

Session 3: Determining Scope of Offerings and Course Development Options

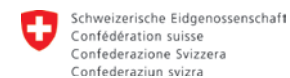
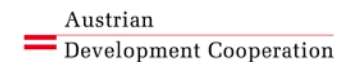
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STAREP EDUCOP



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Key questions to be addressed by this session:



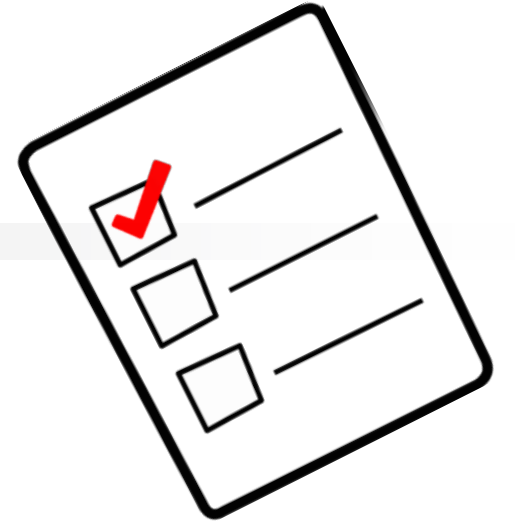
- How do we ensure sufficient, appropriate course offerings are available for members?
- How do we determine the range of formats to offer and accept?

Learning Outcomes for this session:



- 1. Determine the scope and breadth of appropriate CPD content.**
- 2. Explore options for CPD formats.**
- 3. Evaluate means of facilitating access to CPD.**





3 – 1 Determining the scope and breadth of course offerings

3 – 2 Options for CPD formats

3 – 3 Facilitating access to CPD: development and delivery options

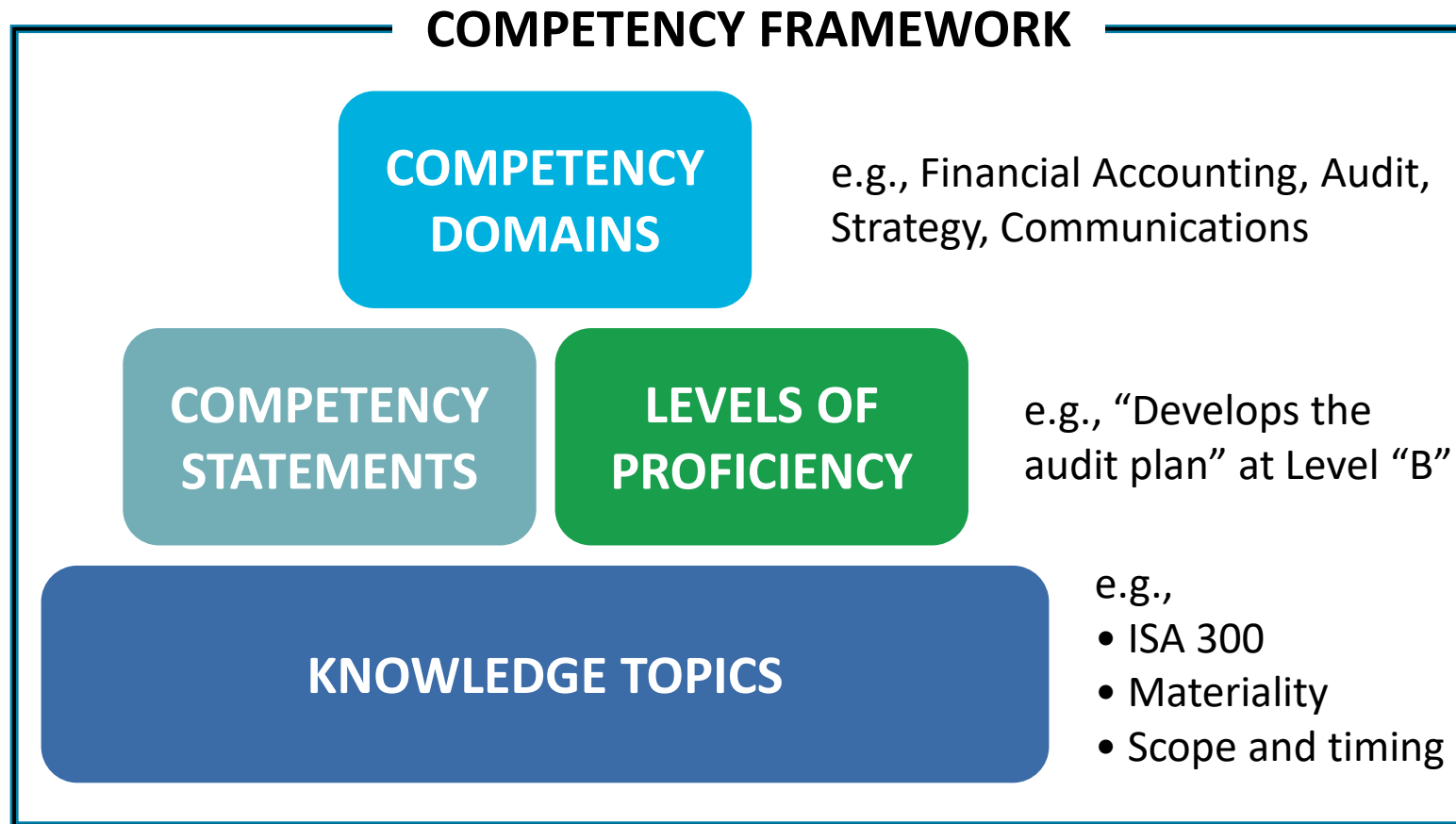


3 – 1:

**Determining the scope and breadth
of course offerings**

Determining breadth of course offerings

Breadth of what is “relevant” is determined by Competency Framework



Determining breadth of course offerings

What if we don't have a Competency Framework?

