

Comment Letter Received From	Theme	Applicable standard/Table A reference	Comment	Learning outcome or definition from exposure draft, if applicable	Proposed solution from commentator, if available
National Association of State Boards of Accountancy (NASBA)	Revision to learning outcome	IES 3 (a) (iii)	IES 3, learning outcome (a) (iii). With respect to identifying when it is appropriate to consult with others to reach an informed conclusion, changing the word "specialist" to "others" is too general. The standard needs to communicate that it is important to consult with a specialist or someone who is knowledgeable about the relevant issue	Identify when it is appropriate to consult with others to reach informed conclusions.	Identify when it is appropriate to consult with <b>others specialists</b> to reach informed conclusions.
Association of Accounting Technicians (ATT)	Revision to learning outcome	IES 4 (c) (i)	In Appendix C, para 11 i) and ii), we would suggest that 'explain' is replaced, as per previous points to 'Demonstrate an understanding of ethical behaviour, within the context of social responsibility' and 'Demonstrate an understand of the importance of ethics in relation to business operations and good governance'. The use of business in the latter objective needs to be omitted or clarified by the addition of 'operations'.	Explain the importance of ethics within the profession and in relation to the concept of social responsibility	<b>Explain the importance</b> Demonstrate and understanding of <b>ethics ethical behavior</b> within the <b>profession and in relation to the concept of context</b> of social responsibility
Association of Accounting Technicians (ATT)	Revision to learning outcome	IES 4 (c) (i)	In Appendix C, para 11 i) and ii), we would suggest that 'explain' is replaced, as per previous points to 'Demonstrate an understanding of ethical behaviour, within the context of social responsibility' and 'Demonstrate an understand of the importance of ethics in relation to business operations and good governance'. The use of business in the latter objective needs to be omitted or clarified by the addition of 'operations'.	Explain the importance of ethics in relation to business and good governance.	<b>Explain the importance of</b> Demonstrate and understanding of the importance of ethics in relation to business <b>operations</b> and good governance.
The Institute of Chartered Accountants in England and Wales (ICAEW)	Revision to learning outcome	IES 8 (j) (iv)	below are our queries of the new learning outcomes in Appendix D, Table A, Learning outcomes for the professional competence of an engagement partner: J (ii): We assume that this is aimed at encouraging a culture of learning from mistakes to improve future audit quality. We suggest that the audit team not only 'reflect' on their experiences, but to also act on them.	Promote reflection on experiences to improve future actions	
The Institute of Chartered Accountants in England and Wales (ICAEW)	Revision to learning outcome	IES 8 (m) (iii)	below are our queries of the new learning outcomes in Appendix D, Table A, Learning outcomes for the professional competence of an engagement partner: M(iii): It will be difficult for new engagement partners/applicants to demonstrate this outcome particularly those at the smaller firms.	Evaluate the potential impact of bias on conclusions	
The Institute of Chartered Accountants in England and Wales (ICAEW)	Revision to learning outcome	IES 4 (a) (ii)	We question the new item of demonstrating 'curiosity' (page 23 in Appendix C, Table Item 6). This implies taking an interest for the sake of it, but skepticism is more focused than this. We suggest, therefore, that 'curiosity' could be replaced with 'professional inquisitiveness'. And if the word 'curiosity' is absolutely desired, then 'professional curiosity' is more appropriate.	Demonstrate curiosity by exploring beyond what is immediately apparent	
The Institute of Chartered Accountants in England and Wales (ICAEW)	Revision to learning outcome	IES 4 (b) (iii)	We further note that all references to ethical 'issues' and ethical 'dilemmas' are proposed to be changed to ethical 'threats'. This may suggest that a professional accountant need not consider any ethical matter that is not perceived to be a threat. Perhaps it is more appropriate to refer to ethical 'risks' rather than ethical 'threats' or to leave these as 'ethical issues' and not change the terminology	Identify ethical threats and determine which ethical principles apply.	Identify ethical <b>risks threats</b> and determine which ethical principles apply.
The Institute of Chartered Accountants in England and Wales (ICAEW)	Revision to learning outcome	IES 4 (b) (v)	We further note that all references to ethical 'issues' and ethical 'dilemmas' are proposed to be changed to ethical 'threats'. This may suggest that a professional accountant need not consider any ethical matter that is not perceived to be a threat. Perhaps it is more appropriate to refer to ethical 'risks' rather than ethical 'threats' or to leave these as 'ethical issues' and not change the terminology	Apply the fundamental principles of integrity, objectivity, professional competence and due care, confidentiality, and professional behavior to ethical threats and determine an appropriate approach.	Apply the fundamental principles of integrity, objectivity, professional competence and due care, confidentiality, and professional behavior to ethical <b>threats risks</b> and determine an appropriate approach.
Institute of Chartered Accountants of Scotland (ICAS)	Revision to learning outcome	IES 3 (a) (ii)	P19 IES3 a) Intellectual ii) It is suggested that this learning outcome would be more meaningful if the following phrase was retained "to reach well-reasoned conclusions based on all relevant facts & circumstances".	Apply critical thinking skills to solve problems	Apply critical thinking skills to solve problems <b>and to reach well-reasoned conclusions based on all relevant facts &amp; circumstances</b>
Institute of Chartered Accountants of Scotland (ICAS)	Revision to learning outcome	IES 3 (c) (ii)	P20 IES 3 c) Personal ii) Suggest replacing "reflection" with "Reflective activity" as this is more active than reflection and ties into the language used in IES4.	Set high personal standards of performance and monitor personal performance, through feedback from others and through reflection.	Set high personal standards of performance and monitor personal performance, through feedback from others and through <b>reflective activity reflection</b> .
Institute of Chartered Accountants of Scotland (ICAS)	Revision to learning outcome	IES 3 (a) (v)	P20 & P21 a) v), and b) ii) & vii) these learning outcomes need a business context as are too general as currently drafted	Demonstrate intellectual agility	
Institute of Chartered Accountants of Scotland (ICAS)	Revision to learning outcome	IES 3 (b) (ii)	P20 & P21 a) v), and b) ii) & vii) these learning outcomes need a business context as are too general as currently drafted	Demonstrate collaboration skills	

Institute of Chartered Accountants of Scotland (ICAS)	Revision to learning outcome	IES 3 (c) (vii)	P20 & P21 a) v), and b) ii) & vii) these learning outcomes need a business context as are too general as currently drafted	Reflect on experiences to improve future actions	
Institute of Chartered Accountants of Scotland (ICAS)	Revision to learning outcome	IES 4 (a) (ii)	SF note: I believe this should be c) vii) P24 IES 4 Professional Skepticism & Professional Judgement a) ii) Should this be "intellectual" curiosity and this learning outcome needs a business context.	Demonstrate curiosity by exploring beyond what is immediately apparent	Demonstrate <b>intellectual</b> curiosity by exploring beyond what is immediately apparent
Institute of Singapore Chartered Accountants (ISCA)	Revision to learning outcome	IES 2 (e) (vi)	IES 2 #4 Paragraph 7 Table A (e) Audit and assurance (Intermediate) (vi) Assess audit evidence for appropriateness and sufficiency Professional Scepticism is required to be exercised throughout the entire financial statements audit process and not only at the assessment of audit evidence.  The rationale of the new learning outcome does not seem to commensurate with the actual learning outcome. If the emphasis is on Professional Scepticism, it would be more impactful if the term "Professional Scepticism" is incorporated into the learning outcome.  Suggested phrasing: Exercise professional scepticism in the audit of financial statements.	Assess audit evidence for appropriateness and sufficiency	<del>Assess audit evidence for appropriateness and sufficiency</del> Exercise professional scepticism in the audit of financial statements.
