

4 March 2019

The IAESB Principal

Dear David McPeak

Chartered Accountants Academy (CAA) and Training and Advisory Services (TAS) Submission – Proposed Revisions to IESs 2, 3, 4, and 8 – Information and Communications Technologies and Professional Skepticism.”

In response to your request for comments to exposure draft **Proposed Revisions to IESs 2, 3, 4, and 8 – Information and Communications Technologies and Professional Skepticism**, attached is the comment letter prepared by Chartered Accountants Academy (CAA) and Training & Advisory Services (TAS). The comment letter is a result of deliberations of members of CAA and TAS which comprises chartered accountants who have experience in auditing, IFRS specialists and academics.

We are grateful for the opportunity to provide our comments on this project.

Please do not hesitate to contact us should you wish to discuss any of our comments.

Yours faithfully,

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Project Director (CAA)

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Project Director (TAS)

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Overall questions

- 1. Question 1. Do you support the proposed revisions to learning outcomes related to the areas of Information Communications & Technologies (“ICT”) and Professional Skepticism provided in Appendices A, B, C, and D? If not, what changes would you suggest?**

Yes, we agree with the learning outcomes in the proposed revisions provided in Appendices A, B, C and D. However, the biggest challenge that we have tended to note is that teaching tends to be done in silos that is learning outcomes are packaged in compartmentalised subject areas and the approach taken in the revisions may further encourage this behaviour. This is the case especially for ICT related learning outcomes as these have been separately identified without being linked to core learning outcome areas. For example, the ICT learning outcomes of applying ICT to increase efficiency and effectiveness could be linked to management accounting competence area, learning outcome applying techniques to support management decision making. Following this approach would allow for the clearly spelling out that ICT is an integral part/tool in achieving the learning outcomes as per IES 2,3,4 and 8.

Another approach may be to include and emphasise in explanatory material that competencies in ICT should not be looked at in isolation but rather as an integral part of achieving learning outcomes in competence areas required by IES’s

- 2. Question 2. Are there additional ICT and professional skepticism learning outcomes that you would expect from aspiring and professional accountants?**

Specifically, with respect to IES 2, 3, 4 and 8 We have not identified an additional learning outcome on ICT and professional skepticism.

- 3. Question 3. Do you support the new definitions of Information and Communications Technologies, Intellectual Agility, and Professional Judgment added to the IAESB Glossary of Terms? If not, what changes would you suggest?**

We agree with the proposed new definitions of information and communications technologies, intellectual agility, and professional judgement.

- 4. Question 4. Are there any terms within the new and revised learning outcomes of IESs 2, 3, 4, and 8, which require further clarification (See Appendix E)? If so, please explain the nature of the changes?**

We have not identified any terms within the new and revised learning outcomes of IES 2, 3, 4, AND 8, which require further clarification.