- » If your organization doesn't have a Competency Framework, consider using the Learning Outcomes in IES 2, 3, and 4 (and IES 8 for Engagement Partners).
- » These LOs provide basic scope for Technical competency areas, Professional skills, and Professional values, ethics and attitudes.
- » Proficiency levels are set for IPD rather than CPD, so consider adjusting them for members if appropriate.



Session 1

Determining breadth of course offerings

IAESB's IES 2 to 4 supply Learning Outcomes that span:

Technical competence (IES 2)

- | | |
|---|--|
| a. Financial accounting and reporting | g. Business laws and regulations |
| b. Management accounting | h. Information technology |
| c. Finance and financial management | i. Business and organizational environment |
| d. Taxation | j. Economics |
| e. Audit and assurance | k. Business strategy and management |
| f. Governance, risk management and internal control | |

Determining breadth of course offerings

IAESB's IES 2 to 4 supplies Learning Outcomes that span:

Professional skills (IES 3)

Such as...

a. Intellectual

Research; analysis; integration; critical thinking;
dealing with unstructured problems

b. Interpersonal and
communication

Cooperation; concise, clear and persuasive written and
oral communication; cultural awareness; effective
listening; interviewing; negotiating

... continued

Determining breadth of course offerings

IAESB's IES 2 to 4 supplies Learning Outcomes that span:

Professional skills (IES 3)

...continued

Such as...

c. Personal

Commitment to lifelong learning; open-mindedness; time management; setting high personal standards of performance; anticipating challenges

d. Organizational

Quality review of self and others; adherence to established practices; leadership, motivation and delegation; application of tools and technology

Determining breadth of course offerings

IAESB's IES 2 to 4 supplies Learning Outcomes that span:

**Professional values,
ethics & attitudes (IES 4)**

Such as...

a. Professional skepticism
and professional judgment

Critically apply a questioning mindset; evaluate reasonable alternatives to reach well-reasoned and informed conclusions

b. Ethical principles

Identify ethical issues; evaluate ethical consequences; apply fundamental principles (per IESBA *Code*: integrity, objectivity, professional competence and due care, confidentiality, and professional behavior)

Determining breadth of course offerings

IAESB's IES 2 to 4 supplies Learning Outcomes that span:

**Professional values,
ethics & attitudes (IES 4)
...continued**

Such as...

c. Commitment to the public interest

Explain the role of professional ethics with respect to social responsibility, business and governance; analyze the interrelationship between laws, ethics and the public interest; analyze consequences of unethical behaviour to the individual, the profession and the public.

For Engagement Partners, Learning Outcomes are provided

Technical competence (IES 8)	Such as...
a. Audit	Lead risk identification and assessment; evaluate response to risk of material misstatement; evaluate audit performance in accordance with standards, laws and regulations; develop appropriate audit opinion.
b. Financial accounting and reporting	Evaluate financial statement; recognition, measurement, presentation and disclosure; judgments and estimates, fair presentation.

Determining breadth of course offerings

For Engagement Partners, Learning Outcomes are provided

Technical competence (IES 8) ... continued

Such as...

c. Governance and risk management

Evaluate governance structures and risk assessment processes as part of overall audit strategy.

d. Business environment

Analyze relevant industry, regulatory, and other external factors that are used to inform audit risk assessments.

Determining breadth of course offerings

For Engagement Partners, Learning Outcomes are provided

Technical competence (IES 8) ... continued

Such as...

e. Taxation

Evaluate procedures to address risk of material misstatement with respect to tax amounts.

f. Information technology

Evaluate IT environment and controls.

g. Business laws and regulations

Evaluate non-compliance with laws and regulations to determine impact on audit and opinion.

Determining breadth of course offerings

For Engagement Partners, Learning Outcomes are provided

Technical competence (IES 8) ... continued

Such as...

- | | |
|-------------------------------------|--|
| h. Finance and financial management | Evaluate sources of financing, financial instruments; evaluate cash flows, budgets, forecasts, working capital requirements. |
|-------------------------------------|--|

Professional skills (IES 8)

Such as...

- | | |
|----------------------------------|--|
| i. Intellectual | Resolve audit issues using inquiry, abstract and logical thought, critical analysis. |
| j. Interpersonal & Communication | Effectively communication and consultation with team, management, etc. |

Determining breadth of course offerings

For Engagement Partners, Learning Outcomes are provided

Professional skills (IES 8) ... continued

Such as...

k. Personal

Act as role model, mentor and coach.

l. Organizational

Evaluate team objectivity and competence; engagement project management and team management.

Professional values, ethics, attitudes (IES 8)

Such as...

m. Commitment to the public interest

Promote audit quality in the public interest.

Determining breadth of course offerings

For Engagement Partners, Learning Outcomes are provided

Professional values, ethics, attitudes (IES 8) ... continued

Such as...

n. Professional skepticism and professional judgment

Apply a skeptical mindset and professional judgment in planning and performing audit and developing opinion.