Institute of Singapore Chartered Accountants (ISCA)	Revision to learning outcome	IES 4 (a) (iv)	IES 4 # 4 Paragraph 11 Table A (a) Professional scepticism and professional judgment (Intermediate) (iv) Apply critical thinking when identifying and evaluating alternatives to determine an appropriate course of action. The revised learning outcome seems to overlap with the new learning outcome 7(a)(ii) Apply critical thinking skills to solve problems in IES 3 (Appendix B), where both are intended to reflect that critical thinking skills are an underlying competency of professional scepticism and used when identifying and solving problems.  Consideration should be given to remove the duplication unless it is intended to emphasise 'Critical thinking' in the two separate IESs.		
Institute of Singapore Chartered Accountants (ISCA)	Revision to learning outcome	IES 8 (a) (v)	IES 8 # 4 Paragraph 9 Table A We disagree with the proposed change made to paragraph 9(a)(v) to remove the phrase "and documented". Performance and documentation are separate and distinct. A piece of audit work may be performed but not necessarily documented on file. Hence, we are of the view that performance does not encompass documentation. Moreover, as documentation is an important aspect of audit as evidence of work done, it should be separately highlighted.	Evaluate whether the audit was performed in accordance with International Standards on Auditing (or relevant auditing standards) and laws and regulations applicable to an audit of the financial statements.	
Institute of Singapore Chartered Accountants (ISCA)	Revision to learning outcome	IES 8 (a) (i)	(a) Audit (i) Lead the audit engagement through active involvement in planning, directing, and reviewing the work of the engagement team  We are of the view that the proposed wordings are not sufficiently clear to convey that the changes relate to the concept of professional scepticism.  Since professional scepticism is a key concept and if the intention is to draw the reader's attention to it, we propose to make it more explicit, for example, by incorporating the term "professional scepticism" in the wordings to drive the concept across. Repeating the term in the different relevant paragraphs will also help in memory retention, enabling the reader to better remember it.	Lead the audit engagement through active involvement in planning, directing, and reviewing the work of the engagement team	

Institute of Singapore Chartered Accountants (ISCA)	Revision to learning outcome	IES 8 (a) (iv)	<p>(a) Audit (iv) Evaluate audit evidence by considering its appropriateness, sufficiency and any contrary audit evidence gathered to make informed decisions and reach conclusions.</p> <p>We are of the view that the proposed wordings are not sufficiently clear to convey that the changes relate to the concept of professional scepticism.</p> <p>Since professional scepticism is a key concept and if the intention is to draw the reader's attention to it, we propose to make it more explicit, for example, by incorporating the term "professional scepticism" in the wordings to drive the concept across. Repeating the term in the different relevant paragraphs will also help in memory retention, enabling the reader to better remember it.</p>	Evaluate audit evidence by considering its appropriateness, sufficiency and any contrary audit evidence gathered to make informed decisions and reach conclusions.	
Institute of Singapore Chartered Accountants (ISCA)	Revision to learning outcome	IES 8 (i) (ii)	<p>(i) Interpersonal and communication (ii) Evaluate the potential influence of cultural and language differences on the performance of the audit</p> <p>We are of the view that the proposed wordings are not sufficiently clear to convey that the changes relate to the concept of professional scepticism.</p> <p>Since professional scepticism is a key concept and if the intention is to draw the reader's attention to it, we propose to make it more explicit, for example, by incorporating the term "professional scepticism" in the wordings to drive the concept across. Repeating the term in the different relevant paragraphs will also help in memory retention, enabling the reader to better remember it.</p>	Evaluate the potential influence of cultural and language differences on the performance of the audit	
Institute of Singapore Chartered Accountants (ISCA)	Revision to learning outcome	IES 8 (j) (iv)	<p>(j) Personal (iv) Promote reflection on experiences to improve future actions.</p> <p>We are of the view that the proposed wordings are not sufficiently clear to convey that the changes relate to the concept of professional scepticism.</p> <p>Since professional scepticism is a key concept and if the intention is to draw the reader's attention to it, we propose to make it more explicit, for example, by incorporating the term "professional scepticism" in the wordings to drive the concept across. Repeating the term in the different relevant paragraphs will also help in memory retention, enabling the reader to better remember it.</p>	Promote reflection on experiences to improve future actions	
Institute of Singapore Chartered Accountants (ISCA)	Revision to learning outcome	IES 8 (l) (i)	<p>(l) Commitment to the public interest (i) Promote audit quality and compliance with professional and regulatory standards with a focus on protecting the public interest.</p> <p>Example of suggested phrasing of the learning outcomes: (i) Lead the audit engagement through active involvement in planning, directing, and reviewing the work of the engagement team, exercising professional scepticism throughout the audit process</p>	Promote audit quality and compliance with professional and regulatory standards with a focus on protecting the public interest	<del>Promote audit quality and compliance with professional and regulatory standards with a focus on protecting the public interest</del> —Lead the audit engagement through active involvement in planning, directing, and reviewing the work of the engagement team, exercising professional scepticism throughout the audit process
Institute of Certified Public Accountants of Uganda (ICPAU)	Revision to learning outcome	IES 2 (a) (i)	<p>(a) Audit</p> <p>(i) Lead the audit engagement through active involvement in planning, directing, and reviewing the work of the engagement team.</p> <p>We agree with the inclusion of this new learning outcome as it emphasizes the role of the engagement partner in the whole audit process.</p> <p>We further suggest that, just like emphasis has been given to the other aspects of the audit process in the learning outcomes that follow, planning and review are so critical to the audit process that they ought to have separate learning outcomes.</p> <p>We therefore propose that this learning outcome be disaggregated as follows;</p> <p>(i) "Lead the audit engagement through active involvement in the audit process. (ii) Develop an audit plan commensurate to the audit risks identified."</p>	Lead the audit engagement through active involvement in planning, directing, and reviewing the work of the engagement team.	<del>Lead the audit engagement through active involvement in planning, directing, and reviewing the work of the engagement team-</del> (i) Lead the audit engagement through active involvement in the audit process (ii) Develop an audit plan commensurate to the audit risks identified

Institute of Certified Public Accountants of Uganda (ICPAU)	Revision to learning outcome	IES 8 (I) (i)	<p>(I) Commitment to the public interest In regard to item (j)(i), we suggest that the phrase “professional and regulatory standards” be re-drafted to “professional standards and regulatory requirements” for the entire learning outcome to read as follows;</p> <p>(j)(i) Promote audit quality and compliance with professional standards and regulatory requirements with a focus on protecting the public interest</p> <p>This is intended to provide clarity.</p>	Promote audit quality and compliance with professional and regulatory standards with a focus on protecting the public interest	Promote audit quality and compliance with professional and regulatory <del>requirements standards-</del> with a focus on protecting the public interest
Japanese Institute of Certified Public Accountants (JICPA)	Revision to learning outcome	IES 3 (a) (ii)	We request a clear explanation of how to distinguish between “critical thinking” in IES 3 Table A (a) (ii) and “professional skepticism.”	Apply critical thinking skills to solve problems	
Japanese Institute of Certified Public Accountants (JICPA)	Revision to learning outcome	IES 3 (a)	<p>Learning outcomes for problem solving are added with IES 3 Table A (a) (iv) “Recommend solutions to unstructured, multi-faceted problems.” In Appendix 1, however, learning outcomes for problem solving are recorded only for foundation and advanced levels and not for the intermediate level. <b>We believe the addition of intermediate learning outcomes for problem solving is meaningful. However, to better contrast the difference from foundation and advanced levels, we propose that learning outcomes for problem solving be added to the intermediate section of Appendix 1 rather than to Table A.</b></p> <p>Although the verb “recommend” is not used in Appendix 1, we request that the appropriateness of using this verb here be reconsidered. While a description of “Solving simple problems, and referring complex tasks or problems to supervisors or those with specialized expertise” is recorded for the foundation level, we wonder if “Recommending solutions to superiors regarding complex problems that have been referred” is sufficient for the intermediate level. We propose that, even if highly complex problems are referred to superiors, <b>solving problems of intermediate complexity be made a learning outcome at the intermediate level.</b></p>		
Japanese Institute of Certified Public Accountants (JICPA)	Revision to learning outcome	IES 4 (a) (iii)	With regard to IES 4 Table A (a) (iii) “Apply techniques to reduce bias,” we would like to see specific examples of techniques for reducing bias.		
