

IAESB

**International
Accounting Education
Standards Board**

**Centre for Financial Reporting Reform
Vienna**

1 June 2017

Greg Owens, IAESB



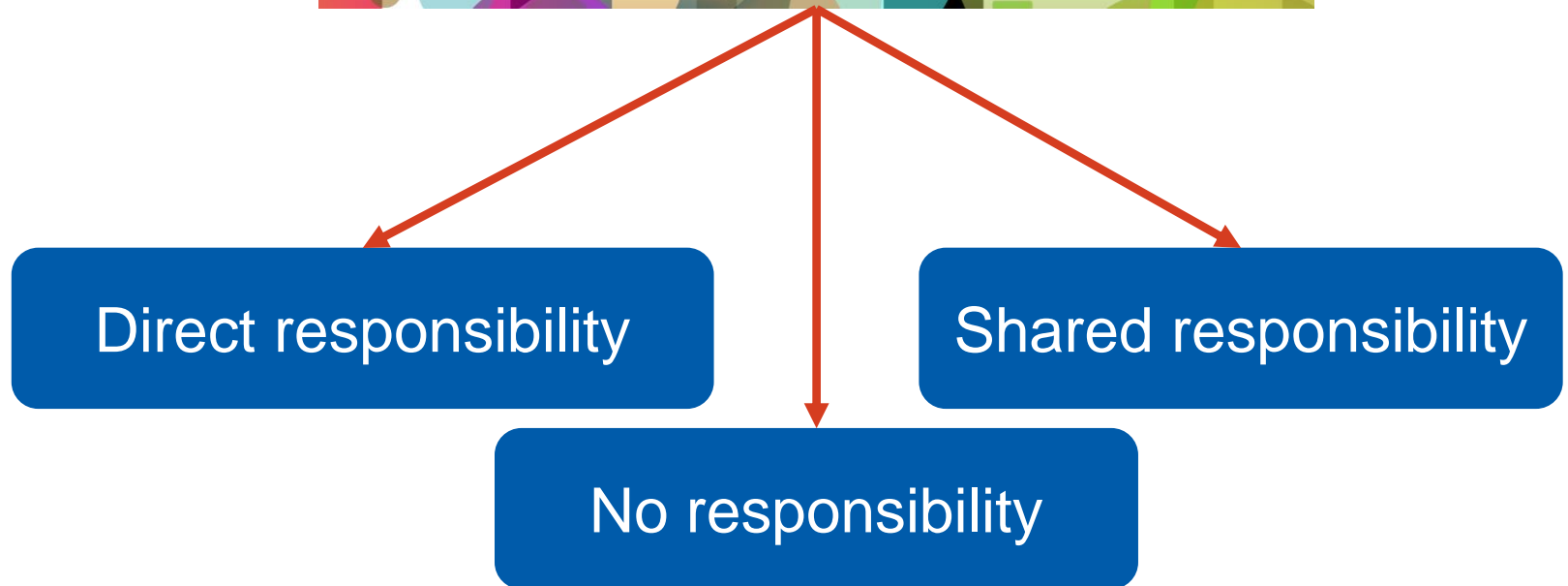
- Board member 2014-present
 - IAESB Steering Committee
 - Task Force Chair – Stakeholder Engagement & Communications
- Technical advisor 2008-2013
 - Secretary IES 8 (Revision) Task Force
- Chartered Accountant, ICAEW
- Worked in audit since 1996 – London/Washington DC
- Director, Global Assurance - BDO International
- Involved in audit training since 1999; global training since 2001

What does the IAESB do?



- Sets requirements for IFAC member bodies through 'International Education Standards' (IESs)
- Clarify potential areas of implementation support
- Provides implementation support on IESs to IFAC member bodies
- Reviews usage and implementation of IESs

To whom are the IESs addressed?



What does the IAESB do? *and in addition...*

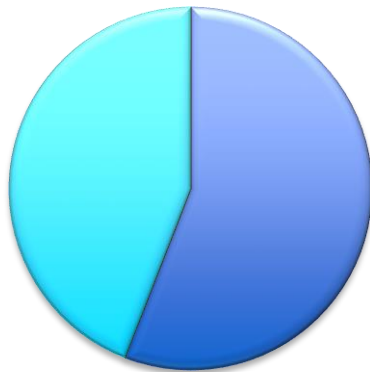


- Liaises with other independent standards setting boards & IFAC Committees
- Engages in outreach activities
- Acts as facilitator for emerging issues in accounting education
- Brings together academic, IFAC member body, government accountants and employer perspectives

Who comprises the IAESB?



