

## Self-Assessment Against Main Requirements of International Education Standards (IESs)

The approach for establishing requirements for and provision of accountancy education varies between jurisdictions, with multiple stakeholders involved in the process. These stakeholders may include Universities, Ministries of Education, National Education Accreditation Bodies, Government, Regulators, Professional Accountancy Organizations, among others.

Although not all IFAC member organizations are directly involved in all stages of educating accountancy professionals, as member organizations of IFAC, they must **fulfill or demonstrate plans** to fulfill **IFAC Statement of Membership Obligation 2**, which requires PAOs to adopt or support the adoption and implementation of **International Education Standards (IESs)** and be the main driving force behind the ongoing, sustainable adoption of IESs in their jurisdictions.

Where the IFAC member body has no authority or shared authority for establishing and/or provision of education for a category of professional accountant<sup>1</sup>, the IFAC member body should identify those IES that are appropriate to the professional accountant roles performed by their members and assume the appropriate set of actions to incorporate the requirements of IESs.

For other IESs, IFAC member organization should encourage those responsible to implement the requirements of the IESs into relevant laws, regulations, or other legal instruments.

This checklist is intended to assist PAOs, in:

- ✓ **facilitating a high-level assessment** of the educational requirements for professional accountants in their jurisdictions against the IESs, with a view to further develop roadmaps for IES adoption, thus bringing the quality of professional education in their jurisdiction to an internationally recognized benchmark;
- ✓ **raising awareness about IESs and their requirements** among stakeholders as a set of high quality, internationally accepted standards that establish accountancy education principles for life-long learning of professional accountants, and assisting the stakeholders in understanding how the IES requirements should be incorporated; and
- ✓ **assisting** private- and public-sector stakeholders to collaborate on roadmaps to implement IESs.

**This checklist supplements the detailed requirements, guidance materials and good practice advice for IES practical implementation contained in the **Accountancy Education E-Tool** developed by IFAC.**

<sup>1</sup> A professional accountant as an individual who achieves, demonstrates, and further develops professional competence to perform a role in the accountancy profession and who is required to comply with a code of ethics as directed by a professional accountancy organization or a licensing authority. Professional accountants may play a variety of roles such as a public sector role, an accounting technician role, professional accountants in business (PAIB) role, taxation specialist, management accountant, auditor, or other.



IES Requirements	Category of Professional Accountant <sup>2</sup>	Authorized Entity	Yes	No	Partially	Comments
<p><b>IES 1, Entry Requirements to Professional Accounting Education Programs</b>  <b>Effective:</b> January 1, 2021  <b>Objective:</b> To establish educational entry requirements to professional accounting education programs that are fair, proportionate, and protect the public interest.</p>						
Educational entry requirements for professional accounting education programs that will allow entrance only to those with a reasonable chance of successfully completing the professional accounting education program, while not representing excessive barriers to entry, are specified.	Category 1 (e.g. Certified Auditor)	e.g. Government	Y			e.g. The law on auditing establishes the entry requirement of a university degree in economics, business, or accounting to enter its CA program
	Category 2 (e.g. Accounting Technician)	e.g. PAO	Y			e.g. PAO establishes the entry requirement of a high school diploma to enter its AT program
The rationale for the principles to be used when setting educational entry requirements to stakeholders, including relevant education providers and individuals considering a career as a professional accountant is explained.	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
Relevant information is publicly available to help individuals assess their own chances of successfully completing a professional accounting education program.	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					

<sup>2</sup> Please complete for those categories of professional accountants that your members represent. For other categories, please work with other stakeholders in your jurisdiction to complete or to raise their awareness about the IES requirements. If gaps exist, please consider developing a plan to close the gaps within the context of the IFAC Member Compliance Program SMO Action Plan.