Japanese Institute of Certified Public Accountants (JICPA)	Revision to learning outcome	IES 8 (m) (v)	We propose that “inquiry” be deleted from IES 8 Table A (m) (v). We believe that audit procedures (methodology) should be entrusted to IAASB and that there is no need to refer to inquiry and critical thinking within IES. This may also be contrary to a principles-based approach.	Resolve audit issues using inquiry and critical thinking to consider alternative and analyze outcome	Resolve audit issues using <del>inquiry-and</del> critical thinking to consider alternative and analyze outcome
Deloitte (DTT)	Revision to learning outcome	IES 2 (a) (iv)	In IES 2 a new learning outcome (a)(iv) has been added ‘Assess audit evidence for appropriateness and sufficiency. We do not believe this new learning outcome really captures the essence of the application of professional skepticism as referred to in the rationale for the proposed revisions – it is not particularly robust, and we recommend including the concept of ‘critically evaluating’ to strengthen the link to exercise of professional skepticism.	Assess audit evidence for appropriateness and sufficiency	<del>Assess-Critically evaluate</del> audit evidence for appropriateness and sufficiency
Deloitte (DTT)	Revision to learning outcome	IES 3 (a) (ii)	In IES 3 a new learning outcome (a)(ii) has been added ‘Apply critical thinking skills to solve problems’. In the rationale for the proposed revisions, the Board states that the proposed change is to reflect that “critical thinking skills are an underlying competency of professional skepticism and are used in solving problems”. However based on the wording used, the proposed change seems to limit itself only to the ‘solving problems’ element. We recommend that the Board revisit the wording.	Apply critical thinking skills to solve problems	
Deloitte (DTT)	Revision to learning outcome	IES 4 - all	In IES 4 we are concerned that all the changes and additions to the learning outcomes on Professional Skepticism and Professional Judgement relate only to professional skepticism, with the unintended consequence that the importance and emphasis on professional judgement is reduced. We therefore recommend that that the learning outcomes in this category be reassessed, and specific additional outcomes relating to professional judgement are considered for inclusion.		
Deloitte (DTT)	Revision to learning outcome	IES 8 (a) (v)	In IES 8 learning outcome (a)(v) has been amended to remove reference to ‘and documented’ on the basis of redundancy. Given the continuing findings from inspections of audits and the overall focus on the importance of documentation, in our view there remains an important distinction between performing something and adequately documenting it, which should continue to be emphasized. We therefore recommend that the specific reference to ‘and documented’ be retained.	Evaluate whether the audit was performed in accordance with International Standards on Auditing (or relevant auditing standards) and laws and regulations applicable to an audit of the financial statements.	Evaluate whether the audit was performed <del>and documented</del> in accordance with International Standards on Auditing (or relevant auditing standards) and laws and regulations applicable to an audit of the financial statements.

Bowman & Lemon	Revision to learning outcome	IES 3 (c) (vi)	IES 3 Paragraph 4 (vi) Demonstrate an awareness of personal and organizational bias. We agree that learning about one's personal and organizational biases is an important step to being more proficient at applying professional skepticism. Research certainly supports the importance of leading individuals to learn how to recognize and be aware of their organizational information biases. <b>Devising tests to measure such biases may not be a worthwhile use of resources. The education for such biases is more important than attempting to measure them.</b>	Demonstrate an awareness of personal and organizational bias.	
Bowman & Lemon	Revision to learning outcome	IES 4 (a) (i)	IES 4 Paragraph 6 11 (a) Paragraph 11 (ii) Demonstrate curiosity by exploring beyond what is immediately apparent and (iii) Apply techniques to reduce bias are essentially covered by (i) Apply a questioning mind when assessing data and information. Consider changing (i) to <b>Apply</b> 'Use a questioning mind free of innate biases when assessing data and information'. If the questioning and unbiased assessment of information is carried out, the learning outcome 'Demonstrate curiosity by exploring beyond what is immediately apparent' is not necessary.	Apply a questioning mind when assessing data and information	<b>Apply Use</b> a questioning mind <b>free of innate biases</b> when assessing data and information
Ernst & Young Global (EYG)	Revision to learning outcome	IES 3 (a) (ii)	IES 3 Table A (a) (ii), Apply critical thinking skills to solve problems – This learning outcome is very limiting as critical thinking skills are also used to make judgements, make decisions, and make assessments, as well as to solve problems. As a result, we suggest that the Board expand this learning outcome to recognize additional circumstances in which critical thinking can be applied.		
Ernst & Young Global (EYG)	Revision to learning outcome	IES 8 (m) (iii)	IES 8, Table A m (iii), Evaluate the potential impact of bias on conclusions - Refers to bias, but is unclear as to whether it's referencing bias of others, bias of the individual, or both. We suggest the learning outcome be revised to Evaluate the potential impact of individual and organizational bias on conclusions.	Evaluate the potential impact of bias on conclusions	Evaluate the potential impact of <b>individual and organizational bias</b> on conclusions
Korean Institute of Certified Public Accountants (KICPA)	Revision to learning outcome	IES 8 (i) (ii)	We suggest that new learning outcome (ii) in the IES 8 competence area of (i) interpersonal and communication be changed into "(ii) Evaluate the potential influence of cultural and language differences on the performance of the audit through communication."	Evaluate the potential influence of cultural and language differences on the performance of the audit.	Evaluate the potential influence of cultural and language differences on the performance of the audit <b>through communication</b> .