- Academics
- Member Bodies/Organisations
- Accounting Firms



- Men
- Women



- >800 years experience
- From 6 continents
- >40 advanced degrees

What do we want to look at today?

- Expected benefits of revised IESs
- Examine shift to a learning-outcomes approach
- Focus on vision of the IAESB
- Identify opportunities for further engagement
- Look at impact of mega-trends



Some terminology to be aware of...

Initial Professional Development



Aspiring Professional Accountants

Continuing Professional
Development




Professional Accountants



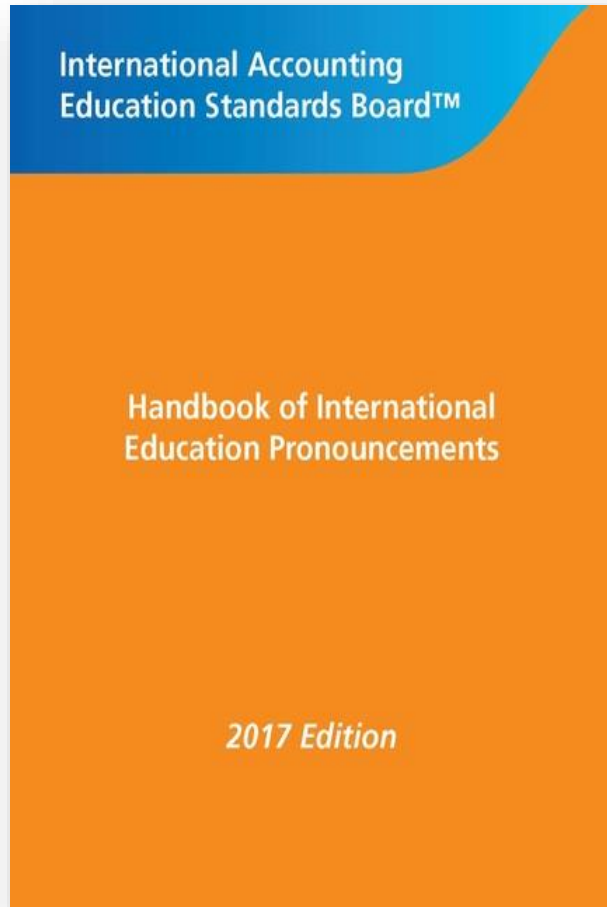
Our suite of IESs - IPD

IES Number	IES Title	Effective Date
IES 1	Entry Requirements to Professional Accounting Education Programs	1 July 2014
IES 2	Initial Professional Development – Technical Competence	1 July 2015
IES 3	Initial Professional Development – Professional Skills	
IES 4	Initial Professional Development – Professional Values, Ethics, and Attitudes	
IES 5	Initial Professional Development – Practical Experience	
IES 6	Initial Professional Development – Assessment of Professional Competence	

Our suite of IESs - CPD

IES Number	IES Title	Effective Date
IES 7	Continuing Professional Development 	1 January 2014
IES 8	Professional Competence for Engagement Partners Responsible for Audits of Financial Statements	1 July 2016

Why did we 'revise' the IESs?



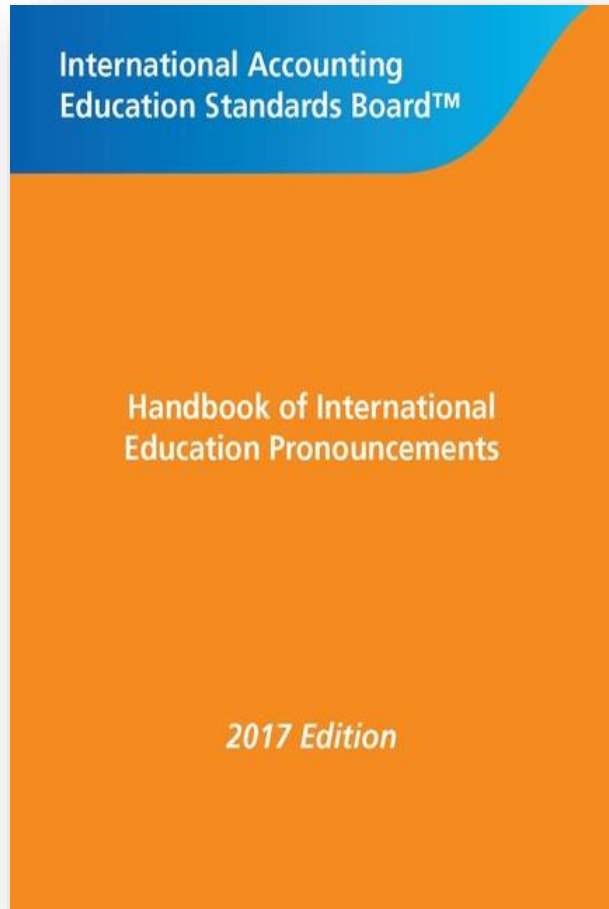
- Consistency
- Structure
- Avoid confusion
- Refine glossary