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<p><b>IES 2, Initial Professional Development – Technical Competence</b></p> <p><b>Effective:</b> January 1, 2021</p> <p><b>Objective:</b> To establish the technical competence that aspiring professional accountants need to develop and demonstrate by the end of IPD, in order to perform a role as a professional accountant.</p>						
<p><i>Learning Outcomes for Technical Competence</i></p> <p>Learning outcomes for technical competence to be achieved by aspiring professional accountants by the end of IPD is prescribed These learning outcomes shall include those listed in <a href="#">IES 2</a>, Table A.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><i>Review of Professional Accounting Education Programs</i></p> <p>Professional accounting education programs that are designed to achieve the learning outcomes in IES 2 are regularly reviewed and updated.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><i>Assessment of Technical Competence</i></p> <p>Appropriate assessment activities to assess the technical competence of aspiring professional accountants are established.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><b>IES 3, Initial Professional Development – Professional Skills</b></p> <p><b>Effective:</b> January 1, 2021</p> <p><b>Objective:</b> To establish the professional skills that aspiring professional accountants need to develop and demonstrate by the end of IPD, in order to perform a role as a professional accountant.</p>						
	Category 1					



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<p><i>Learning Outcomes for Professional Skills</i></p> <p>Learning outcomes for professional skills to be achieved by aspiring professional accountants by the end of IPD are prescribed. These learning outcomes shall include those listed in IES 3: Table B.</p>	(e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><i>Review of Professional Accounting Education Programs</i></p> <p>Professional accounting education programs that are designed to achieve the learning outcomes in IES 3 are regularly reviewed and updated.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><i>Assessment of Professional Skills</i></p> <p>Appropriate assessment activities to assess the professional skills of aspiring professional accountants are established.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><b>IES 4, Initial Professional Development – Professional Values, Ethics, and Attitudes</b></p> <p><b>Effective:</b> January 1, 2021</p> <p><b>Objective:</b> To establish the professional values, ethics, and attitudes that aspiring professional accountants need to develop and demonstrate by the end of IPD, in order to perform a role as a professional accountant.</p>						
<p><i>Framework of Professional Values, Ethics, and Attitudes</i></p> <p>Through professional accounting education programs, a framework of professional values, ethics, and attitudes for aspiring professional accountants to (a) apply professional skepticism and exercise</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					



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professional judgment, and (b) act in an ethical manner that is in the public interest is provided.						
<p><i>Relevant Ethical Requirements</i></p> <p>Relevant ethical requirements throughout professional accounting education programs for aspiring professional accountants are integrated.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><i>Learning Outcomes for Professional Values, Ethics, and Attitudes</i></p> <p>Learning outcomes for professional values, ethics, and attitudes to be achieved by aspiring professional accountants by the end of IPD are prescribed. These learning outcomes shall include those listed in <a href="#">IES 4</a>, Table C.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><i>Review of Professional Accounting Education Programs</i></p> <p>Professional accounting education programs that are designed to achieve the learning outcomes in IES 4 are regularly reviewed and updated.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><i>Reflective Activity</i></p> <p>Learning and development activities on professional values, ethics, and attitudes for aspiring professional accountants are designed to include reflective activity that is formalized and documented.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					



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<p><i>Assessment of Professional Values, Ethics, and Attitudes</i></p> <p>Appropriate assessment activities to assess the professional values, ethics, and attitudes of aspiring professional accountants are established.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><b>IES 5, Initial Professional Development – Practical Experience</b></p> <p><b>Effective:</b> July 1, 2015</p> <p><b>Objective:</b> To establish the practical experience that is sufficient for aspiring professional accountants and needs to be completed by the end of IPD, in order to perform a role as a professional accountant.</p>						
<p><i>Practical Experience</i></p> <p>Aspiring professional accountants are required to complete practical experience by the end of IPD.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p>Sufficient practical experience is required to enable aspiring professional accountants to demonstrate that they have gained the (a) technical competence, (b) professional skills, and (c) professional values, ethics, and attitudes necessary for performing a role of a professional accountant.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p>Preferred approach is established to measure practical experience using one of the following three approaches:</p> <ul style="list-style-type: none"> <li>✓ output-based;</li> <li>✓ input-based; or</li> <li>✓ a combination approach.</li> </ul>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					



