given module. It is recommended to have read all prescribed readings, watched the associated videos and attempted the tutorial exercises prior to the associated module’s tutorial, in order to complete the module by the end of the lectorial week.

It is expected that you will spend at least ten hours per week studying this course. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment (to extra-curricular activities) has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities. In the past, students have found the amount of contents particularly challenging. Don’t allow yourself to fall behind the schedule!

3.2 Learning Activities and Teaching Strategies

It is expected that the students will take a pro-active approach to learning. The course is organised in the following learning activities.

Video lectures and Self-study
During the time periods of self-study, students should cover the readings, video lectures and tutorials for the associated module. A required learning strategy for this
course is to have read all prescribed readings, watched the associated video lectures and attempted the tutorial exercises before lectorials.

**Tutorials**

Tutorials (odd weeks) are planned in the middle of the time allocated to a module’s learning. Tutorials are for students to ask questions on aspects of the course that need further clarification and to interact with other students in the course. Students need to attempt the tutorial exercises prior to the tutorial classes and identify problems that require closer review during tutorials. They are an opportunity to learn from other students and to develop team skills by working on problems with other students.

The purpose of tutorials is to enable you to raise questions about difficult topics or problems encountered in their studies. *Students must not expect another lecture – they and their questions should drive what is discussed during a tutorial.*

A good learning strategy for the tutorials is:

- Prior to make an attempt of the exercises, review your lecture notes and videos.
- Prior to the tutorial, make an attempt to the exercises you should make before the tutorial (see Section 7: Course Schedule).
- During the tutorial, make an attempt to the exercises you should make in the tutorial (see Section 7: Course Schedule).
- After the tutorial, make an attempt to the exercises you should make after the tutorial (see Section 7: Course Schedule).
- If you have questions about the tutorial exercises, ask them to your tutor. If you think you have a good understanding of the material, you should try and answer the questions of your peers. This will give you feedback on your ability to explain the material and hence how well you know the material.
- Check your answer using the tutorial solution.

**Lectorials**

Lectorials (even weeks) are there to wrap up modules, to solve advanced exercises and to answer the students’ questions. Students should have read the prescribed books, watched the videos and done the tutorial exercises **prior to the lectures.** No course contents will be taught during the lectures. Students are encouraged to prepare questions and communicate them to the lecturer in advance (although this is not required).

4  **ASSESSMENT**

4.1  **Formal Requirements**

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

Students must complete and submit all components of assessment at or before the due times. It is important that students be punctual and reliable when submitting assessment. This is an important workplace requirement and students need to ensure they meet deadlines.

Your regular and punctual attendance at lectures and tutorials is expected in this course; see Part B of the Course Outline for details.
A professional CT4 exemption is determined by a weighted average of ACTL5103 (1/3rd) and ACTL5104 (2/3rds) marks. This average must be 65% or higher in order to be recommended for exemptions. If you do not achieve this exemption grade then you can still gain the exemption by successfully completing the Institute of Actuaries equivalent examination as soon as practical after the UNSW course.

### 4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Session Exam</td>
<td>15%</td>
<td>1 hour</td>
<td>Thursday 7 April, 11am-1pm</td>
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<tr>
<td>Assignment</td>
<td>25%</td>
<td></td>
<td>Wednesday 20 April 11.55am.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60%</td>
<td>2 hours</td>
<td>University Exam Period</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Feedback will be provided to students after their assessments. Students should note that the final assessment can involve standardisation and scaling of overall marks.

**Mid-term exam**

There will be one written answer mid-session exam in following the mid-session break in week 5 of 1 hour duration, plus 5 minutes reading time. The mid-term exam will take place on Thursday 7th April, from 11am to 1pm. Note that this time is outside the lecture hours so please make sure you are available. We will not run supplementary mid-term exams. The exam venue will be advertised later. The mid-session exam will be closed book. Students will only be allowed to bring the text "Formulae and Tables for Actuarial Examinations".