Clarity
Project

Revision
Project

- Definitions
- Competence areas
- Learning outcomes
- Levels of proficiency

The key benefits



clarity

learning
outcomes

professional
competence

consistent

Key driver towards learning outcomes...



Benefits of a Learning Outcomes Approach



Credibility of the profession

Quality of service

Professional growth

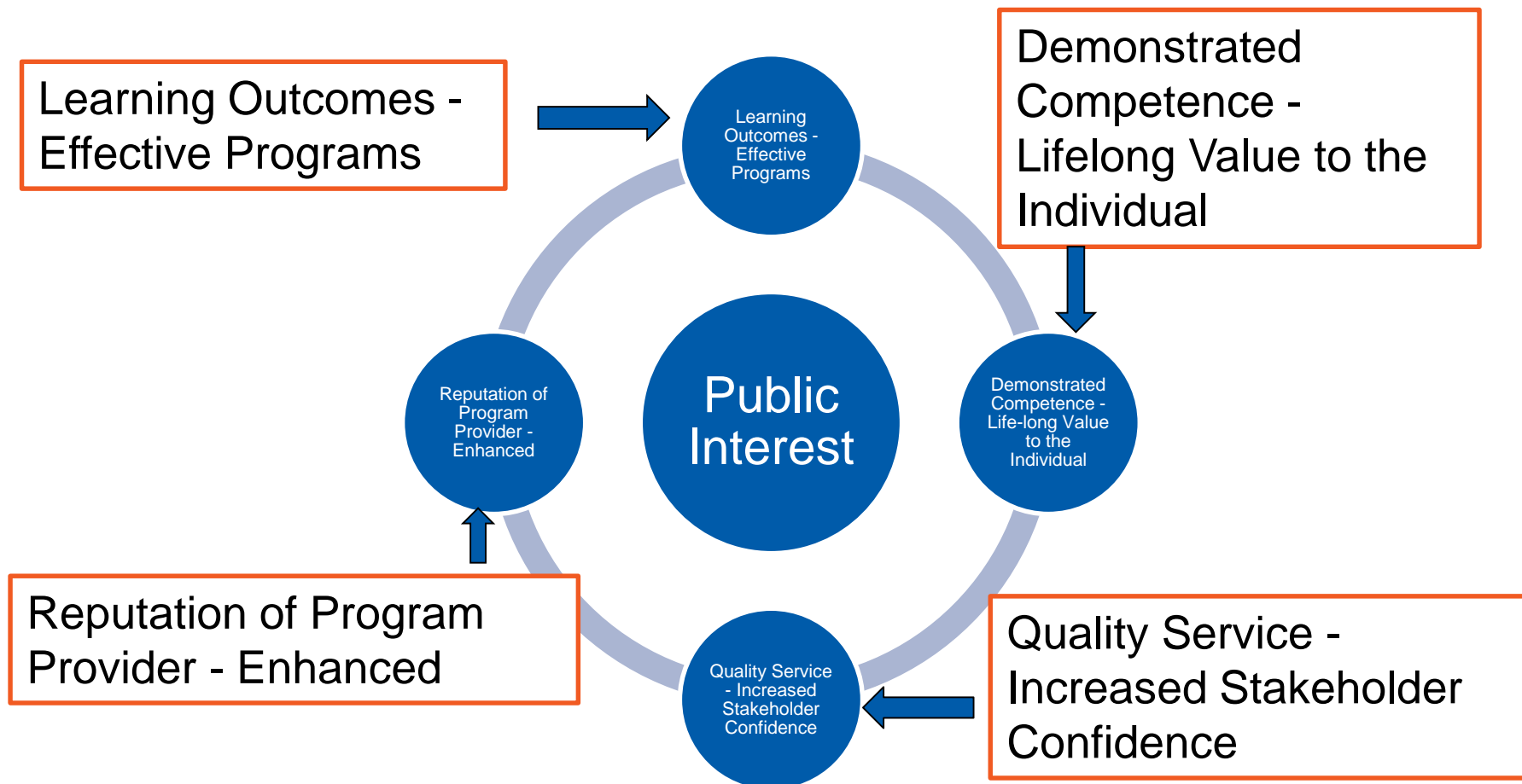
Confidence of individual

Accountability

Effectiveness of programs

Reputation of program provider

The Value Chain of a Learning Outcomes Approach



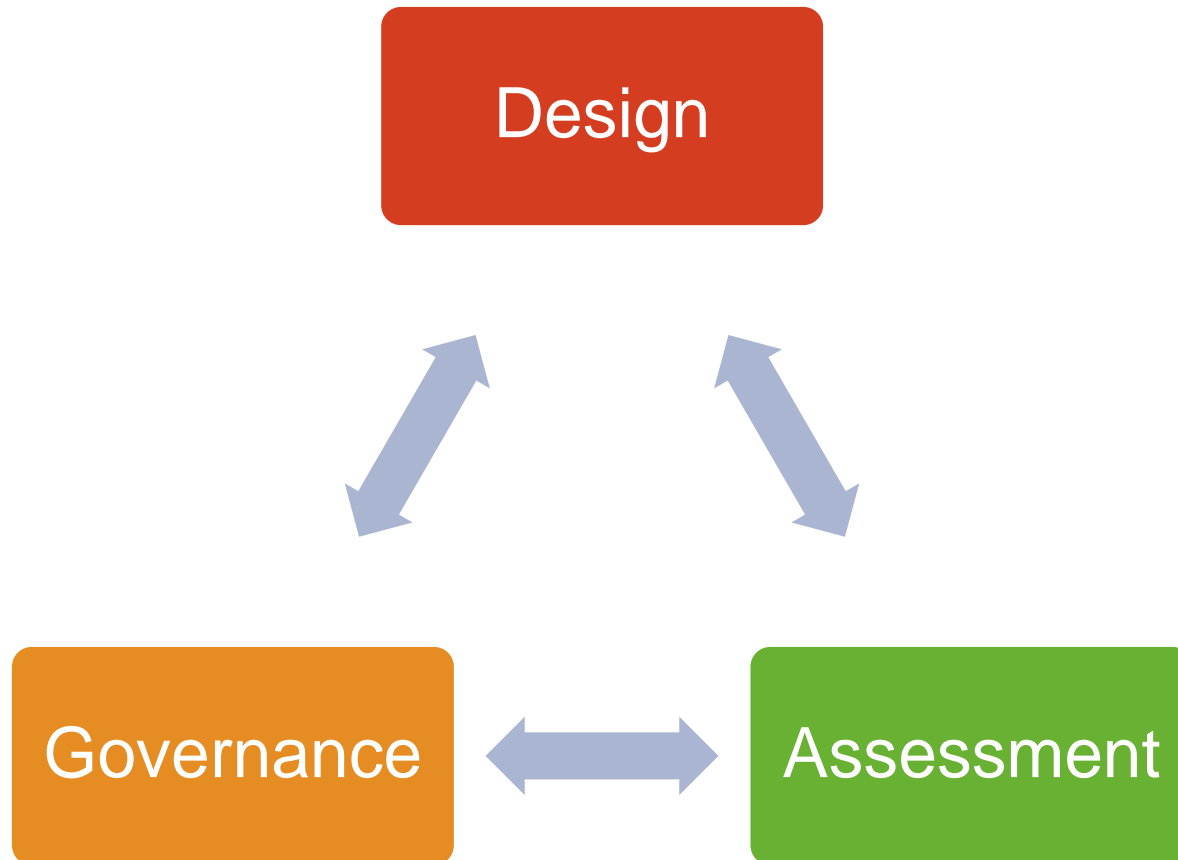
Program: professional accounting education programs, practical experience and continuing professional development