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<p><i>Output-Based Approach</i></p> <p>For an output-based approach, aspiring professional accountants are required to demonstrate, using output measures, that they have obtained practical experience.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><i>Input-Based Approach</i></p> <p>For an input-based approach aspiring professional accountants are required to demonstrate, using input measures, that they have obtained practical experience.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><i>Combination Approach</i></p> <p>A combination of output- and input-based approaches complies with the output-based approach requirement and the input-based approach requirement, as applicable.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><i>Practical Experience Supervision and Monitoring</i></p> <p>Practical experience of aspiring professional accountants is required to be conducted under the direction of a practical experience supervisor.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p>Practical experience of aspiring professional accountants is required to be recorded in a consistent form prescribed by the responsible body or, where applicable, a regulatory body, and is supported by verifiable evidence.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					



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The practical experience supervisor is required to undertake a periodic review of the records of practical experience of aspiring professional accountants.	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
Appropriate assessment activities are established to assess that sufficient practical experience has been completed by aspiring professional accountants.	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><b>IES 6, Initial Professional Development – Assessment of Professional Competence</b>  <b>Effective:</b> July 1, 2015  <b>Objective:</b> To establish whether aspiring professional accountants have demonstrated an appropriate level of professional competence by the end of IPD in order to perform a role as a professional accountant.</p>						
<p><i>Formal Assessment of Professional Competence</i>            Whether aspiring professional accountants have achieved an appropriate level of professional competence by the end of IPD, drawing on the outcomes of a range of assessment activities that are undertaken during IPD, is formally assessed.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><i>Principles of Assessment</i>            Assessment activities that have high levels of reliability, validity, equity, transparency, and sufficiency within professional accounting education programs are designed.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					





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<p><i>Verifiable Evidence</i></p> <p>The assessment of the professional competence of aspiring professional accountants is based on verifiable evidence.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><b>IES 7, Continuing Professional Development</b></p> <p><b>Effective:</b> January 1, 2020</p> <p><b>Objective:</b> To establish that professional accountants undertake relevant CPD to develop and maintain professional competence necessary to perform their role as a professional accountant.</p>						
<p><i>CPD for Professional Accountants</i></p> <p>Professional accountants are required to undertake and record relevant CPD that develops and maintains professional competence necessary to perform their role as a professional accountant.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><i>Promotion of, and Access to, CPD</i></p> <p>The importance of, and a commitment to, CPD and the development and maintenance of professional competence is promoted.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p>Access to CPD opportunities and resources to assist professional accountants in meeting their personal responsibility to undertake CPD that develops and maintains professional competence is facilitated.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
	Category 1					



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<p><i>Measurement of CPD</i></p> <p>An approach to measurement of professional accountants' CPD using the output-based approach, input-based approach, or both is established.</p>	(e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><i>Output-Based Approach</i></p> <p>Under an output-based approach, professional accountants are required to develop and maintain professional competence that is demonstrated by achieving learning outcomes relevant to performing their role as a professional accountant.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><i>Input-Based Approach</i></p> <p>Under an input-based approach, professional accountants are required to develop and maintain professional competence that is demonstrated by completing a specified amount of learning and development activity relevant to performing their role as a professional accountant.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p><i>Monitoring and Enforcement of CPD</i></p> <p>The nature and extent of verifiable evidence that professional accountants are required to maintain for CPD that has been undertaken is specified.</p>	Category 1 (e.g. Certified Auditor)					
	Category 2 (e.g. Accounting Technician)					
<p>A systematic process to (a) monitor whether professional accountants meet the IFAC member body's CPD requirements, and (b) provide appropriate</p>	Category 1 (e.g. Certified Auditor)					
	Category 2					



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sanctions for failure to meet those requirements is established.	(e.g. Accounting Technician)					
<p><b>IES 8, Professional Competence for Engagement Partners Responsible for Audits of Financial Statements</b>  <b>Effective:</b> January 1, 2021  <b>Objective:</b> To establish the professional competence that professional accountants develop and maintain when performing the role of an Engagement Partner.</p>						
Professional accountants performing the role of an Engagement Partner are required to develop and maintain professional competence that is demonstrated by the achievement of learning outcomes including, but not limited to, those listed in <a href="#">IES 7</a> , Table D.						
Professional accountants performing the role of an Engagement Partner are required to undertake CPD that develops and maintains the professional competence required for this role.						