Pricewaterhouse (PWC)	Revision to learning outcome	IES 2 (e) (vi)	Refinement needed: IES 2 paragraph 7 (e) (vi) "Assess audit evidence for appropriateness and sufficiency".  Evidence used in a conclusion may be appropriate and sufficient but it may omit or ignore other audit evidence. We recommend the following wording for the learning outcome: "Evaluate audit evidence by considering its appropriateness, sufficiency and any contrary audit evidence gathered to make informed decisions and reach conclusions". This ensures consistency with IES 8 paragraph 9 (a) (iv), (the corresponding learning outcome for engagement leaders).	Assess audit evidence for appropriateness and sufficiency	<b>Evaluate Assess</b> audit evidence <del>for</del> <b>by considering its appropriateness, and sufficiency and any contrary audit evidence gathered to make informed decisions and reach conclusions</b>
Pricewaterhouse (PWC)	Revision to learning outcome	IES 4 (a) (ii)	Refinement needed: IES 4 paragraph 11 (a) (ii) "Demonstrate curiosity by exploring beyond what is immediately apparent".  We recommend the IAESB consider expanding "curiosity" to "intellectual curiosity" as this term is commonly referred to in relation to professional skepticism and is likely to be better understood.	Demonstrate curiosity by exploring beyond what is immediately apparent	Demonstrate <b>intellectual</b> curiosity by exploring beyond what is immediately apparent
Pricewaterhouse (PWC)	Revision to learning outcome	IES 4 (a) (iii)	Refinement needed and implementation guidance needed: IES 4 paragraph 11 (a) (iii) "Apply techniques to reduce bias" and IES 8 paragraph 9 (m) (iii) "Evaluate the potential impact of bias on conclusions".  We recommend the IAESB clarify whether this is personal or organizational bias. Refinement needed and implementation guidance needed: We believe it may be personal bias so we recommend the following wording for the learning outcomes: "Apply techniques to reduce personal bias" and "Evaluate the potential impact of personal bias on conclusions", respectively.  In addition we recommend the IAESB consider providing implementation guidance with examples of how and accountant would develop skills to demonstrate these learning outcomes.	Apply techniques to reduce bias	Apply techniques to reduce <b>personal bias</b>

Pricewaterhouse (PWC)	Revision to learning outcome	IES 4 (m) (iii)	Refinement needed and implementation guidance needed: IES 4 paragraph 11 (a) (iii) "Apply techniques to reduce bias" and IES 8 paragraph 9 (m) (iii) "Evaluate the potential impact of bias on conclusions".  We recommend the IAESB clarify whether this is personal or organizational bias. Refinement needed and implementation guidance needed: We believe it may be personal bias so we recommend the following wording for the learning outcomes: "Apply techniques to reduce personal bias" and "Evaluate the potential impact of personal bias on conclusions", respectively.  In addition we recommend the IAESB consider providing implementation guidance with examples of how and accountant would develop skills to demonstrate these learning outcomes.	Evaluate the potential impact of bias on conclusions	Evaluate the potential impact of <b>personal</b> bias on conclusions
Pricewaterhouse (PWC)	Revision to learning outcome	IES 8 (a) (i)	Refinement needed: IES 8 paragraph 9 (a) (i) "Lead the audit engagement through active involvement in planning, directing, and reviewing the work of the engagement team".  We believe this may not fully address the objective noted in the Explanatory Memorandum to reflect the "importance of the engagement partner setting the tone at the top to ensure proper application of professional skepticism at all phases of the engagement." Additionally, we suggest that the learning outcome include the concept of the engagement leader "supervising the engagement team".  We recommend the following wording for the learning outcome: "Lead the audit engagement through active involvement in planning, directing, supervising and reviewing the work of the engagement team and set the tone at the top to ensure proper application of professional skepticism at all phases of the engagement".	Lead the audit engagement through active involvement in planning, directing, and reviewing the work of the engagement team	Lead the audit engagement through active involvement in planning, directing, <b>supervising</b> and reviewing the work of the engagement team <b>and set the tone at the top to ensure proper application of professional skepticism at all phases of the engagement</b>
Pricewaterhouse (PWC)	Revision to learning outcome	IES 8 (m) (v)	Refinement needed: IES 8 paragraph 9 (m) (v) "Resolve audit issues using inquiry and critical thinking to consider alternatives and analyze outcomes".  The use of "inquiry" and "critical thinking" in this learning outcome could inadvertently imply that inquiry and critical thinking is sufficient evidence for resolving audit issues. As such, we recommend adding "evidence" to the learning objective. We recommend the following wording for the learning outcome: "Resolve audit issues using inquiry, critical thinking and evidence to consider alternatives and analyze outcomes".	Resolve audit issues using inquiry and critical thinking to consider alternatives and analyze outcomes	Resolve audit issues using inquiry, <b>and</b> critical thinking <b>and evidence</b> to consider alternatives and analyze outcomes
Institute of Chartered Certified Accountants (ICAP)	Revision to learning outcome	IES 3 (a) (ii)	IES 3 (a) Intellectual (Intermediate) (ii) Apply critical thinking skills to solve problems  The critical thinking should not be just restricted to solve problems. The LO should be reworded as follows: "Apply critical thinking skills to gather and evaluate information in order to make professional judgment."	Apply critical thinking skills to solve problems	Apply critical thinking skills <b>to solve problems to gather and evaluate information in order to make professional judgment</b>
Institute of Chartered Certified Accountants (ICAP)	Revision to learning outcome	IES 3 (b) (i)	The following learning outcome should be amended: "Display cooperation, teamwork <b>and team building skills</b> when working towards organizational goals."	Display cooperation and teamwork when working towards organizational goals	Display cooperation, <b>and</b> teamwork <b>and team building skills</b> when working towards organizational goals
Association of International Certified Professional Accountants (AICPA)	Revision to learning outcome	IES 3 (b) (ii)	IES 3 paragraph 7, Table A, (b) (ii) – Collaboration could be expanded to include 'partnering' to reflect the internal and external relationships needed to achieve organisational goals	Demonstrate collaboration skills	Demonstrate <b>partnering and</b> collaboration skills
Association of International Certified Professional Accountants (AICPA)	Revision to learning outcome	IES 3 (c) (vi)	IES 3 paragraph 7, Table A, (c) (vi) – We applaud the inclusion of recognition of organisation and personal bias specially to further the work around diversity and inclusion. We encourage additionally adding not just recognition, but efforts to eliminate biases from the organisation and decision-making	Demonstrate an awareness of personal and organizational bias	Demonstrate an awareness of personal and organizational bias <b>to eliminate biases from organization and decision-making</b>
Association of International Certified Professional Accountants (AICPA)	Revision to learning outcome	IES 3 (c) (vii)	IES 3 paragraph 7, Table A, (c) (vii) – We applaud the inclusion of reflecting on experiences to improve future actions as it conveys the message that it is okay to fail provided that professionals learn from those experiences.	Reflect on experiences to improve future actions	

SF note: I believe this should be c) vii)

Association of International Certified Professional Accountants (AICPA)	Revision to learning outcome	IES 8 (m) (ii)	IES 8 paragraph 9, Table A, (m) (ii) – Consider using “professional skepticism” in place of “questioning mind”.	Apply a questioning mind to critically assess audit evidence and other relevant information obtained during the course of an audit to reach informed conclusions	Apply a <b>professional skepticism questioning mind</b> to critically assess audit evidence and other relevant information obtained during the course of an audit to reach informed conclusions
Association of International Certified Professional Accountants (AICPA)	Revision to learning outcome	IES 8 (m) (iii)	IES 8 paragraph 9, Table A, (m) (ii) – Consider including not only “evaluate”, but “eliminate”.	Evaluate the potential impact of bias on conclusions	Evaluate <b>and eliminate</b> the potential impact of bias on conclusions
