IAESB™

Accountancy Education and Training

Presentation by CPA Isaac M. Njuguna

Training of Trainers Workshop

Wednesday, January 23, 2019

kasneb's Legal Framework

(a) The Accountants Act, No. 15 of 2008 (which repealed the Accountants Act, Cap 531 of 1977).

(b) The Certified Public Secretaries of Kenya Act, Cap 534 of 1988.

(c) The Investment and Financial Analysts Act, No. 13 of 2015.

bΞmpowered

Upgrade yourself

kasneb

Mandate

- *Development of syllabuses.*

- *Conduct of professional, diploma and certificate examinations and certification of candidates in accountancy, finance, credit, governance and management, information technology among other related disciplines.*

- *Promotion of its qualifications nationally, regionally and internationally.*

- *Accreditation of relevant training institutions.*

bempowered

kasneb

Professional Qualifications

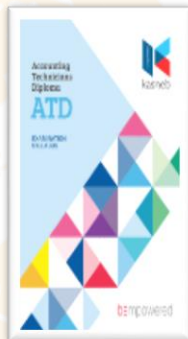| Certified Public Accountants **(CPA)** | Certified Investment and Financial Analysts **(CIFA)** | Certified Secretaries **(CS)** | Certified Credit Professionals **(CCP)** | Certified Information Communication Technologists **(CICT)** |

Minimum entry requirement:
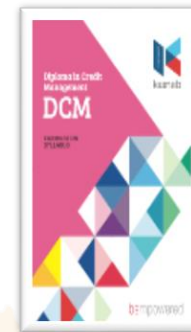KCSE mean grade of C+.

Diploma Qualifications

Accounting Technicians Diploma **(ATD)**

Diploma in Information Communication Technology **(DICT)**

Diploma in Credit Management **(DCM)**

Minimum entry requirement:
KCSE mean grade of C-.

Certificate qualification

Certificate in Accounting and
Management Skills (CAMS)

Introduction

Background on the IAESB

- The International Accounting Education Standards Board (IAESB) is one of four independent standard setting boards under the International Federation of Accountants.

- The other Boards are IAASB, IESBA and IPSASB.

- All the boards operate from IFAC headquarters in New York, USA but have a global network of professional institutes as partners.

- The IAESB is responsible for developing International Education Standards (IESs) for professional accountants.

IAESB

SUMMARY OF THE IESs 2 TO 7

IES	KEY PROVISIONS
IES 2 Initial Professional Development – Technical Competence	This International Education Standard (IES) prescribes the learning outcomes for technical competence that aspiring professional accountants are required to achieve by the end of Initial Professional Development (IPD). Technical competence is the ability to apply professional knowledge to perform a role to a defined standard
IES 3 International Education Standard 3 Initial Professional Development – Professional Skills	This International Education Standard (IES) prescribes the learning outcomes for professional skills that aspiring professional accountants are required to achieve by the end of Initial Professional Development (IPD). Professional skills are the (a) intellectual, (b) interpersonal and communication, (c) personal, and (d) organizational skills that a professional accountant integrates with technical competence and professional values, ethics, and attitudes to demonstrate professional competence

IAESB

bEmpowered

SUMMARY OF THE IESs 2 TO 7

IES	KEY PROVISIONS
IES 2 Competence gap	Governance, risk management and internal control
	Explain the principles of good governance, including the rights and responsibilities of owners, investors, and those charged with governance; and explain the role of stakeholders in governance, disclosure, and transparency requirements.
	Analyze the components of an organization's governance framework.
	Analyze an organization's risks and opportunities using a risk management framework.
	Analyze the components of internal control related to financial reporting.

