

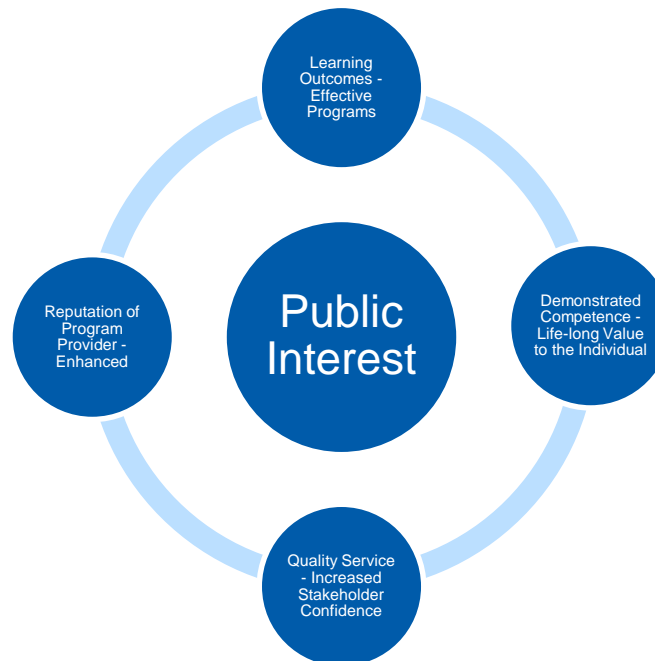
## THE VALUE OF IMPLEMENTING A LEARNING OUTCOMES APPROACH <sup>1</sup>

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.

A learning outcomes approach integrates learning outcomes, program<sup>2</sup> 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.

An effective program is critical to the development of competent professional accountants, strengthening the quality of services they provide. This is foundational to the trust that stakeholders place in professional accountants. It also enhances the reputation of the program provider through the learning experienced by the individual. The value of a learning outcomes approach in developing competent professional accountants is depicted in Figure 1 below.

**Figure 1 – The Value of a Learning Outcomes Approach**



<sup>1</sup> This publication is part of the guidance materials that support the implementation of a learning outcomes approach.

<sup>2</sup> For the purposes of the Learning Outcomes Approach Implementation Guidance, the term, “program,” covers professional accounting education programs, practical experience, and programs of Continuing Professional Development (CPD).

The investment in implementing, maintaining, and continuously improving a learning outcomes approach will deliver long term and sustainable benefits in the public interest, preparing professional accountants for successful careers, and enhancing the success of program providers.

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.

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The IAESB develops education standards, guidance, and information papers on pre-qualification education, training of professional accountants, and continuing professional education and development.

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