

Exposure Draft

July 2012

Comments due: November 1, 2012

*Proposed International Education Standard
(IES) 3*

Initial Professional Development—Professional Skills (Revised)

IAESB

International Accounting
Education
Standards Board

This Exposure Draft was developed and approved by the International Accounting Education Standards Board (IAESB).

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

The objective of the IAESB is to serve the public interest by setting high-quality education standards for professional accountants and by facilitating the convergence of international and national education standards.

The structures and processes that support the operations of the IAESB are facilitated by the International Federation of Accountants (IFAC).

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REQUEST FOR COMMENTS

This Exposure Draft, *Practical Experience Requirements for Aspiring Professional Accountants*, was developed and approved by the International Accounting Education Standards Board (IAESB).

The proposals in this Exposure Draft may be modified in light of comments received before being issued in final form. **Comments are requested by November 1, 2012**

Respondents are asked to submit their comments electronically through the IAESB website, using the "[Submit a Comment](#)" link. Please submit comments in both a PDF and Word file. Also, please note that first-time users must register to use this feature. All comments will be considered a matter of public record and will ultimately be posted on the website. Although IAESB prefers that comments are submitted via its website, comments can also be sent to David McPeak, IAESB Technical Manager at davidmcpeak@iaesb.org.

This publication may be downloaded free of charge from the IAESB website: www.iaesb.org. The approved text is published in the English language.

EXPLANATORY MEMORANDUM

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Introduction

This memorandum provides background to, and an explanation of, the proposed International Education Standard (IES) 3, *Initial Professional Development – Professional Skills*, approved for exposure by the International Accounting Education Standards Board (IAESB) at its June 2012 meeting.

Background

The extant version of IES 3 was published in May 2004 and became effective on January 1, 2005. The extant IES 3 prescribes the mix of skills that candidates require to qualify as professional accountants, including general education requirements to contribute to the development of these skills.

In 2009 the IAESB completed its revision of the Framework document which sets out the underlying concepts and principles for the IESs. This new Framework document, *Framework for International Education Standards for Professional Accountants* (2009), identifies general education, professional accounting education, practical experience and assessment as components of the learning and development of a professional accountant. Learning and development occurs throughout an individual's career and ensures the development and maintenance of competence required for performing the various roles of professional accountants.

As part of its project to improve the clarity of its standards, the IAESB has undertaken the revision and redrafting of its IESs in accordance with its new clarity drafting conventions. At its October 2009 meeting the IAESB agreed that all eight standards should be revised with the aim of:

- improving clarity;
- ensuring consistency with concepts of the revised Framework document; and
- clarifying issues resulting from changes in the environment of accounting education and the experience gained from implementation of the Standards by IFAC member bodies.

This approach responds to the desire for all IESs to be consistently drafted, and subject to a single statement of their authority and effect. The drafting conventions used by the IAESB in revising IES 3 for exposure, and the authority and obligation attaching to those conventions, are established in the Appendix of the *Framework for International Education Standards for Professional Accountants*, approved by the IAESB in October 2009.

Effective Date

The current timetable envisages that all IESs will have been revised and redrafted, or redrafted only, by the 3rd Quarter of 2013. The IAESB is expecting to finalize IES 3 in Q3 of 2013 and the Board has provisionally agreed that IES 3 will be effective for implementation for periods beginning on or after July 1st, 2015. This date will depend on satisfactory progress being made, and will be amended to a later date should that prove necessary. The IAESB believes that it is in the interest of member bodies and other interested stakeholders who use the IESs that the standards be released as soon as they are approved so as to facilitate their implementation.

Significant Issues

This section describes some of the issues and resulting decisions that the IAESB has taken in revising and redrafting of IES 3, and are summarized under the following headings.