SUMMARY OF THE IESs 2 TO 7

IES	KEY PROVISIONS
IES 3 Levels of Proficiency	Intellectual (Intermediate) (i) Evaluate information from a variety of sources and perspectives through research, analysis, and integration. (ii) Apply professional judgment, including identification and evaluation of alternatives, to reach well-reasoned conclusions based on all relevant facts and circumstances. (iii) Identify when it is appropriate to consult with specialists to solve problems and reach conclusions. (iv) Apply reasoning, critical analysis, and innovative thinking to solve problems. (v) Recommend solutions to unstructured, multifaceted problems. (b) Interpersonal and communication (Intermediate) (i) Display cooperation and teamwork when working towards organizational goals. (ii) Communicate clearly and concisely when presenting, discussing and reporting in formal and informal situations, both in writing and orally. (iii) Demonstrate awareness of cultural and language differences in all communication. (

SUMMARY OF THE IESs 2 TO 7

IES	KEY PROVISIONS
IES 3 Levels of Proficiency	Interpersonal and communication (Intermediate) (i) Display cooperation and teamwork when working towards organizational goals. (ii) Communicate clearly and concisely when presenting, discussing and reporting in formal and informal situations, both in writing and orally. (iii) Demonstrate awareness of cultural and language differences in all communication. (iv) Apply active listening and effective interviewing techniques. (v) Apply negotiation skills to reach solutions and agreements. (vi) Apply consultative skills to minimize or resolve conflict, solve problems, and maximize opportunities (vii) Present ideas and influence others to provide support and commitment.

IAESB

DEmpowered

SUMMARY OF THE IESs 2 TO 7

IES	KEY PROVISIONS
IES 3 Levels of Proficiency	Personal (Intermediate) Demonstrate a commitment to lifelong learning. Apply professional skepticism through questioning and critically assessing all information. Set high personal standards of delivery and monitor personal performance, through feedback from others and through reflection. Manage time and resources to achieve professional commitments. Anticipate challenges and plan potential solutions

IAESB

bempowered

SUMMARY OF THE IESs 2 TO 7

IES	KEY PROVISIONS
IES 3 Levels of Proficiency	Organizational (Intermediate) (i) Undertake assignments in accordance with established practices to meet prescribed deadlines. (ii) Review own work and that of others to determine whether it complies with the organization's quality standards. (iii) Apply people management skills to motivate and develop others. (iv) Apply delegation skills to deliver assignments. (v) Apply leadership skills to influence others to work towards organizational goals. (vi) Apply appropriate tools and technology to increase efficiency and effectiveness and improve decision making

IAESB

bEmpowered

SUMMARY OF THE IESs 2 TO 7

IES	KEY PROVISIONS
IES 4 Initial Professional Development – Professional Values, Ethics, And Attitudes	This International Education Standard (IES) prescribes the learning outcomes that aspiring professional accountants are required to achieve by the end of Initial Professional Development (IPD) for professional values, ethics, and attitudes. Professional values, ethics, and attitudes are the characteristics that identify professional accountants as members of a profession. They include the principles of conduct (e.g., ethical principles) generally associated with and considered essential in defining the distinctive characteristics of professional behaviour.

IAESB

bΞmpowered

IES 4 CONTINUED – LEARNING OUTCOMES	
Professional scepticism and professional judgment	• Apply a questioning mindset critically to assess financial information and other relevant data. • Identify and evaluate reasonable alternatives to reach well-reasoned conclusions based on all relevant facts and circumstances.
Ethical principles	• Apply the fundamental ethical principles of integrity, objectivity, professional competence and due care, confidentiality, and professional behavior to ethical dilemmas and determine an appropriate approach.
Commitment to the public interest	• Analyze the interrelationship of ethics and law, including the relationship between laws, regulations, and the public interest. • Analyze the consequences of unethical behaviour to the individual, the profession, and the public.

IAESB

bΞmpowered

SUMMARY OF THE IESs 2 TO 8

IES	KEY PROVISIONS
IES 6 Initial Professional Development – Assessment of Professional Competence	This International Education Standard (IES) prescribes the requirements for the assessment of the professional competence that aspiring professional accountants are required to demonstrate by the end of Initial Professional Development (IPD). IFAC member bodies shall design assessment activities that have high levels of reliability, validity, equity, transparency, and sufficiency within professional accounting education programs
	Assessment activities include Written examinations; Oral examinations; Objective testing; Computer-assisted testing; Workplace assessment of competence by employers; and Review of a portfolio of evidence on completion of workplace activities.

