IAESB UPDATE

IPSASB Meeting
New York
March 2018

Chris Austin, CBE / IAESB Chair
Rania Mardini, Task Force Chair
Adrian Pulham, Task Force Secretary
What is our role?

Develop International Education Standards (IESs) that:

• Attain worldwide acceptance
• Enhance the competence of professional accountants
• Thereby contribute to public trust and confidence
IAESB Vision and Priorities

Accounting education – *the challenge…*

<table>
<thead>
<tr>
<th>Challenges?</th>
<th>Why?</th>
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<td>Different education systems</td>
<td>Demand for consistency</td>
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<td>Regulatory, legislative issues</td>
<td>Public confidence</td>
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<td>PAO development status</td>
<td>Maintain relevance of profession</td>
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<tr>
<td>Status of the profession</td>
<td>Public interest</td>
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What Is Out-of-Scope?

IAESB does not:

• Provide qualifications or certifications
• Approve or certify curriculum or course content
• Act as an Examining Body
• Enforce the IESs
• Provide training on IESs or other SSBs’ standards
What Is In-Scope?

Global Accounting Education

- Entry Requirements
- Content of Programmes of Accounting Education
- Practical Experience
- Assessment
- Continuing Professional Development
Why revise the IESs?

IAESB Vision and Priorities

- Professional competence
- Learning outcomes
- Clarity
- Consistency
IAESB Vision & Priorities

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 Scepticism
- Public Sector – Transparency & Accountability
- Increased sharing of thought leadership and know-how
- Use of technology to support outreach
- Identify areas that may need more support

On the Horizon…

- Increase collaboration with stakeholders
- Reinforce learning outcomes value proposition
- Increase awareness of IESs
- Post-effective Date Review

Identify opportunities for input and engagement
Increased sharing of thought leadership and know-how
Use of technology to support outreach
Identify areas that may need more support
Objectives:
• Share good practices of Universities and PAOs
• Explore synergies
• Implement a learning outcomes approach
• Enable a diagnostic

Six countries: Albania, Bosnia & Herzegovina, Kosovo, Macedonia FYR, Montenegro, Serbia

Benchmarks: ACCA & CIPFA programmes; IESs 2 & 4
IAESB Vision and Priorities

Benchmarking Study - Opportunity & Findings

“Expand the offerings of public sector education”

• In these jurisdictions, up to 25% of graduates ultimately find employment in the public sector

• Narrow the gap by offering public sector certification programmes and tailored CPD

• Facilitate coordination among public sector authorities, supreme audit authorities and other stakeholders in developing CPD and training
How can we achieve this?

To get to our collective destination:
• Sharing / collaboration
• Innovation in Education & Development
• Engage with the IAESB

Want to find out more?
www.iaesb.org
PROJECT DESCRIPTION
What Are We Doing? And Why?

Global macro trends:

- Growing scrutiny of public finances; ensuing pressure to enhance transparency and accountability
- Public sector standards are evolving
What Are We Doing? And Why?

- Do our IESs prepare accountants for this challenging and evolving role?

- Our aim is to identify any distinctive skills and competencies required for public sector accounting, financial reporting and assurance that need to be addressed by IESs or by the development of additional guidance material.
The Scope of Our Work

Fact-finding phase

- Perform in-depth analysis
- Identify distinctive characteristics of PS accountancy
- Perform a gap analysis between these and extant IESs
- Understand impact on learning & development needs
Methodology

Perform in-depth analysis

- Literature review
  - Stakeholder outreach
  - High-level review
  - Deep dive

Examination of PS competency frameworks & content within relevant qualifications

Identify distinctive characteristics of PS accountancy

Perform a gap analysis between extant IESs and PS competency frameworks and content within relevant qualifications
Perform a gap analysis between extant IESs and PS competency frameworks and content within relevant qualifications

- **Language differences [public vs. private sector references] such as:**
  - “IFRS” vs “IPSASB”
  - “Business” / “company” vs “entity” or “government unit / agency”
- **Core differences such as:**
  - Public Sector Financial Reporting and Management:
    - Distinction between PS and private sector accounting
    - Critical knowledge and understanding of international PEFA (Public expenditure and Financial accountability) approach to appraising public finance
  - Public Sector Audit and Assurance:
    - Focus on different types of audit (besides financial)
    - Integration of audit evaluations w/ other information for policy and decision making
  - Governance and Environment:
    - Public sector governance models
    - Public policy setting
    - Public interest vs. public accountability
  - Other:
    - Public/private partnerships and donor relationships
    - Taxation models and link to economic development
Methodology

Understand impact on learning & development needs

Keeping in mind that:

- We set education **standards**
- Our standards are **principles-based**
Going Forward

❖ Consider the possible responses:
  ❖ Amending language of certain competence areas / learning outcomes
  ❖ Adding specific competence areas or learning outcomes to IESs
  ❖ Developing new implementation guidance
  ❖ Developing new IESs

❖ Consider additional work needed:
  ❖ Needs assessment
  ❖ More frameworks analysis
  ❖ More stakeholder outreach