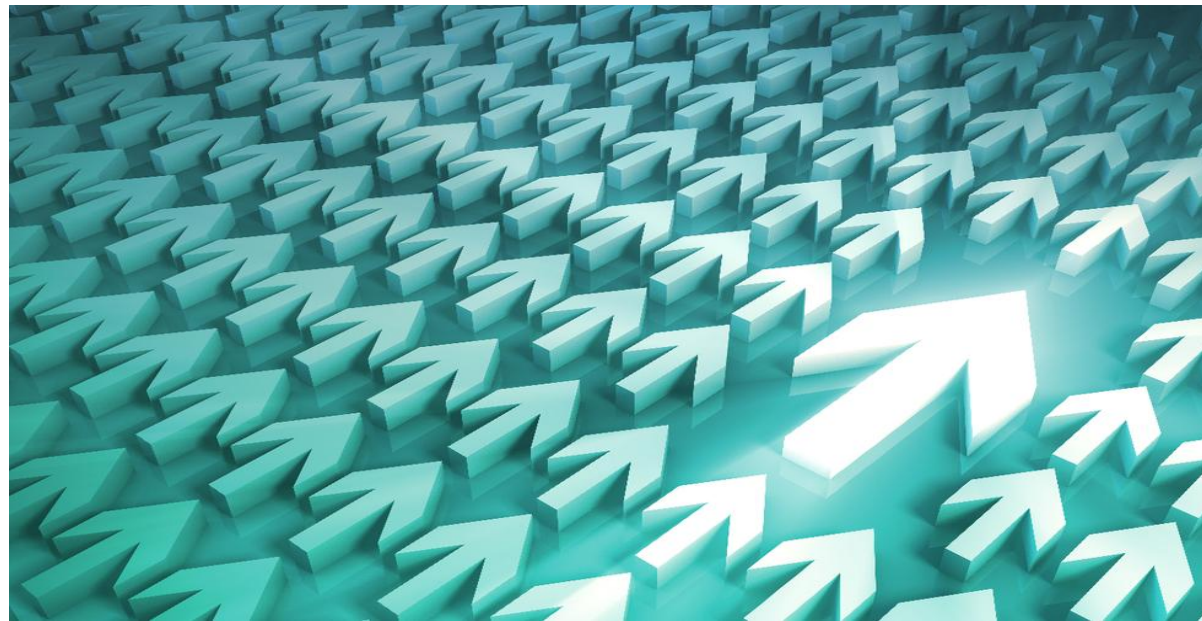
o. Ethical principles

Apply ethical principles in the audit context; evaluate and respond to threats to independence; protect confidentiality of client information.

Determining breadth of course offerings

When considering breadth of offerings, be aware that:

» Practice Analyses often find that the **Professional skills, values, ethics, and attitudes** are deemed to be the most essential competencies for professional accountants.



Determining breadth of course offerings



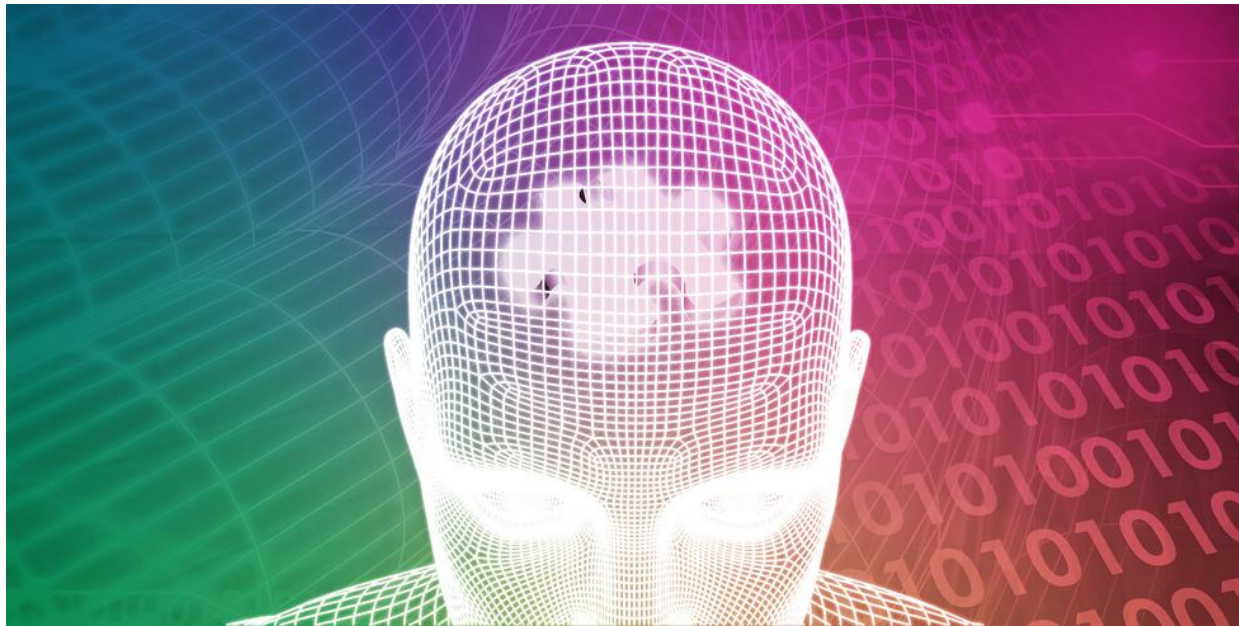
If a topic is in the Competency Framework/Learning Outcomes, it is relevant to professional development:

- » PAOs should facilitate access to a broad range of content across the Framework
- » Third-party courses that can be mapped to Framework/Learning Outcomes should be considered for acceptance by PAO
- » Firms should consider the importance of helping professional staff develop in both technical and professional sides of competence
- » Firms are in a good position to address IES 8 Learning Outcomes

Determining breadth of course offerings

The other part of the equation = member demand

- » For mandatory content areas, demand will be predictable
- » For non-mandatory areas, members will focus on what they see as important

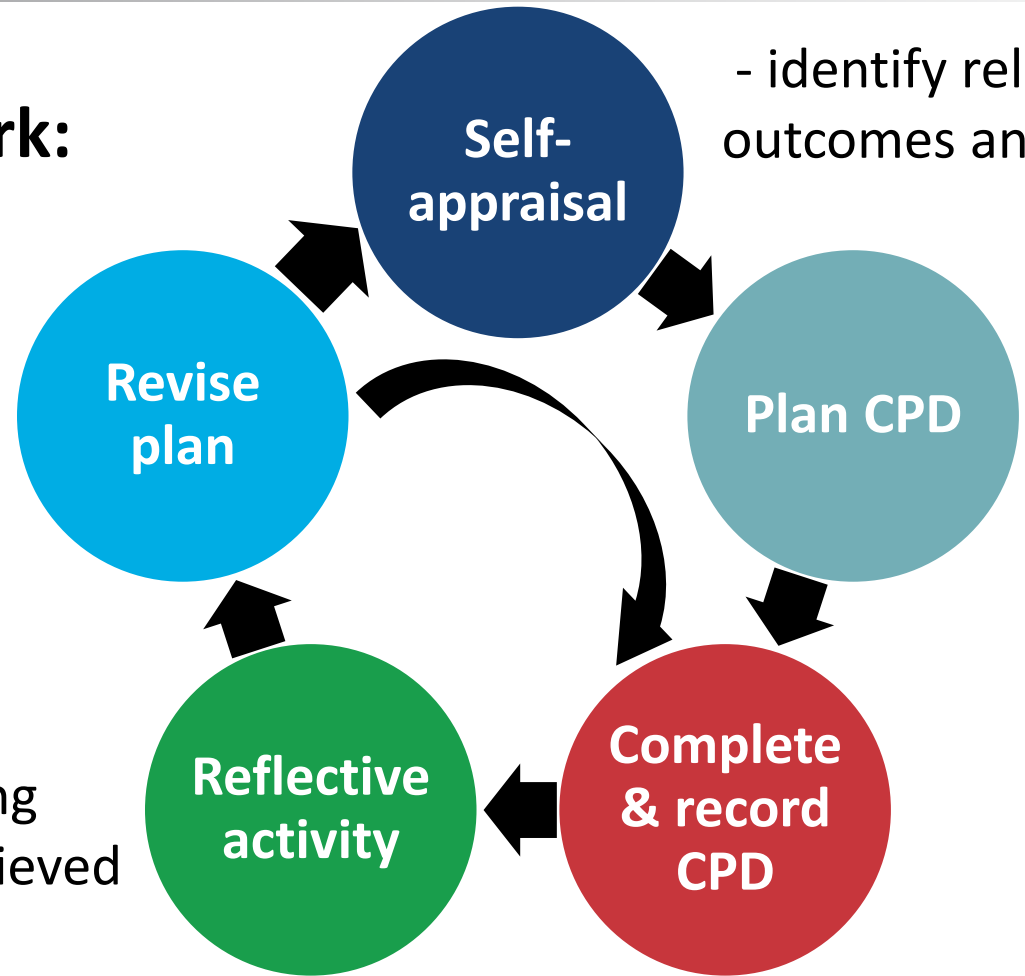


Addressing member demand

Sample CPD framework:



- to assess if learning outcomes were achieved



Addressing member demand

Members are responsible for their own competence:

- » Members should be encouraged to self-assess their own learning needs.
- » If a Competency Framework was developed, fact-finding was likely done as to training needs based on a gap analysis.
- » Member surveys can be useful in determining topics of interest.



Addressing member demand

PAOs need to balance member requests and PAO oversight:

- » Members will focus on what they know they need...but what about what they **don't** know they need?
- » It is important that the PAO educate members on benefits of balancing technical and enabling competencies.





3 – 2:

Determining formats of CPD to offer and accept



CPD may be gained through “formal” methods, such as:

- » Courses, conferences, seminars
- » Practical experience and on-the-job training
- » Participating on technical committees
- » Developing and/or delivering learning materials
- » Writing research papers, articles, textbooks
- » Professional re-examination

Determining formats

And through other learning and development activities, such as:



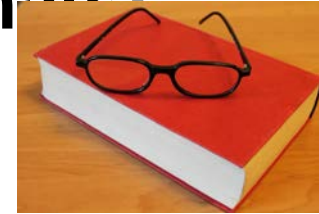
- » Coaching or mentoring
- » Being coached or mentored
- » Networking
- » Observation, feedback, and reflection, and
- » Self-directed and unstructured gaining of knowledge.