IAESB

bEmpowered

SUMMARY OF THE IESs 2 TO 8

IES	KEY PROVISIONS
IES 7 Continuing Professional Development	This International Educational Standard (IES) prescribes the continuing professional development (CPD) required for professional accountants to develop and maintain the professional competence necessary to provide high quality services to clients, employers, and other stakeholders, and thereby to strengthen public trust in the profession.
Measuring attainment of CPD (IES 7 cont..)	Output-based approaches—by requiring professional accountants to demonstrate, by way of outcomes, that they have developed and maintained professional competence; Input-based approaches—by establishing an amount of learning activity for professional accountants to develop and maintain professional competence; and Combination approaches—by combining elements of the input- and output-based approaches

IAESB

bΞmpowered

SUMMARY OF THE IESs 2 TO 8

IES	KEY PROVISIONS
IES 8 Professional Competence for Engagement Partners Responsible for Audits of Financial Statements	This International Education Standard (IES) prescribes the professional competence that professional accountants are required to develop and maintain when performing the role of an Engagement Partner responsible for audits of financial statements ISQC 1 requires the firm to establish policies and procedures designed to provide reasonable assurance that the firm has sufficient personnel with the competence, capabilities and commitment to ethical principles necessary to (a) perform engagements in accordance with professional standards and applicable legal and regulatory frameworks, and (b) enable the firm or Engagement Partners to issue reports that are appropriate in the circumstances.

bEmpowered

Defining a learning outcomes approach in IES implementation

- A learning outcomes approach focuses on the individual's

  demonstrated achievement of the learning outcomes at the targeted level of proficiency and not on the learning process.

- Learning outcomes are prescribed by a number of the International Education Standards

- Demonstrating the achievement of these outcomes provides evidence of the professional competence of the individual to perform the role of a professional accountant.

- A learning outcomes approach embodies the idea that learning and development experiences are most effective when based on what

  the individual needs to demonstrate

Guiding principles to a learning outcomes approach

1. **Design of the qualification/training programme**

- The design of a program is based on the role to be performed by the individual . The role determines the identification of relevant competence areas and learning outcomes.

- The content of, and instructional design methods used for the program align with the achievement of the identified learning outcomes at the desired level of proficiency.

- The design of a program is regularly evaluated in response to available information on whether it is meeting the identified learning outcomes so as to continually improve its effectiveness.

IAESB

Guiding principles to a learning outcomes approach

2. **Assessment**

- The achievement of learning outcomes by the individual is measured and evidenced using assessment activities . Assessment activities are designed to have high levels of reliability, validity, equity, transparency and sufficiency.

- An assessment activity involves a comparison of an individual's performance to a defined level, standard or benchmark aligned with the desired level of proficiency.

- Feedback on the results of assessment activities is provided to an individual to further their professional development. Assessment activities and the defined benchmarks and standards are regularly evaluated in response to available information on whether it is meeting the identified learning outcomes so as to continually improve their effectiveness.

IAESB

Guiding principles to a learning outcomes approach

3. Governance

- Organizations responsible for the program continually evaluate their programs to improve their effectiveness.

- Organizational structures and processes provide direction and oversight to ensure that the guiding principles in the areas of design and assessment are monitored.

IAESB

Value of a learning outcomes approach

- A learning outcomes approach integrates learning outcomes, program design, assessment activities, and governance in a process of continuous improvement.

- It embodies the idea that learning and development experiences are most effective when based on what the individual needs to demonstrate. A learning outcomes approach therefore provides an effective approach to developing professional competence, an important objective of professional accounting education and development

- The implementation of a learning outcomes approach will serve the public interest by enhancing the development of professional competence needed to perform a role as a professional accountant.

IAESB

Benefits of a learning outcomes approach

The benefits of a learning outcomes approach for stakeholders include:

- Increasing the credibility of the accountancy profession;

- Increasing the quality of services provided by the individual;

- Enhancing professional growth for the individual;

- Increasing confidence of the individual;

- Providing a higher degree of accountability for the program provider and the individual;

- Potentially improving less effective portions of a learning and development program, increasing the time available for more critical areas; and

- Reducing the reputational risk, or improving the reputation, of the program provider.

Conclusion

- IESs have to a large extent harmonised the training of professional accountants globally. This has contributed to ensuring that professional accountants possess certain key competencies required to perform their expected role in various environments and circumstances.

- The focus has now shifted to demonstration of achievement of learning outcomes in a practical set-up, with less focus on theoretical knowledge.

- Professional accountants and aspiring professional accountants must be ready to learn and support each other to learn in the new dispensation.

IAESB