Benefits of a Learning Outcomes Approach

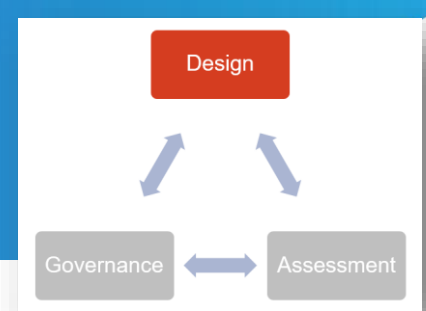
IFAC Member Bodies' Perspective

- Direct link between education and on-the-job capability
- The process of identifying relevant learning outcomes promotes discussion:
 - “What type of professional accountant are we aiming to develop and what are their core development needs?”
- Focus for teaching and learning
- Emphasizes accountability
- Learner-centered approach
- Innovation in teaching is encouraged

Guiding Principles for Implementation

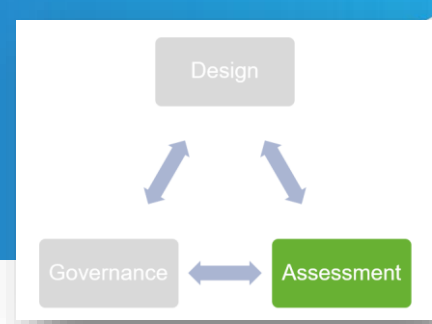


Design of a Program



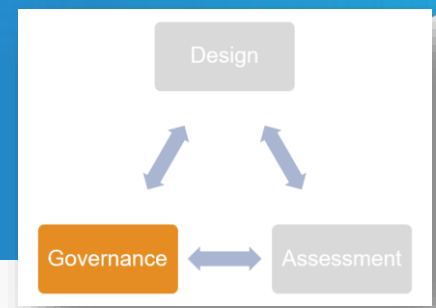
- Based on role of the **individual**
- Content and instructional design methods **align** with the achievement of identified learning outcomes
- Regularly evaluated to improve **effectiveness**

Assessment



- Achievement of learning outcomes is measured and evidenced using **assessment activities**
- **Reliable, valid, equitable, transparent** and **sufficient**
- A **comparison** to a defined level, standard or benchmark
- **Feedback** on the results is provided to the individual to further professional development
- Regularly reviewed for **continuous improvement**

Governance



- Organizational structures and processes provide direction and oversight to ensure that the guiding principles in the areas of design and assessment are **monitored**
- A continuous evaluation of programs to **improve effectiveness**

What are the likely challenges in an academic context?

Measurement of
professional competence

Links with qualifications
Time!