**Normal examination rules apply** to the conduct of mid-term exams. Calculators will be allowed in the mid-term and final examination but a clear indication of all of the steps involved in your calculations must be shown. The University will not supply calculators to students for use in examinations where the provision of calculators has not been requested by the course examiner. It is the student’s responsibility to be familiar with the rules governing the conduct of examinations. The course exams require written responses, with students earning marks for correct mathematical working as well as part marks for incorrect responses with correct method and reasoning. They test not only their knowledge of the material, but also the depth of their understanding of it.

**Assignment**

There will be one major (non-quantitative) assignment for this course focussing particularly on the ethical dimension of the course materials.

Full information about the major assignment will be released early in the session.

**Final examination**

The final examination will assess students understanding of the concepts covered in the course and readings and their ability to apply them to practical problems. The final examination will be a two hour written paper. The final examination will be closed book. Students will only be allowed to bring the text "Formulae and Tables for Actuarial Examinations" into the exam. This must not be annotated.
Quality Assurance
The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES
The prescribed textbook for the course is:
- Core Reading for Subject CT4 Models published by The Institute of Actuaries.
- ActEd Course Notes for Subject CT4 Models.

Additional, recommended references are:
  - Chapter 2 Basic Quantities sand Models, Chapter 3 Censoring and Truncation, Chapter 4 Nonparametric estimation, Chapter 8 Semi-parametric proportional hazards regression and Chapter 9 Refinements of Semi-parametric proportional hazards.
  - Chapter 1 on Mortality Measures, Chapters 11, 12, 14, 15 and 16 on Graduation topics, Chapter 19 on Social and Economic Factors Affecting Mortality, and Chapter 9 on Trend and Forecasting.
  - Chapters 4 and 5 on forecasting mortality.

The course draws on and further develops concepts covered in ACTL5101 (Estimation, Regression) and ACTL5103 (Markov Chains). Students are encouraged to review these concepts as required early in the course.

Formulae & Tables
The only text students are allowed to bring into the examinations for the actuarial courses is the text "Formulae and Tables for Actuarial Examinations". It must not be annotated. All students in the actuarial courses should purchase a copy of this text if they wish to use it in tutorials, mid-session exams and the final examinations. The text is available from the UNSW Bookstore, the UK Institute of Actuaries or from ActEd. Visit the ActEd website at http://www.acted.co.uk

Course website
The course Moodle website is available from the UNSW TELT platform: http://elearning.unsw.edu.au/

To access the Moodle online support site for students, follow the links from that website to UNSW Moodle Support/Support for Students. Additional technical support can be obtained from itservicecentre@unsw.edu.au (02 9385 1333). All course contents will be
available from the course website (except for the module “Back to Basics” which is available on the Moodle ACTL students common website). It is essential that you visit the site regularly (at least weekly) to see any notices posted there by the course coordinator.

The Actuaries Institute
The Actuaries Institute allows students to become University Subscribers free of charge. Full time undergraduates studying at an Institute accredited university who are members of a university student actuarial society are eligible. To sign up, go to http://www.actuaries.asn.au/becoming-an-actuary/becoming-a-university-subscriber

6 COURSE EVALUATION AND DEVELOPMENT
Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback at least at the end of semester.

This year, the structure of the course and its learning and teaching strategy has changed radically. The main rationale for this change is the exceptional success of the lecture video recordings introduced in other courses, as well as the recurrent student request for additional coverage of exercises during contact hours. As the essentially unilateral lecturing is moved home with the help of video recordings, additional time is available during the lectures to work through exercises, wrap up topics, answer the residual questions students might have, introduce relevant software, and invite guest lecturers.

Furthermore, this allows the introduction of substantial tutorial time in the postgraduate classes, which has been regularly requested by students in the past.