Association of International Certified Professional Accountants (AICPA)	Revision to learning outcome	IES 8 (m) (iv)	SF note: I believe they have a typo in their comment letter and meant IES 8 (m) (iii) IES 8 paragraph 9, Table A, (m) (iv) – Reads “Apply knowledge and experience to challenge management’s assertions and representations” yet later in IES 8 paragraph A30 it reads “Professional judgment is exercised, for example, when challenging management’s assertions and assumptions...” Consider revising IES 8 paragraph 9, Table A (m) (iv) to state “Apply professional judgment to challenge...” for alignment within the IESs.	Apply knowledge and experience to challenge management’s assertions and representations	Apply <b>knowledge and experience professional judgment</b> to challenge management’s assertions and representations
Common Content Project	Revision to learning outcome	IES 2 (e) (vi)	P 14 IES2 Audit and Assurance (e) (vi). In line with the terminology used at the IAASB, auditors shall “conclude” (not “assess” the sufficiency and appropriateness of the audit evidence obtained) whether sufficient appropriate audit evidence has been obtained (see ISA 330.26 first sentence). The wording in this learning outcome should be aligned to the wording used by the IAASB to ensure that the work effort implications are the same	Assess audit evidence for appropriateness and sufficiency	<b>Assess- Conclude whether sufficient appropriate audit evidence for appropriateness and sufficiency has been obtained</b>
Common Content Project	Revision to learning outcome	IES 3 (a) (ii)	P19 IES3 a) Intellectual ii) It is suggested that this learning outcome would be more meaningful if the following phrase was retained “to reach well-reasoned conclusions based on all relevant facts & circumstances”.	Apply critical thinking to skills to solve problems	Apply critical thinking to skills to solve problems <b>and to reach well-reasoned conclusions based on all relevant facts &amp; circumstances</b>
Common Content Project	Revision to learning outcome	IES 3 (c) (ii)	P20 IES 3 c) Personal ii) Suggest replacing “reflection” with “Reflective activity” as this is more active than reflection and ties into the language used in IES4.	Set high personal standards of performance and monitor personal performance, through feedback from others and through reflection	Set high personal standards of performance and monitor personal performance, through feedback from others and through <b>reflection-reflective activity</b>
Common Content Project	Revision to learning outcome	IES 3 (a) (v)	P20 & P21 a) v), and b) ii) & vii) these learning outcomes need a business context as are too general as currently drafted	Demonstrate intellectual agility	
Common Content Project	Revision to learning outcome	IES 3 (b) (ii)	P20 & P21 a) v), and b) ii) & vii) these learning outcomes need a business context as are too general as currently drafted	Demonstrate collaboration skills	
Common Content Project	Revision to learning outcome	IES 3 (c) (vii)	P20 & P21 a) v), and b) ii) & vii) these learning outcomes need a business context as are too general as currently drafted	Reflect on experiences to improve future actions	
Common Content Project	Revision to learning outcome	IES 3 (a) (ii)	SF note: I believe this should be c) vii) P24 IES 4 Professional Skepticism & Professional Judgement a) ii) Should this be “intellectual” curiosity and this learning outcome needs a business context.	Demonstrate curiosity by exploring beyond what is immediately apparent	Demonstrate <b>intellectual</b> curiosity by exploring beyond what is immediately apparent
Common Content Project	Revision to learning outcome	IES 8 (m) (ii)	P33 IES 8, paragraph 9 (m) professional skepticism and professional judgment: <b>(i) the words “other relevant information” can be deleted, since all information obtained by the auditor is ultimately audit evidence.</b> (ii) Bias is an issue related to objectivity – not professional skepticism directly. Lack of objectivity can have an impact on professional skepticism. This is how both the IAASB and IESBA treat this issue. For these reasons, the wording of this learning outcome should be “evaluate the potential impact of bias on the ability to reach objective conclusions, and whether such bias represents an impediment to exercising professional skepticism”. (iii) The IAASB uses the term “challenge” in relation to auditor actions very sparingly, because one challenges (a severe form of questioning) management only when one as reason to do so (see IAASB Agenda Paper on this issue). For this reason, the word “challenge” should be replaced with “question”.	Apply a questioning mind to critically assess audit evidence and other relevant information obtained during the course of an audit to reach informed conclusions	Apply a questioning mind to critically assess audit evidence <b>and other relevant information</b> obtained during the course of an audit to reach informed conclusions
Common Content Project	Revision to learning outcome	IES 8 (m) (iii)	P33 IES 8, paragraph 9 (m) professional skepticism and professional judgment: (i) the words “other relevant information” can be deleted, since all information obtained by the auditor is ultimately audit evidence. <b>(ii) Bias is an issue related to objectivity – not professional skepticism directly. Lack of objectivity can have an impact on professional skepticism. This is how both the IAASB and IESBA treat this issue. For these reasons, the wording of this learning outcome should be “evaluate the potential impact of bias on the ability to reach objective conclusions, and whether such bias represents an impediment to exercising professional skepticism”.</b> (iii) The IAASB uses the term “challenge” in relation to auditor actions very sparingly, because one challenges (a severe form of questioning) management only when one as reason to do so (see IAASB Agenda Paper on this issue). For this reason, the word “challenge” should be replaced with “question”.	Evaluate the potential impact of bias on conclusions	Evaluate the potential impact of bias on <b>conclusions- the ability to reach objective conclusions, and whether such bias represents an impediment to exercising professional skepticism</b>

Common Content Project	Revision to learning outcome	IES 8 (m) (iv)	<p>P33 IES 8, paragraph 9 (m) professional skepticism and professional judgment:</p> <p>(i) the words "other relevant information" can be deleted, since all information obtained by the auditor is ultimately audit evidence.</p> <p>(ii) Bias is an issue related to objectivity – not professional skepticism directly. Lack of objectivity can have an impact on professional skepticism. This is how both the IAASB and IESBA treat this issue. For these reasons, the wording of this learning outcome should be "evaluate the potential impact of bias on the ability to reach objective conclusions, and whether such bias represents an impediment to exercising professional skepticism".</p> <p><b>(iii) The IAASB uses the term "challenge" in relation to auditor actions very sparingly, because one challenges (a severe form of questioning) management only when one has reason to do so (see IAASB Agenda Paper on this issue). For this reason, the word "challenge" should be replaced with "question".</b></p>	Apply knowledge and experience to challenge management's assertions and representations	Apply knowledge and experience to <b>question challenge</b> management's assertions and representations
Inter-American Technical Commission of Education of the Inter-American Accounting Association (AIC)	Revision to learning outcome	IES 3 (b) (iii)	<p>Given the foregoing, we believe that the following points should be reviewed, since they contain competencies that go beyond the scope of the Accountant:</p> <p>Pg. 20</p> <p>(b) Interpersonal and communication. (Intermediate)</p> <p>(ii) Demonstrate collaboration skills. A new learning result is included that reflects an important underlying competence that professional accountants must demonstrate in the workplace.</p> <p><b>(iii) Communicate clearly and concisely when presenting, discuss and report in formal and informal situations, both in writing and orally.</b></p> <p>The learning outcome was revised to improve clarity and conciseness: the elimination of the phrase, "in writing and orally", was considered limiting due to the many ways in which communications may occur and occur.</p> <p>On these communication skills, it seems important to highlight the need for knowledge of the English language at an appropriate technical level so that the accountant is able to meet the challenges of the regional and global market. This is very relevant for countries that do not have English as a native language and we think that the professional's ability at the basic, intermediate and advanced levels should be considered.</p>		