Continuous
improvement

Legacy education
system/content

Links with PAOs
Employer engagement

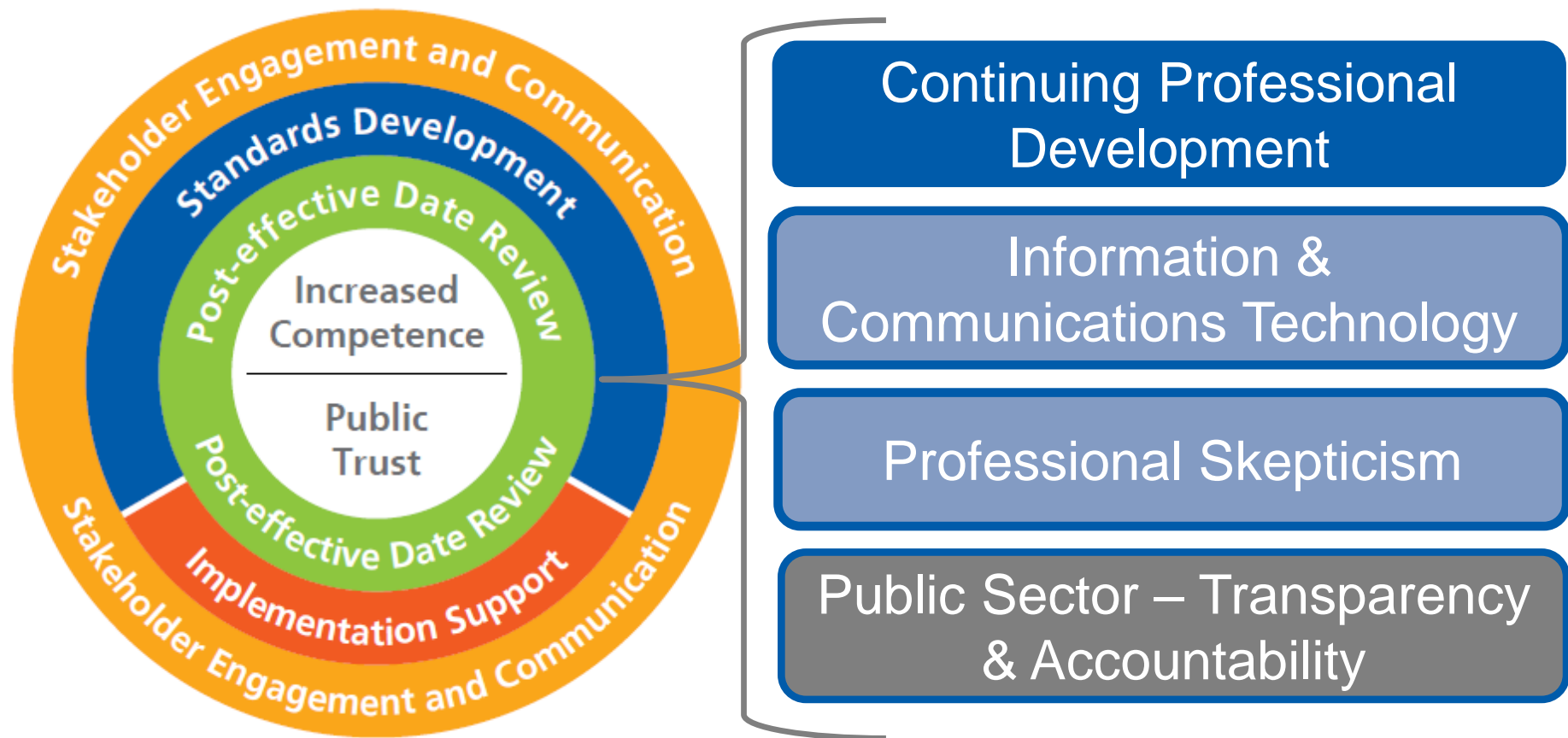
Changes in role of a PA

Investment

Mapping of IESs

Resources

Strategy and Work Plan 2017-2021



Are these skills still needed in 21st Century?

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one Panorama

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Britain is on the brink of a technological revolution. Machines and artificial intelligence are beginning to replace jobs like never before.

Reporter Rohan Silva looks at the workplaces already using this new...

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30 minutes

accountingTODAY All Sections

NOW READING: [The Latest](#)

Voices Does automation mean job losses for accountants?

[List](#) Firms on the move: Anders CPA 'Putts and Prospers'

[List](#) People on the move: GASB appoints new vice chairman

The new white-collar fear: will robots take your job?

Voices Does automation mean job losses for accountants?

Will Artificial Intelligence And Cloud Accounting Replace The Accountants Of Tomorrow?

An Example – Information and Communications Technology

- Business Acumen
- Behavioral Competence
- Digital Technologies
- Data Interrogation, Synthesis and Analysis
- Communication



Which skills may require more focus?

- Understanding of ICT integrity?
- Critical analysis?
- Heightened professional skepticism?
- ICT systems or software knowledge?
- Ability to synthesis lots of data sources/outputs?
- Limitations of IT (cyber risk, trusted status, faulty logic)?