IES 3, Initial Professional Development – Professional Skills.*Proposed Title of IES 3*

The title of the extant IES 3, *Professional Skills and General Education*, has been amended in the proposed IES 3 (Revised) to, *Initial Professional Development – Professional Skills*. The proposed amendment to the title reflects the IAESB's view that IES 3 is one of the six IESs covering Initial Professional Development (IPD). IPD represents the learning and development through which individuals first develop competence leading to performing a role as a professional accountant. IES 3 (Revised) prescribes the learning outcomes that develop professional skills required of aspiring professional accountants by the end of IPD. The integration of professional skills, technical competence, and professional values, ethics, and attitudes is required by an aspiring professional accountant to demonstrate professional competence. In addition, the IAESB has amended the title of the proposed IES 3 (Revised) by deleting the reference to General Education. The IAESB views general education as an important part of developing professional competence. General education may be undertaken as a concurrent pathway alongside a member body's professional accounting education program, or may be taken prior to this. The IAESB therefore prefers not to emphasize general education as a requirement within the development of professional skills. The IAESB does, however, recognize the need for general education in the development of the aspiring professional accountant and has used the Framework (2009) document to highlight the importance of general education as a component of IPD. The IAESB will consider a project to address the need for implementation guidance on how general education can be used to develop the aspiring professional accountant in the next Strategy and Work Plan.

Learning Outcomes

The IAESB has decided to adopt a learning outcome approach to describing professional competence in the proposed IES 3 (Revised), rather than prescribing a list of skill areas as provided in the extant IES 3. The learning outcome approach is consistent with the notion of developing principles-based standards and with the content and terminology used in the IAESB Framework (2009) document which refers to the development of competence. The requirement of the extant IES 3 on skills has been replaced with a requirement in the proposed IES 3 (Revised) that specifies the learning outcomes and minimum proficiency levels for the following competence areas: personal; interpersonal and communication; organizational; and intellectual. The IAESB recognizes that there is significant overlap of content among extant IESs 2, 3, and 4. As a means of reducing the duplication the IAESB has decided that a competence area will be covered in only one of the three standards (IESs 2, 3 or 4). Each of these standards covers both knowledge and skills with: IES 2 covering technical competence including technical and functional skills; IES 3 covering non-technical, soft, and pervasive skills; and IES 4 covering technical and non-technical abilities in relation to professional values, ethics, and attitudes.

Many of the competence areas in the proposed IES 3 (Revised) are also used in IAESB's standard on professional development of an aspiring audit engagement partner, this improves consistency and recognition. In addition the learning outcomes to develop professional skills are described in terms of minimum levels of proficiency. Each of the proficiency levels has been described in the Appendix accompanying the proposed IES 3 (Revised) which enables consistent use and appropriate benchmarking when referencing across IESs 2, 3, 4, and 8.

The Explanatory Material section of the proposed IES 3 (Revised) has also included material to explain professional skills and the importance of professional accountancy education programs in developing professional competence. In addition this section includes material that explains the requirements for learning outcomes on professional skills and how professional accounting education programs can be

used to prepare professional accountants to work within a particular industry sector or for a particular role. The IAESB's preference is for professional accounting education programs to adopt an outcomes-based approach that integrates professional skills, technical competence, and professional values, ethics, and attitudes. The use of minimum proficiency levels will assist in establishing the content and the depth of knowledge, understanding, and application required for each specified competence area. The Explanatory Material section also reinforces the use of a combination of structured learning programs and practical experience to achieve learning outcomes. This section also indicates that mentors can play an important role in helping aspiring professional accountants to develop professional skills within the workplace.

Review of Professional Accounting Education Programs

The IAESB has included a new requirement in the proposed IES 3 (Revised) which prescribes that IFAC member bodies regularly review and update professional accounting education programs that are designed to ensure achievement of learning outcomes. The Board views this requirement as important because of the rapidly changing complex environment within which professional accountants operate.

Assessment of Technical Competence

The IAESB has also included a new requirement in the proposed IES 3 (Revised) to prescribe appropriate assessment activities for IFAC member bodies to assess the development of technical competence. New paragraphs have been added to the Explanatory Material section to (1) assist in understanding the scope and the design of assessment activities, and (2) identify some of the issues encountered in achieving high levels of reliability, validity, equity, transparency, and sufficiency when using workplace assessment.