Finally, in order to enhance the practical applicability of the course, a module on mortality projection models has been included.
7 COURSE SCHEDULE

The course is organised according to the following model:

<table>
<thead>
<tr>
<th>Week…</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-study</td>
<td>Module E, 1-2</td>
<td>Module 3-4</td>
<td>Break</td>
<td>Module 5-6</td>
<td>Module 7</td>
<td>Module 8-9</td>
<td>Module 10</td>
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<tr>
<td>Lectorials</td>
<td>Intro</td>
<td>E, 1-2</td>
<td>3-4</td>
<td>5-6</td>
<td>7</td>
<td>8-9</td>
<td>10</td>
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</tr>
<tr>
<td>Tutorials</td>
<td>1</td>
<td>2-4</td>
<td>Break</td>
<td>5-6</td>
<td>7</td>
<td>8-9</td>
<td>10</td>
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<tr>
<td>Mid-term</td>
<td>1-4</td>
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<tr>
<td>Assignment</td>
<td>E</td>
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</tbody>
</table>

Note: Numbers specify the associated modules

**Self-study**
During the time periods indicated in pink, students should cover the readings, videos and tutorials for the associated module (details are given in the following pages).

**Lectorials**
Lectorials will wrap up modules and provide a final opportunity (during normal contact hours) to ask questions about the associated module. See Section 3.

**Tutorials**
Tutorials provide support during the learning of the associated module. See Section 3.

**Mid-term**
The mid-term provides formal assessment of the associated module(s). See Section 4.2.

**Assignment**
The assignment will cover the ethical dimension of the course material and is a formal assessment. See Sections 4.2

This timetable may be altered. Students will be advised of any changes in lectures and via the course web site.

Detailed information about the modules’ contents and their associated readings is given in the following pages.
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Ethics</td>
<td>Lecture notes</td>
</tr>
<tr>
<td>1</td>
<td>Survival Models and The Life Table</td>
<td>Core Reading CT4 Unit 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CT4 ActEd Course Notes Chapter 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Klein, J. P. and M. L. Moeschberger, Chapter 2 - 2.1-2.4</td>
</tr>
<tr>
<td>2</td>
<td>Non-parametric models: Kaplan-Meier, Nelson-Aalen and the comparison of survival functions</td>
<td>Core Reading CT4 Unit 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CT4 ActEd Course Notes Chapter 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Klein, J. P. and M. L. Moeschberger, Chapters 3 and 4.</td>
</tr>
<tr>
<td>3</td>
<td>Semi-parametric models: The Cox regression model</td>
<td>Core Reading CT4 Unit 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CT4 ActEd Course Notes Chapter 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Klein, J. P. and M. L. Moeschberger, Chapter 2 - 2.5, Chapters 8, 11.2</td>
</tr>
<tr>
<td>4</td>
<td>Parametric models: Introduction</td>
<td>Klein, J. P. and M. L. Moeschberger, Chapter 12</td>
</tr>
<tr>
<td>5</td>
<td>Parametric models: Markov models</td>
<td>Core Reading CT4 Unit 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CT4 ActEd Course Notes Chapter 3, 4, 5 and 6</td>
</tr>
<tr>
<td>6</td>
<td>Parametric models: Binomial and Poisson Models</td>
<td>Core Reading CT4 Unit 9</td>
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<tr>
<td></td>
<td></td>
<td>CT4 ActEd Course Notes Chapter 10</td>
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<tr>
<td>7</td>
<td>Exposed to risk</td>
<td>Core Reading CT4 Unit 10</td>
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<tr>
<td></td>
<td></td>
<td>CT4 ActEd Course Notes Chapter 11</td>
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</tbody>
</table>
| 8  | Graduation methods                                      | Core Reading CT4 Unit 11 and 12  
|    |                                                         | CT4 ActEd Course Notes Chapter  
|    |                                                         | 12 and 13                        
|    |                                                         | Benjamin and Pollard, Chapter 11, 
|    |                                                         | 12, 14, 15 and 16               |
| 9  | Mortality, Selection and Standardisation                 | Benjamin and Pollard, Chapter 19 |
| 10 | Mortality projection models                              | Pitacco et al., Chapter 4 and 5  |