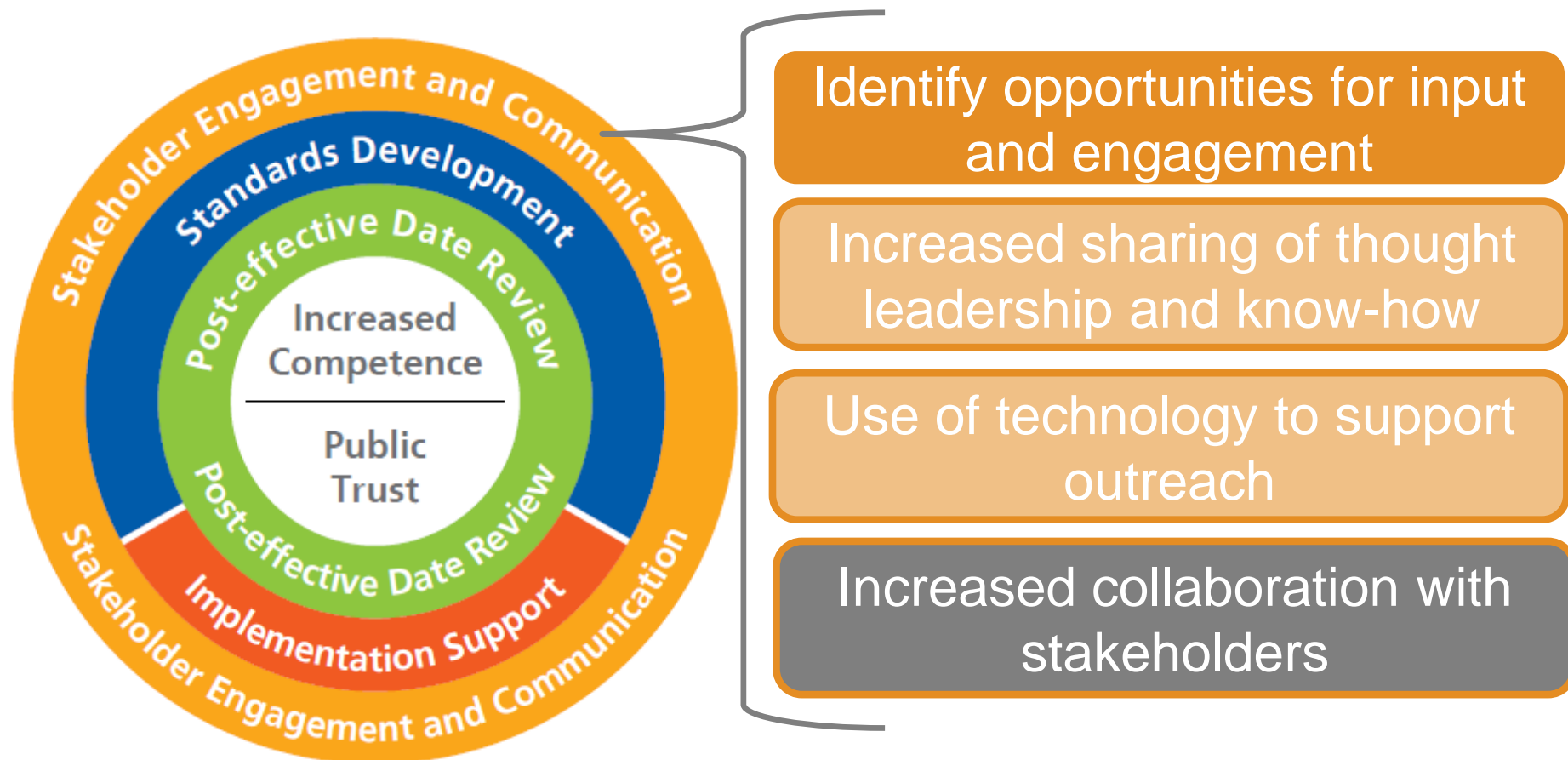
Other mega trends that could impact accounting education...

- Globalization
 - Impact on where business is done?
 - Reciprocity of qualifications?
- Technology
 - Role of professional accountants
 - Who will 'clients' be?
 - Technological disruption?
- Demographic changes
 - Faculty of the future?
 - Entrants into accounting profession?



Strategy and Work Plan 2017-2021

Stakeholder Engagement & Communications



Strategy and Work Plan 2017-2021

Implementation Support



Review existing materials

Reinforce learning outcomes
value proposition

Identify areas that may need
more support

Increase awareness of IESs

Strategy and Work Plan 2017-2021

Post-effective Date Review



Continuous improvement

Facilitate further global adoption

Focus on needs of stakeholders

Identify areas that may need more support / clarity

Strategy and Work Plan 2017-2021

Summary



Work in Progress

Continuing Professional Development

Identify opportunities for input and engagement

Review existing materials

Early Stages

Information & Communications Technology

Professional Skepticism

Increased sharing of thought leadership and know-how

Use of technology to support outreach

On the Horizon...

Public Sector – Transparency & Accountability

Increase collaboration with stakeholders

Reinforce learning outcomes value proposition

Identify areas that may need more support

Increase awareness of IESs

Post-effective Date Review

Difficult roads often lead to beautiful destinations

To get to our collective destination:

- Sharing / collaboration
- Innovation in education
- Learning outcomes
- Employer / skills-led
- Engage with the IAESB



- ICT skills survey
- Personal perspectives



Thank you for listening!

IAESB

www.iaesb.org