Inter-American Technical Commission of Education of the Inter-American Accounting Association (AIC)	Revision to learning outcome	IES 3 (c) (vi)	<p>NIE 3</p> <p>P. 21(vi)</p> <p>Demonstrate an awareness of personal and organizational bias.</p> <p>Is it meant that professional bias is a limitation to apply professional skepticism effectively? It is not clear.</p>	Demonstrate an awareness of personal and organizational bias	
Inter-American Technical Commission of Education of the Inter-American Accounting Association (AIC)	Revision to learning outcome	IES 4 (b) (iii)	<p>NIE 4</p> <p>P. 25(b)</p> <p><b>Ethical principles (Intermediate)(iii) Identify ethical threats and determine that ethical principles are applied.</b></p> <p><b>Start with infinitive. We believe that the wording could be revised. Proposal: Identify ethical threats and identify the ethical principles that should be applied.</b></p> <p>(b) Ethical principles (Intermediate)(iv) Analyze alternative courses of action to ethical threats and their related consequences. The wording could be revised. Proposal: Analyze alternative courses of action, in the face of ethical threats, and the consequences of these actions.</p> <p>(b) Ethical principles (Intermediate)(v) Apply the fundamental principles of integrity, objectivity, professional competence and due care, confidentiality and professional behavior to ethical threats and determine an appropriate approach. Remove the words from. Then change ethics for ethics.</p>	Identify ethical threats and determine which ethical principles apply	Identify ethical threats and <b>determine which- identify the</b> ethical principles <b>apply that should be applied</b>

Inter-American Technical Commission of Education of the Inter-American Accounting Association (AIC)	Revision to learning outcome	IES 4 (b) (iv)	<p>NIE 4 P. 25(b) Ethical principles (Intermediate)(iii) Identify ethical threats and determine that ethical principles are applied. Start with infinitive. We believe that the wording could be revised.Proposal: Identify ethical threats and identify the ethical principles that should be applied.</p> <p><b>(b) Ethical principles (Intermediate)(iv) Analyze alternative courses of action to ethical threats and their related consequences.The wording could be revised.Proposal: Analyze alternative courses of action, in the face of ethical threats, and the consequences of these actions.</b></p> <p>(b) Ethical principles (Intermediate)(v) Apply the fundamental principles of integrity, objectivity, professional competence and due care, confidentiality and professional behavior to ethical threats and determine an appropriate approach.Remove the words from. Then change ethics for ethics.</p>	Analyze alternative courses of action to address ethical threats and their related consequences	Analyze alternative courses of action <del>to address ethical threats and their related consequences, in the face of ethical threats, and the consequences of these actions.</del>
Inter-American Technical Commission of Education of the Inter-American Accounting Association (AIC)	Revision to learning outcome	IES 4 (b) (v)	<p>NIE 4 P. 25(b) Ethical principles (Intermediate)(iii) Identify ethical threats and determine that ethical principles are applied. Start with infinitive. We believe that the wording could be revised.Proposal: Identify ethical threats and identify the ethical principles that should be applied.</p> <p>(b) Ethical principles (Intermediate)(iv) Analyze alternative courses of action to ethical threats and their related consequences.The wording could be revised.Proposal: Analyze alternative courses of action, in the face of ethical threats, and the consequences of these actions.</p> <p><b>(b) Ethical principles (Intermediate)(v) Apply the fundamental principles of integrity, objectivity, professional competence and due care, confidentiality and professional behavior to ethical threats and determine an appropriate approach.Remove the words from. Then change ethics for ethics.</b></p>	Apply the fundamental principles of integrity, objectivity, professional competence and due care, confidentiality, and professional behavior to ethical threats and determine an appropriate approach	Apply the fundamental principles of integrity, objectivity, professional competence and due care, confidentiality, and professional behavior to <del>ethics ethical threats and determine an appropriate approach</del>
Inter-American Technical Commission of Education of the Inter-American Accounting Association (AIC)	Revision to learning outcome	IES 8 (a) (iv)	<p>NIE 8 P. 31 <b>4 9 (a) iv) Evaluate the audit evidence considering its suitability, adequacy and any evidence of contrary audit compiled to make informed decisions and arrive The paragraph should begin with a verb in the infinitive: Evaluate.The phrase is unfinished.</b></p> <p>4 9 (a) (v) Evaluate whether the audit was conducted in accordance with International Standards on Auditing (or the relevant auditing standards) and the laws and regulations applicable to an audit of the financial statements. Correct by eliminating a "p" to the applicable word.</p>	Evaluate audit evidence by considering its appropriateness, sufficiency and any contrary audit evidence gathered to make informed decisions and reach conclusions. ?	
Inter-American Technical Commission of Education of the Inter-American Accounting Association (AIC)	Revision to learning outcome	IES 8 (a) (v)	<p>NIE 8 P. 31 4 9 (a) iv) Evaluate the audit evidence considering its suitability, adequacy and any evidence of contrary audit compiled to make informed decisions and arrive The paragraph should begin with a verb in the infinitive: Evaluate.The phrase is unfinished.</p> <p><b>4 9 (a) (v) Evaluate whether the audit was conducted in accordance with International Standards on Auditing (or the relevant auditing standards) and the laws and regulations applicable to an audit of the financial statements. Correct by eliminating a "p" to the applicable word.</b></p>	Evaluate whether the audit was performed in accordance with International Standards on Auditing (or relevant auditing standards) and laws and regulations applicable to an audit of the financial statements. ?	

Inter-American Technical Commission of Education of the Inter-American Accounting Association (AIC)	Revision to learning outcome	IES 8 (m) (ii)	<p>IES 8 P. 33  <b>(m) Professional skepticism and professional judgment.(Intermediate) ii) Apply a questioning mind to critically evaluate the audit evidence and other relevant information obtained during the course of an audit to arrive at informed conclusions.</b>  <b>The paragraph should begin with a verb in the infinitive: Apply.</b></p> <p>(m) Professional skepticism and professional judgment.(Intermediate) (v) Solve audit problems using research and critical thinking to consider alternatives and analyze the results.  The paragraph should begin with a verb in infinitive: Solve.</p>	Apply a questioning mind to critically assess audit evidence and other relevant information obtained during the course of an audit to reach informed conclusions	?
Inter-American Technical Commission of Education of the Inter-American Accounting Association (AIC)	Revision to learning outcome	IES 8 (m) (v)	<p>IES 8 P. 33  (m) Professional skepticism and professional judgment.(Intermediate) ii) Apply a questioning mind to critically evaluate the audit evidence and other relevant information obtained during the course of an audit to arrive at informed conclusions.  The paragraph should begin with a verb in the infinitive: Apply.</p> <p><b>(m) Professional skepticism and professional judgment.(Intermediate) (v) Solve audit problems using research and critical thinking to consider alternatives and analyze the results.</b>  <b>The paragraph should begin with a verb in infinitive: Solve.</b></p>	Resolve audit issues using inquiry and critical thinking to consider alternatives and analyze outcomes.	<b>Resolve-Solve</b> audit issues using inquiry and critical thinking to consider alternatives and analyze outcomes.
Inter-American Technical Commission of Education of the Inter-American Accounting Association (AIC)	Revision to learning outcome	IES 8 (n) (i)	<p>IES 8 Pag. 34A resolution appropriate to ethics. threats.  It's not understood. It should say: (ii) Appropriately resolve ethical threats.</p>	Apply fundamental principles of integrity, objectivity, professional competence and due care, confidentiality, and professional behavior in the context of an audit and determine an appropriate resolution to ethical threats	?