Determining formats



CPD should be offered in a variety of formats:

- » Members learn in a variety of ways:
 - » In-person discussions/lectures
 - » Webinars and audio-delivered
 - » Reading, researching, writing/presenting
- » Different learning styles should be supported



Determining formats



Deciding on formats to offer:

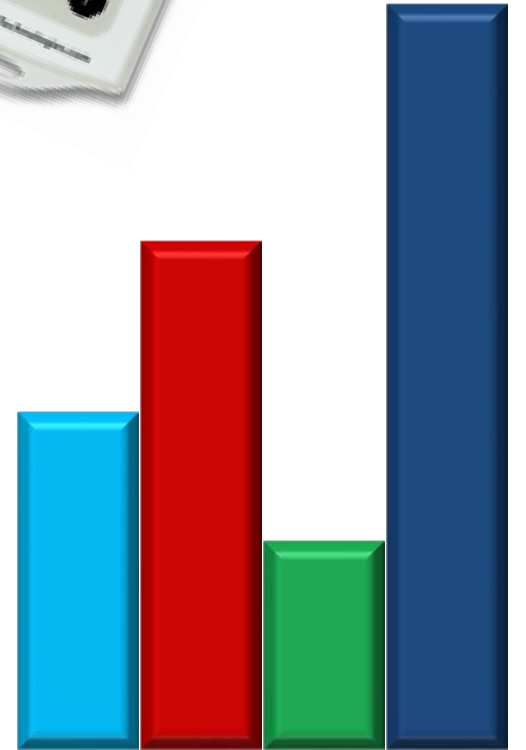
- » Variety adds flexibility
- » Online options will likely be expected (recall CAPA Maturity Model)

BUT

- » Different formats require different levels of funding and infrastructure, as well as different expertise.



Grab your clickers!



Polling question (not for points)



What format of CPD course do you prefer?

1. In-person (such as this class)
2. Online synchronous (such as a webinar with all participants attending at the same time)
3. Online asynchronous (such as an on-demand, self-paced course)
4. It depends on the topic
5. No preference

Discussion:

» With so many options for learning activities, why do we focus so much on education sessions such as seminars, conferences, etc.?





Why the focus on seminars, conferences etc.?

- » Education sessions are the easiest to verify time spent and what the outcomes are expected to be.
- » It's a matter of efficiency and control on the part of the PAO.



Discussion:

- » What challenges do PAOs face in offering or accepting CPD different formats?
And how can these challenges be overcome?





A key challenge in offering different formats and recognizing different learning activities is assessing and verifying the learning outcomes:

- » Some PAOs recognize other learning activities but (if using an input-based approach) set limits on time claimed for:
 - » mentoring or being mentored
 - » serving on a Board of Directors
 - » major shift in job responsibilities, etc.



For articles, publications, and presentations:

- » Deliverable provides verification of the activity and learning outcomes
- » May put a cap on maximum time (if input-based)
- » Should allow CPD to be claimed only for “new” articles, publications, and presentations