Guide for Respondents

Request for General Comments

The IAESB welcomes comments on all matters addressed in this proposed IES 3 (See **APPENDIX 1**). Comments are most helpful when they refer to specific paragraphs, include the reason for the comments and, where appropriate, make specific suggestions for any proposed changes to wording to enable the IAESB to fully appreciate the respondent's position. Where a respondent agrees with proposals in the exposure draft (especially those calling for a change in current practice), it will be helpful for the IAESB to be made aware of this view.

Request for Specific Comments

The IAESB is particularly interested in comments on the matters set out below.

The IAESB is proposing to define professional skills as the intellectual, personal, interpersonal, communication, and organizational skills that a professional integrates with technical competence and professional values, ethics, and attitudes to demonstrate professional competence.

Question 1: Do you support the definition of professional skills?

The extant IES 3 prescribed general education as a mandatory component of developing professional skills. The IAESB views general education as important to the development of professional competence. General education is, however, often undertaken outside a professional accounting education program and has therefore deleted any reference to general education within the proposed IES 3 (Revised). The

IAESB does recognize the need for general education in the development of the aspiring professional accountant and has used the Framework (2009) document to highlight the importance of general education as a component of IPD.

Question 2: Do you support the removal of General Education from this IES?

Question 3: Is the objective to be achieved by an IFAC member body, stated in the proposed IES 3 (Revised), appropriate?

The IAESB has decided to adopt a learning outcomes approach to describing professional competence in the proposed IES 3 (Revised), rather than prescribing a list of skill areas as provided in the extant IES 3. The learning outcome approach is consistent with current good practice in skills development work and with the IAESB's principles based approach. The requirement of the extant IES 3 on skills (a list of topic areas) has been replaced with a requirement in the proposed IES 3 (Revised) that specifies the learning outcomes and minimum proficiency levels. The IAESB believes that this will help IFAC member bodies to clearly define the required outcomes of their professional accounting education programs.

Question 4: Do you agree with the adoption of a learning outcomes approach?

IESs 2, 3 and 4 cover the professional competence required of aspiring professional accountants upon completion of their professional accounting education program.

Question 5: Table A of the proposed IES 3 (Revised) provides learning outcomes for various competence areas of professional skills, are there any additional learning outcomes that you would expect from an aspiring professional accountant?

Question 6: For Table A of the proposed IES 3 (Revised) are there any learning outcomes that you do not think are appropriate?

Question 7: Are the minimum levels of proficiency included in the proposed IES 3 (Revised) appropriate for each professional skills competence area?

Question 8: Overall, are the requirements clear and appropriate? If not what changes would you like to see?

Question 9: Do you anticipate any impact or implications for your organization, or organizations with which you are familiar, in implementing the new requirements included in this proposed revised IES 3 (Revised)?

Question 10: Are there any additional explanatory paragraphs needed to better explain the requirements of the proposed IES 3 (Revised)?

The proposed IES 3 (Revised) has also been redrafted according to the guidelines provided in the IAESB Drafting Conventions.

Question 11: Have the criteria identified by the IAESB for determining whether a requirement should be specified been applied appropriately and consistently, such that the resulting requirements promote consistency in implementation by member bodies?¹

¹ The IAESB has identified the following criteria for determining the requirements of a Standard:

Question 12: Are there any terms within the proposed IES 3 which (Revised) require further clarification? If so, please explain the nature of the deficiencies.

Comments on Other Matters

Translations—Recognizing that many respondents intend to translate the final IESs for adoption in their own environments, the IAESB welcomes comment on potential translation issues noted in reviewing the proposed IES 3.

Developing Nations—Recognizing that many developing nations have adopted or are in the process of adopting the IESs, the IAESB invites respondents from these nations to comment, in particular, on any foreseeable difficulties in applying the proposed IES 3 in a developing nation environment.

Effective Date—Recognizing that proposed IES 3 (Revised) is a revision of extant IES 3, the IAESB believes that an appropriate effective date for the standard would be 15-18 months after approval of the final revised standard. The IAESB welcomes comment on whether this would provide a sufficient period to support effective implementation of the final IES 3.

Supplement to the Exposure Draft

To assist respondents in tracking changes, IAESB staff has mapped the material of the extant IES 3 to the proposed IES 3 (Revised).