CPA Australia	Revision to learning outcome	IES 2 (e) (vi)	<p>Page 39:  (e) Audit and assurance (Intermediate)  (i) Describe the objectives and stages involved in performing an audit of financial statements.  (ii) Apply International Standards on Auditing (or relevant auditing standards) and laws and regulations applicable to an audit of financial statements.  (iii) Assess the risks of material misstatement in the financial statements and consider the impact on the audit strategy.  (iv) Apply quantitative methods that are used in audit engagements.  (v) Explain the key elements of assurance engagements and applicable standards that are relevant to such engagements.  (vi) <b>Apply scepticism when assessing audit evidence</b> for appropriateness and sufficiency.</p>	Assess audit evidence for appropriateness and sufficiency	<b>Apply scepticism when assessing audit evidence</b> for appropriateness and sufficiency.
CPA Ireland	Revision to learning outcome	IES 3 (a) (ii)	<p>Page 49  IES 3  Draft Text Learning Outcomes, a) Intellectual (intermediate)  A(ii) Apply critical thinking skills to solve problems.  Suggested Learning Outcomes, a) Intellectual (intermediate)  (ii) Apply critical thinking skills to solve problems.  Reason 1. <b>Removal of "A" before the roman numeral</b></p>		
CPA Ireland	Revision to learning outcome	IES 4 (c) (ii)	<p>Page 49  IES 4  Draft Text Learning Outcomes, c) Personal (intermediate)  (ii) Set high personal standards of performance and monitor personal performance, through feedback from others and through reflection.  Suggested Learning Outcomes, c) Personal (intermediate)  (ii) Set high personal standards of performance and monitor personal performance, through feedback from others and reflection.  Reason 1. Remove the second "through", it is superfluous.</p>	Set high personal standards of performance and monitor personal performance, through feedback from others and through reflection.	Set high personal standards of performance and monitor personal performance, through feedback from others and <del>through</del> reflection.

CPA Ireland	Revision to learning outcome	IES 4 (a) (i)	<p>Page 58 IES 4 Draft Text Competence Area, (a) Professional scepticism and professional judgement (Intermediate) (i) Apply a questioning mind when assessing data and information. Suggested Competence Area, (a) Professional scepticism and professional judgement (Intermediate) (i) Apply a questioning mind when appraising data and information.</p> <p>Reason 1. Replacing “assessing” with “appraising” is a stronger indication that this learning outcome is not only relevant to numerical data.</p>	Apply a questioning mind when assessing data and information.	Apply a questioning mind when <b>assessing</b> appraising data and information.
CPA Ireland	Revision to learning outcome	IES 8 (a) (iv)	<p>Page 70 IES 8 Draft Text Competence Areas (a) Audit (iv) Evaluate audit evidence by considering its appropriateness, sufficiency and any contrary audit evidence gathered to make informed decisions and reach conclusions. Suggested Competence Areas (a) Audit (iv) Critically evaluate audit evidence to ensure its appropriateness and sufficiency to make informed decisions and reach conclusions. Reason 1. Replacing “evaluate” with “Critically evaluate” conveys the importance of this learning outcome. 2. “...any contrary audit evidence gathered...” is audit evidence. There is no need to repeat “audit evidence”.</p>	Evaluate audit evidence by considering its appropriateness, sufficiency and any contrary audit evidence gathered to make informed decisions and reach conclusions	<b>Critically</b> Evaluate audit evidence by considering its appropriateness, sufficiency <b>and any contrary audit evidence gathered</b> to make informed decisions and reach conclusions
Institut der Wirtschaftsprüfer (IDW)	Revision to learning outcome	IES 2 (e) (vi)	<p>Page 14: IES2 Audit and Assurance (e) (vi). In line with the terminology used at the IAASB, auditors shall “conclude whether sufficient appropriate audit evidence has been obtained” (see ISA 330.26 first sentence) – not “assess the sufficiency and appropriateness of the audit evidence obtained”. The wording in this learning outcome should be aligned to the wording used by the IAASB to ensure that the work effort implications are the same.</p>	Assess audit evidence for appropriateness and sufficiency	<b>Assess</b> <b>Conclude whether sufficient appropriate audit evidence has been obtained for- appropriateness and sufficiency</b>
Institut der Wirtschaftsprüfer (IDW)	Revision to learning outcome	IES 3 (a) (ii)	<p>Page 19 IES3 a) Intellectual ii). We suggest that this learning outcome would be more meaningful if the following phrase was retained “to reach well-reasoned conclusions based on all relevant facts &amp; circumstances”.</p>	Apply critical thinking skills to solve problems	Apply critical thinking skills to solve problems <b>and to reach well-reasoned conclusions based on all relevant facts &amp; circumstances</b>
Institut der Wirtschaftsprüfer (IDW)	Revision to learning outcome	IES 3 (a) (v)	<p>Pages 20 &amp; P21 a) v), and b) ii) &amp; vii). These learning outcomes need a business context and are too general as currently drafted.</p>	Demonstrate intellectual agility	
Institut der Wirtschaftsprüfer (IDW)	Revision to learning outcome	IES 3 (b) (ii)	<p>Pages 20 &amp; P21 a) v), and b) ii) &amp; vii). These learning outcomes need a business context and are too general as currently drafted.</p>	Demonstrate collaboration skills	
Institut der Wirtschaftsprüfer (IDW)	Revision to learning outcome	IES 3 (c) (vii)	<p>Pages 20 &amp; P21 a) v), and b) ii) &amp; vii). These learning outcomes need a business context and are too general as currently drafted.</p>	Reflect on experiences to improve future actions	
Institut der Wirtschaftsprüfer (IDW)	Revision to learning outcome	IES 4 (a) (ii)	<p>SF note: I believe this should be c) vii) Page 24 IES 4 Professional Skepticism &amp; Professional Judgement a) ii). This should be “intellectual” curiosity and this learning outcome needs a business context.</p>	Demonstrate curiosity by exploring beyond what is immediately apparent	Demonstrate <b>intellectual</b> curiosity by exploring beyond what is immediately apparent
Institut der Wirtschaftsprüfer (IDW)	Revision to learning outcome	IES 8 (m) (ii)	<p>Page 33 IES 8, paragraph 9 (m) professional skepticism and professional judgment, item (i). The words “other relevant information” can be deleted, since all information obtained by the auditor is ultimately audit evidence.</p>	Apply a questioning mind to critically assess audit evidence and other relevant information obtained during the course of an audit to reach informed conclusions	Apply a questioning mind to critically assess audit evidence <b>and other relevant information</b> obtained during the course of an audit to reach informed conclusions
Institut der Wirtschaftsprüfer (IDW)	Revision to learning outcome	IES 8 (m) (iii)	<p>ii). Bias is an issue related to objectivity – not professional skepticism directly. Lack of objectivity can have an impact on professional skepticism. This is how both the IAASB and IESBA treat this issue. For these reasons, the wording of this learning outcome should be “evaluate the potential impact of bias on the ability to reach objective conclusions, and whether such bias represents an impediment to exercising professional skepticism”.</p>	Evaluate the potential impact of bias on conclusions	Evaluate the potential impact of bias on <b>the ability to reach objective conclusions, and whether such bias represents an impediment to exercising professional skepticism</b>
Institut der Wirtschaftsprüfer (IDW)	Revision to learning outcome	IES 8 (m) (iv)	<p>(iii). The IAASB uses the term “challenge” in relation to auditor actions very sparingly, because one challenges (a severe form of questioning) management only when one has reason to do so (see IAASB Agenda Paper on this issue). For this reason, the word “challenge” should be replaced with “question”.</p>	Apply knowledge and experience to challenge management’s assertions and representations	Apply knowledge and experience to <b>challenge-</b> question management’s assertions and representations

Instituto Mexicano de Contadores Públicos	Revision to learning outcome	IES 8 (a) (iv)	With respect to IES 8 (a) Audit (Intermediate), (iv) Evaluate audit evidence by considering its appropriateness, sufficiency and any negative audit evidence gathered to make informed decisions and reach conclusions. It seems repetitive "and any contrary audit evidence", we consider it better to leave evidence in general.	Evaluate audit evidence by considering its appropriateness, sufficiency and any contrary audit evidence gathered to make informed decisions and reach conclusions.	Evaluate audit evidence by considering its appropriateness, sufficiency <del>and any contrary audit evidence</del> gathered to make informed decisions and reach conclusions.