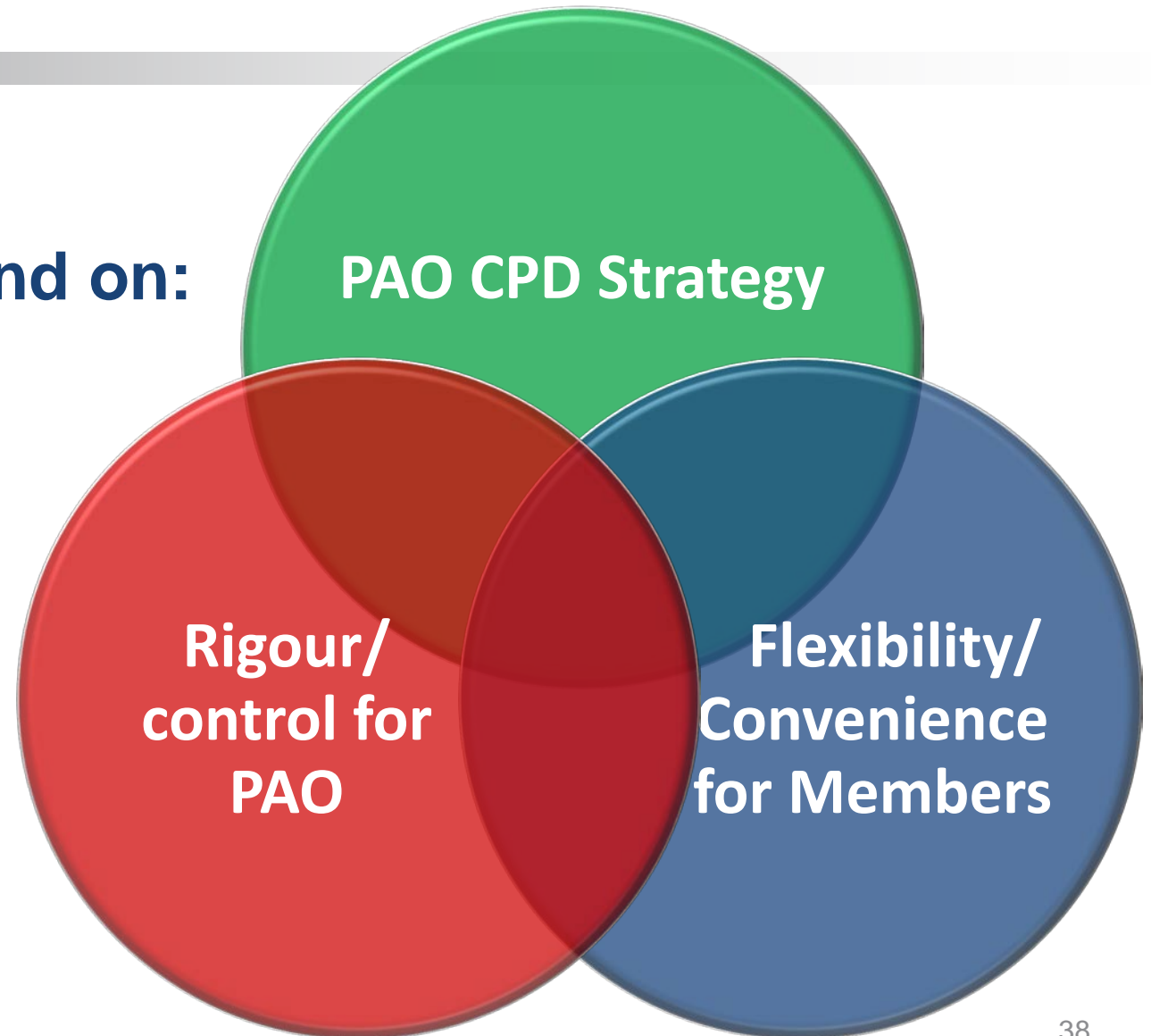


For formal reviews, the results can be used to show effectiveness:

- » For public practitioners, results of practice reviews can support that learning outcomes have been achieved
- » For Engagement Partners, internal and external quality reviews can help demonstrate that IES 8 Learning Outcomes have been achieved and maintained

CPD formats

**Final choice of formats
offered/accepted will depend on:**





3 – 3:

**Options for promoting and
providing access to CPD**

Options for promoting and providing CPD

Recall that under IES 7, PAOs are obligated to:

- » Promote the importance of - and a commitment to - CPD and maintenance of professional competence.
- » Facilitate access to CPD opportunities and resources.



Options for promoting and providing CPD

PAOs have options for facilitating access to CPD:

Greater independence

Greater collaboration

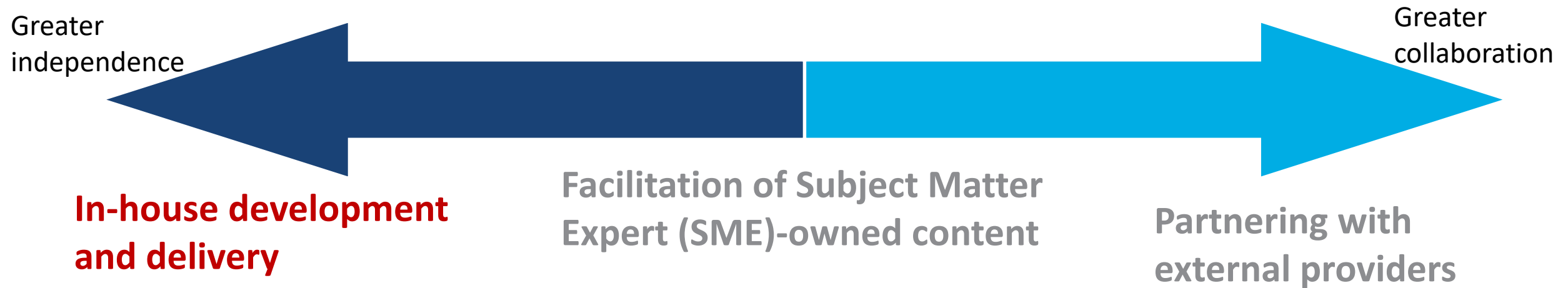
In-house development and delivery

Facilitation of Subject Matter Expert (SME)-owned content

Partnering with external providers

Options for promoting and providing CPD

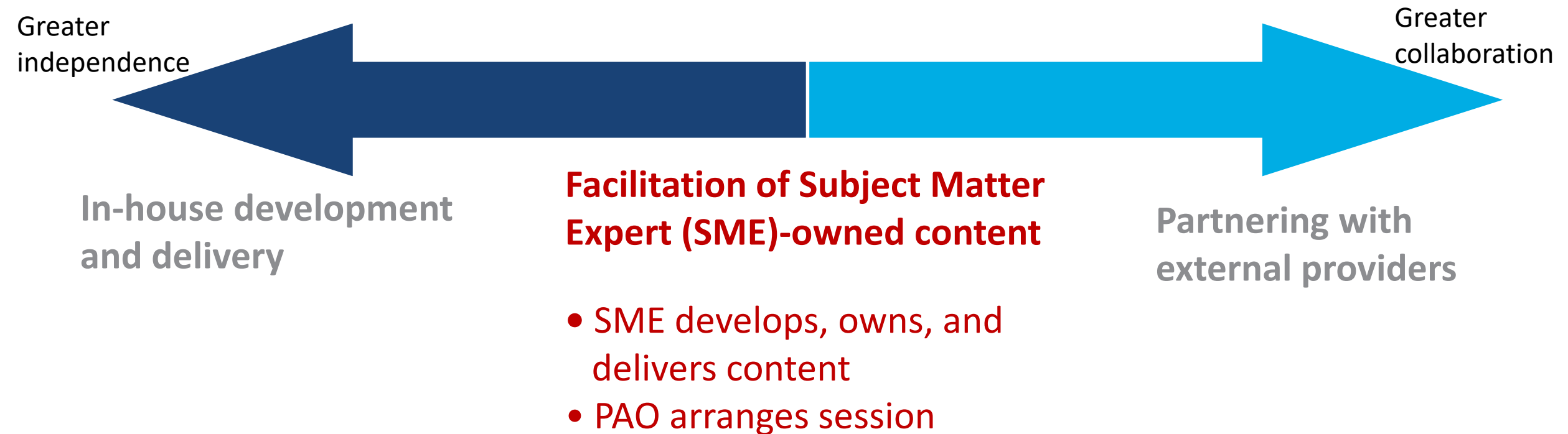
PAOs have options for facilitating access to CPD:



- Staff or contractors develop material
- PAO owns content and arranges delivery
- Staff or contractors deliver material

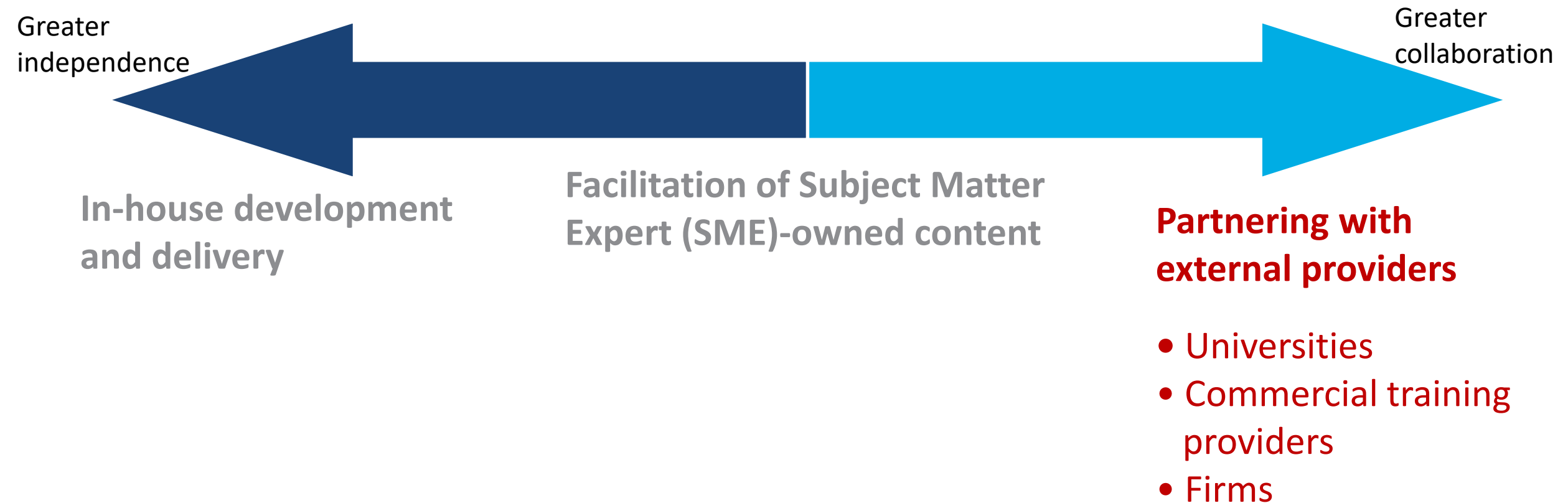
Options for promoting and providing CPD

PAOs have options for facilitating access to CPD:



Options for promoting and providing CPD

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Options for promoting and providing CPD

Discussion:

What are the benefits and drawbacks of the various options for promoting and providing access to CPD?



Options for promoting and providing CPD



More independence brings:

Greater independence



Greater collaboration

- » greater risk (both with respect to costs and revenue)
- » greater control over quality
- » greater responsibility for quality

Options for promoting and providing CPD



More collaboration brings:

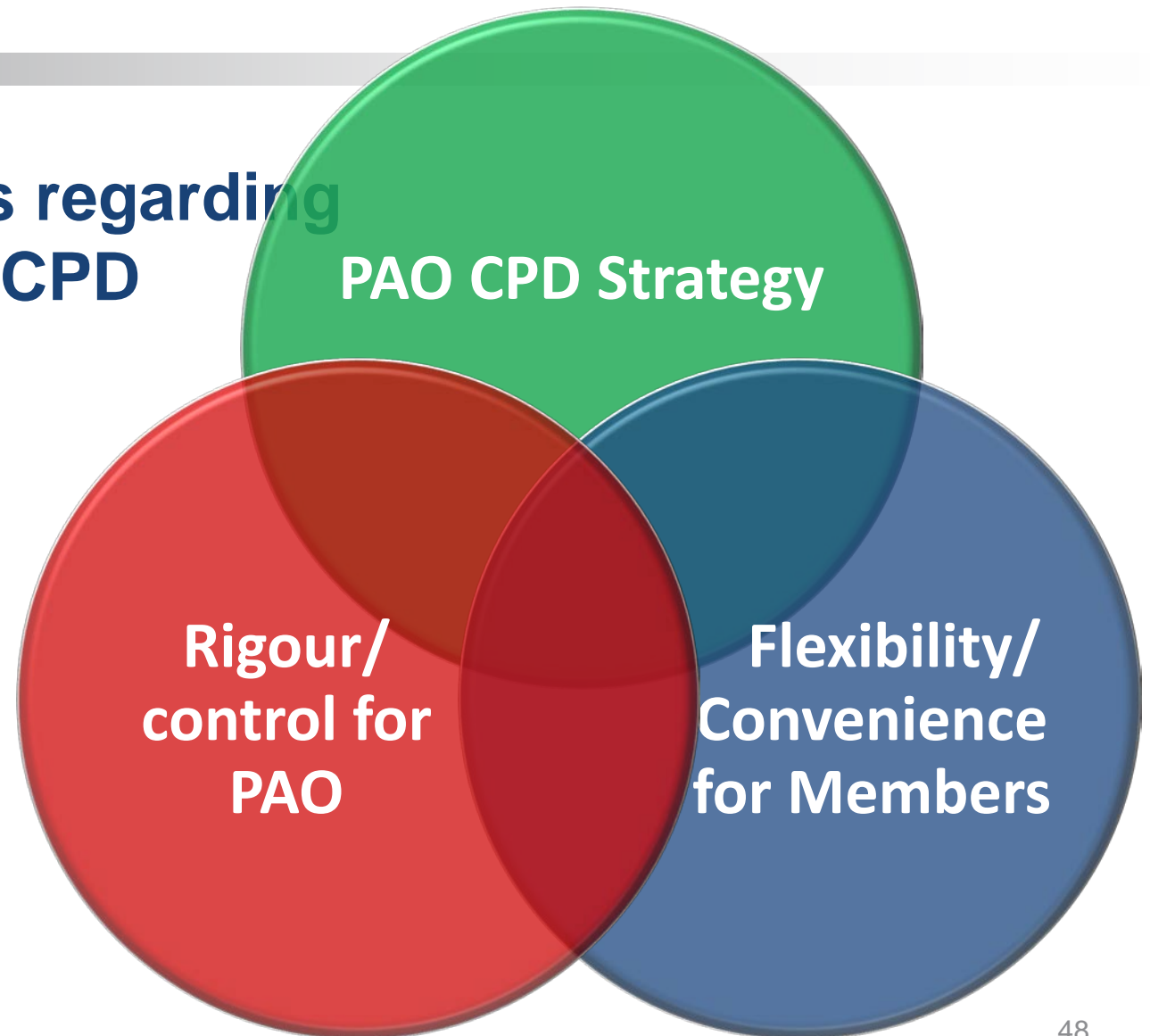
Greater independence

Greater collaboration

- » more resources and expertise
- » broader range of options
- » broader potential audience
- » need to contract for quality

Options for promoting and providing CPD

Once again, PAO decisions regarding how to facilitate access to CPD will depend on:



Development and delivery standards

Regardless of whether CPD is developed in-house or facilitated with partners, standards are needed to ensure that:

- » Materials are designed to develop appropriate learning outcomes
- » Material reflects an adequate proficiency level for the audience
- » Sessions will result in learning, not just marketing for the presenter

- Learning materials should be reviewed by competent PAO staff before being offered/approved.
- Consider whether trainers should be accredited.



Facilitator support and evaluation



Part of quality control over CPD requires that facilitators be:

- » Chosen based on ability to facilitate learning outcomes (i.e., effective teachers)
- » Subject matter experts in the area being taught
- » Trained as necessary to act as appropriate spokespersons/ambassadors for the profession and the organization
- » Objectively evaluated based on participant feedback and (where possible) first-hand observation



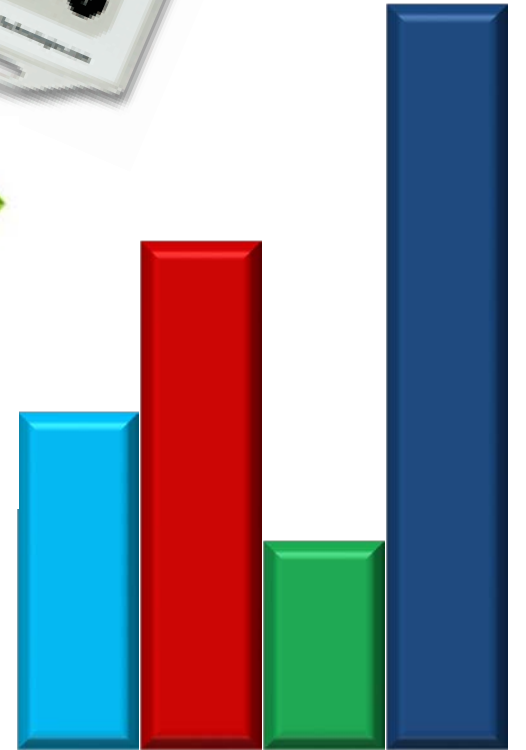
Continuous improvement

Based on feedback and evaluations:

- » Review individual seminars
- » Review topics
- » Refresh technical areas based on standards changes
- » Refresh business topics based on trends and interests
- » Refresh professional skills, values, ethics and attitudes to provide choice
- » Ensure sufficient choice for mandatory elements



Grab your clickers!



Assessment question (for point



Which of the following statements is/are TRUE?
Select all that apply.

1. Learning Outcomes in the IESs relate only to technical competence.
2. Organizations should prioritize offering technical CPD courses over non-technical courses.
3. Organizations should educate members as to the benefits of building competence in professional skills.
4. Engagement partners should limit their CPD to only audit-related activities, to ensure they maintain competence.

Assessment question (for point



Which of the following would represent valid CPD activities?
Select all that apply.

1. Attending a seminar on new accounting standards
2. Researching an exposure draft of an audit standard and writing a blog posting about it
3. Teaching an introductory tax course for the first time
4. Facilitating the same CPD session for the third time

Assessment question (for point



A PAO has decided to facilitate access to CPD offered by several other organizations, but not offer CPD directly. Which of the following will the PAO need to be MOST careful about ensuring?

1. Quality of the courses offered by other organizations
2. Flexibility for members
3. Financial risk associated with course offerings
4. Range of courses offered



Learning Outcomes Revisited



Learning Outcomes for this session:



- 1. Determine the scope and breadth of appropriate CPD content.**
- 2. Explore options for CPD formats.**
- 3. Evaluate means of facilitating access to CPD.**



Questions? Comments?

Thank you!