This staff-prepared mapping document is available on the IAESB website at <http://www.ifac.org/Education/ExposureDrafts.php>. It is for information purposes only and does not form part of the exposure draft.

-
- The requirement is necessary to achieve the objective stated in the Standard;
 - The requirement is expected to be applicable in virtually all situations to which the Standard is relevant; and
 - The objective stated in the Standard is unlikely to have been met by the requirements of other Standards.

In determining the requirements of a Standard, the IAESB will consider whether the requirements are proportionate to the importance of the subject matter of the Standard in relation to its objective.

The criteria, which are intended only to assist the IAESB in appropriately and consistently determining requirements, may be refined as further experience is gained.

Proposed Conforming Amendments

IAESB Glossary of Terms

Add:

| | |
|---|--|
| Professional skills | The intellectual, personal, interpersonal, communication, and organizational skills that a professional integrates with technical competence and professional values, ethics, and attitudes to demonstrate professional competence. |
| Professional competence | The ability to perform a role to a defined standard. |
| Aspiring professional accountant | An aspiring professional accountant is an individual who has commenced a professional accounting education program as part of IPD |
| Professional accounting education programs | Professional accounting education programs are designed to support aspiring professional accountants to develop the appropriate professional competence by the end of IPD. They may consist of formal education delivered through degrees and courses offered by universities, other higher education providers, IFAC member bodies, and employers, as well as workplace training. |
| Competence area | A competence area is a category for which a set of related learning outcomes can be specified. |
| Assessment activity | Assessment activities are defined as those activities designed to assess elements of professional competence |
| Technical competence | Technical competence is the ability to apply professional knowledge to perform a role to a defined standard. |

PROPOSED INTERNATIONAL EDUCATION STANDARD 3
INITIAL PROFESSIONAL DEVELOPMENT: PROFESSIONAL SKILLS
(REVISED)

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Introduction

Scope of this Standard (Ref: Para A1–A4)

1. This International Education Standard (IES) prescribes the learning outcomes that develop professional skills required of aspiring professional accountants. Professional skills are the intellectual, personal, interpersonal, communication, and organizational skills that a professional integrates with technical competence and professional values, ethics, and attitudes to demonstrate professional competence.
2. This IES is addressed to International Federation of Accountants (IFAC) member bodies. IFAC member bodies have responsibility for ensuring that IPD meets the requirements of this IES. In addition, this IES will be helpful to educational organizations, employers, regulators, government authorities, and any other stakeholders who support learning and development of professional skills of aspiring professional accountants.
3. This IES specifies the learning outcomes that demonstrate professional skills required of aspiring professional accountants by the end of IPD, while: IES 2, *Initial Professional Development—Technical Competence*, and IES 4, *Initial Professional Development—Professional Values, Ethics, and Attitudes*, specify other learning outcomes relevant to their areas of focus within IPD. Together, these IESs specify the learning outcomes that demonstrate the professional competence required of aspiring professional accountants by the end of IPD.
4. Definitions and explanations of the key terms used in the IESs and the *Framework for International Education Standards for Professional Accountants* are set out in the International Accounting Education Standards Board (IAESB) *Glossary of Terms*.

Effective Date

5. This IES is effective from [a date to be determined by the IAESB but not before TBD date].

Objective (Ref: Para A5)

6. The objective of an IFAC member body is to provide aspiring professional accountants with the professional skills required to perform a role of a professional accountant.

Requirements

Learning outcomes for professional skills (Ref: Para A6-A8)

7. IFAC member bodies shall prescribe the learning outcomes that demonstrate the professional competence required of aspiring professional accountants by the end of IPD. For professional skills these learning outcomes shall, at a minimum, include those listed in Table A.