Malaysian Institute of Accountants (MIA)	Revision to learning outcome	IES 4 (a) (iii)	f) In Appendix C (Page 24, Point 6 (a) (iii)), IAESB can consider rephrasing the sentence "Apply techniques to reduce bias" to "Apply techniques to exercise objectivity" since the ethical principle of "objectivity" has been mentioned throughout the Exposure Draft (e.g. page 58) for consistency and also to encompass a wider definition of the necessity to be objective thus minimising or eliminating the tendency of biasness.	Apply techniques to reduce bias	Apply techniques to <del>reduce bias</del> exercise objectivity
Wirtschaftsprüferkammer (WPK)	Revision to learning outcome	IES 2 (e) (vi)	Page 14: IES2 Audit and Assurance (e) (vi). In line with the terminology used at the IAASB, auditors shall "conclude whether sufficient appropriate audit evidence has been obtained" (see ISA 330.26 first sentence) — not "assess the sufficiency and appropriateness of the audit evidence obtained". The wording in this learning outcome should be aligned to the wording used by the IAASB to ensure that the work effort implications are the same.	Assess audit evidence for appropriateness and sufficiency	<del>Evaluate</del> Conclude whether sufficient appropriate audit evidence <del>has been obtained</del>
Wirtschaftsprüferkammer (WPK)	Revision to learning outcome	IES 3 (a) (ii)	Page 19 IES3 a) Intellectual ii). We suggest that this learning outcome would be more meaningful if the following phrase was retained "to reach well-reasoned conclusions based on all relevant facts & circumstances".	Apply critical thinking skills to solve problems	Apply critical thinking skills to solve problems <del>and to reach well-reasoned conclusions based on all relevant facts &amp; circumstances</del>
Wirtschaftsprüferkammer (WPK)	Revision to learning outcome	IES 3 (a) (v)	Pages 20 & P21 a) v), and b) ii) & vii). These learning outcomes need a business context and are too general as currently drafted.	Demonstrate intellectual agility	
Wirtschaftsprüferkammer (WPK)	Revision to learning outcome	IES 3 (b) (ii)	Pages 20 & P21 a) v), and b) ii) & vii). These learning outcomes need a business context and are too general as currently drafted.	Demonstrate collaboration skills	
Wirtschaftsprüferkammer (WPK)	Revision to learning outcome	IES 3 (c) (vii)	Pages 20 & P21 a) v), and b) ii) & vii). These learning outcomes need a business context and are too general as currently drafted.	Reflect on experiences to improve future actions	
Wirtschaftsprüferkammer (WPK)	Revision to learning outcome	IES 4 (a) (ii)	SF note: I believe this should be c) vii) Page 24 IES 4 Professional Skepticism & Professional Judgement a) ii). This should be "intellectual" curiosity and this learning outcome needs a business context.	Demonstrate curiosity by exploring beyond what is immediately apparent	Demonstrate <del>intellectual</del> curiosity by exploring beyond what is immediately apparent
Wirtschaftsprüferkammer (WPK)	Revision to learning outcome	IES 8 (m) (ii)	Page 33 IES 8, paragraph 9 (m) professional skepticism and professional judgment item (i). The words "other relevant information" can be deleted, since all information obtained by the auditor is ultimately audit evidence. Item (iii). The IAASB uses the term "challenge" in relation to auditor actions very sparingly, because one challenges (a severe form of questioning) management only when one has reason to do so (see IAASB Agenda Paper on this issue). For this reason, the word "challenge" should be replaced with "question".	Apply a questioning mind to critically assess audit evidence and other relevant information obtained during the course of an audit to reach informed conclusions	Apply a questioning mind to critically assess audit evidence <del>and other relevant information</del> obtained during the course of an audit to reach informed conclusions
Wirtschaftsprüferkammer (WPK)	Revision to learning outcome	IES 8 (m) (iii)	Item (ii). Bias is an issue related to objectivity — not professional skepticism directly. Lack of objectivity can have an impact on professional skepticism. This is how both the IAASB and IESBA treat this issue. For these reasons, the wording of this learning outcome should be "evaluate the potential impact of bias on the ability to reach objective conclusions, and whether such bias represents an impediment to exercising professional skepticism".	Evaluate the potential impact of bias on conclusions	Evaluate the potential impact of bias on <del>the ability to reach objective conclusions, and whether such bias represents an impediment to exercising professional skepticism</del>
Wirtschaftsprüferkammer (WPK)	Revision to learning outcome	IES 8 (m) (iv)	Item (iii). The IAASB uses the term "challenge" in relation to auditor actions very sparingly, because one challenges (a severe form of questioning) management only when one has reason to do so (see IAASB Agenda Paper on this issue). For this reason, the word "challenge" should be replaced with "question".	Apply knowledge and experience to challenge management's assertions and representations	Apply knowledge and experience to <del>challenge</del> question management's assertions and representations
KPMG	Revision to learning outcome	IES 4 (a) (ii)	IES 4.11(a)(ii) 'Demonstrate curiosity by exploring beyond what is immediately apparent' is somewhat vague. It is not clear how it is incremental to (i), (iii), and (iv).	Demonstrate curiosity by exploring beyond what is immediately apparent	
KPMG	Revision to learning outcome	IES 4 (a)	It is not clear how these four learning outcomes Table A (a) clearly link to professional judgment as defined, with respect to having the ability to apply training, knowledge, skills and experience.		
KPMG	Revision to learning outcome	IES 4 (a) (iii)	IES 4.11(a)(iii) We recommend that the concept of having an awareness of potential personal and organizational bias be built into this learning (same for IES 8.9(iii))	Apply techniques to reduce bias	<del>Demonstrate an awareness of potential personal and organizational bias</del> and apply techniques to reduce bias

KPMG	Revision to learning outcome	IES 8 (a) (v)	IES 8.9(a)(v) We do not believe 'and documented' is redundant given the continued focus on this area. We recommend that this term is reinstated.	Evaluate whether the audit was performed in accordance with International Standards on Auditing (or relevant auditing standards) and laws and regulations applicable to an audit of the financial statements.	Evaluate whether the audit was performed <b>and documented</b> in accordance with International Standards on Auditing (or relevant auditing standards) and laws and regulations applicable to an audit of the financial statements.
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