

## **ACTUARIAL EDUCATION: THEORY INTO PRACTICE**

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In recent years designers of actuarial education have paid more attention to the range of capabilities – over and above technical knowledge – needed by future actuaries. This is apparent from the introduction of courses that develop non-technical capabilities in actuarial education programs in several English-speaking countries. A discussion of the aims of actuarial education, along with consideration of well established educational paradigms and an investigation of the views of some stakeholders (including a new pilot study of graduates and employers), suggest that the practice of capability development for actuarial students is not always consistent with the theory. Constraints (possibly unintentional but nevertheless effective) are identified on actuarial curriculum reform. Alternative approaches to incorporating capability development into actuarial education are outlined and evaluated, and recommendations are made to encourage those who design and deliver actuarial education to integrate capability development with technical knowledge. It is desired that this paper might result in further dialogue and collaboration in the development of an improved actuarial education curriculum.