Table A: Learning Outcomes for Professional Skills

| Competence Area | Learning Outcomes | Minimum Level of Proficiency |
|------------------|---|------------------------------|
| (a) Intellectual | (i) Research and evaluate information from a variety of sources and perspectives and draw appropriate | Advanced |

PROPOSED INTERNATIONAL EDUCATION STANDARD 3
INITIAL PROFESSIONAL DEVELOPMENT: PROFESSIONAL SKILLS (REVISED)

| Competence Area | Learning Outcomes | Minimum Level of Proficiency |
|-------------------------------------|---|------------------------------|
| | <p>conclusions.</p> <p>(ii) Identify, evaluate, and recommend solutions to unstructured, multifaceted problems.</p> <p>(iii) Apply innovative and critical thinking to solving problems.</p> | |
| (b) Personal | <p>(i) Apply the principles of lifelong learning.</p> <p>(ii) Set high personal standards of delivery and monitor personal performance, through feedback from others and through reflection.</p> <p>(iii) Evaluate professional commitments and manage time and resources for their achievement.</p> <p>(iv) Proactively anticipate challenges and plan potential solutions.</p> <p>(v) Display openness to new ideas and opportunities.</p> | Intermediate |
| (c) Interpersonal and communication | <p>(i) Promote cooperation and teamwork, working towards organizational goals.</p> <p>(ii) Communicate clearly and concisely when presenting, discussing and reporting in formal and informal situations, both in writing and orally.</p> <p>(iii) Use active listening and effective interviewing techniques.</p> <p>(iv) Use negotiation skills to reach appropriate solutions and agreements.</p> <p>(v) Use consultative skills to minimize and resolve conflict in a work environment</p> <p>(vi) Display sensitivity to cultural and language differences in all communication.</p> <p>(vii) Present ideas and persuade others to</p> | Intermediate |

| Competence Area | Learning Outcomes | Minimum Level of Proficiency |
|--------------------|--|------------------------------|
| | provide support and commitment. | |
| (d) Organizational | (i) Undertake work assignments in accordance with established methodologies and within the prescribed deadlines. | Intermediate |
| | (ii) Review work to determine whether it complies with the organization's quality standards. | |
| | (iii) Use effective people management skills to motivate and develop others. | |
| | (iv) Use effective delegation skills to deliver work assignments. | |
| | (v) Demonstrate effective leadership skills. | |
| | (vi) Apply appropriate technology to work tasks. | |

Review of Professional Accounting Education Programs (Ref: Para A11- A12)

8. IFAC member bodies shall regularly review and update professional accounting education programs that are designed to achieve the learning outcomes in this IES.

Assessment (Ref: Para A13-A15)

9. IFAC member bodies shall establish appropriate assessment activities to assess the achievement of the professional skills of aspiring professional accountants.

Explanatory Material

Scope of this Standard (Ref: Para 1-4)

A1. An aspiring professional accountant is an individual who has commenced a professional accounting education program as part of IPD. The inclusion of professional skills in IPD lays the base for the ongoing development and application of professional skills throughout the professional accountant's career. Not all professional skills may be fully developed by the end of IPD. Some may be the focus of Continuing Professional Development (CPD).

A2. There are many different ways to describe and categorize professional competence. Within these IESs, professional competence is the ability to perform a role to a defined standard. Professional competence consists of technical competence, professional skills, and professional values, ethics, and attitudes. Each area of professional competence is further described by a set of learning outcomes in the relevant IES.

- A3. Professional skills may be described and categorized in many different ways. Within this IES, they are categorized into four competence areas:
- (a) *Intellectual skills* relate to the ability of a professional accountant to solve problems, to make decisions, and to exercise good judgment;
 - (b) *Personal skills* relate to the personal attitudes and behavior of a professional accountant;
 - (c) *Interpersonal and communication skills* relate to the ability of a professional accountant to work effectively with others; and
 - (d) *Organizational skills* relate to the ability of a professional accountant to work effectively with or within an organization to get the best from the people and resources available.
- A4. A competence area is a category for which a set of related learning outcomes can be specified. Competence areas within technical competence include financial accounting and reporting, taxation and economics; competence areas within professional skills include intellectual skills and organizational skills; and competence areas within professional values, ethics, and attitudes include ethical principles and professional skepticism and professional judgment.

Objective (Ref: Para 6)

- A5. Requiring that aspiring professional accountants achieve learning outcomes that demonstrate appropriate professional skills serves several purposes. First, the public interest is protected, and the credibility of the profession is enhanced when only those who meet the profession's competence requirements are permitted to be professional accountants. Second, IFAC member bodies and regulatory authorities have a responsibility to ensure that professional accountants have the competence expected of them by the public, employers, and clients. Third, professional accountants have a continuing duty to maintain professional competence to ensure that clients, employers, and relevant stakeholders, receive competent professional service.²

Learning Outcomes for Professional Skills (Ref: Para 7)

- A6. The requirements for professional skills are set out as learning outcomes that establish the content and the depth of knowledge, understanding, and application required for each specified competence area.
- A7. The learning outcomes are the minimum to be achieved by aspiring professional accountants by the end of IPD, regardless of their intended future accounting specialization or role. The minimum learning outcomes are those that provide the base to enable professional accountants to develop specializations in different accounting roles, such as an audit engagement partner or taxation specialist.
- A8. Each learning outcome has been assigned a minimum level of proficiency that aspiring professional accountants are expected to demonstrate by the end of IPD. There are many ways to classify and to describe proficiency levels of learning outcomes. The classification developed by the IAESB is described in Appendix 1.
- A9. In professional accounting education programs, an IFAC member body may choose to increase the minimum level of proficiency for some learning outcomes, and may develop additional learning

² *Professional Code of Conduct, IESBA Handbook of the Code of Ethics for Professional Accountants, - 2012 Edition.*

outcomes that are not specified in this IES. This may occur when an IFAC member body prepares professional accountants to work within a particular industry sector (for example, the public sector) or for a particular role (for example, a management accountant). The relative depth and weighting of the learning outcomes specified for any competence area may depend on the needs of individual IFAC member bodies and any requirements placed on them by regulatory authorities.

- A10. IFAC member bodies, educators, and other stakeholders are encouraged to identify the most appropriate approach to learning and development for professional skills, taking into consideration the national and cultural environment. In determining the approach to achieving the learning outcomes, the mixture of learning and development activities may include a combination of structured learning programs and practical experience. Mentors may play an important role in helping aspiring professional accountants to develop professional skills within the workplace.

Review of Professional Accounting Education Programs (Ref: Para 8)

- A11. Professional accounting education programs are designed to support aspiring professional accountants develop the appropriate professional competence by the end of IPD. They may consist of formal education delivered through degrees and courses offered by universities, other higher education providers, IFAC member bodies, and employers, as well as workplace training. The design of the professional accounting education programs during IPD may therefore involve substantive input from stakeholders other than IFAC member bodies.
- A12. The requirement to regularly review and update the professional accounting education program is a reflection of the rapidly changing complex environment within which professional accountants operate.

Assessment of Professional Skills (Para 9)

- A13. *IES 6, Initial Professional Development—Assessment of Professional Competence*, provides the principles that apply to the design of assessment activities used to assess professional skills. Assessment activities are defined as those activities designed to assess elements of professional competence.
- A14. Various assessment activities can be used by IFAC member bodies and other stakeholders to assess the professional skills of aspiring professional accountants. With emphasis on behavior and practical activities, professional skills typically lend themselves to workplace assessment rather than through written examinations. This may provide a challenge to achieving high levels of reliability, validity, equity, transparency, and sufficiency for a number of reasons, including:
- (a) The sufficiency of the assessment activities may depend on an opportunity for a particular professional skill to be demonstrated within the aspiring professional accountant's workplace;
 - (b) The reliability of the assessment activities may vary if each assessment is conducted by a different assessor; and
 - (c) The equity of assessment activities may vary since each assessment will be unique as it is defined by the particular circumstances within the workplace of the aspiring professional accountant.
- A15. IFAC professional accountancy bodies may address the challenges of assessing professional skills, through careful design of their assessment activities, for example:

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INITIAL PROFESSIONAL DEVELOPMENT: PROFESSIONAL SKILLS (REVISED)

- (a) Detailed and clear specification of the learning outcomes being assessed to minimize ambiguity. This will also help to increase the transparency of the assessment;
- (b) Training of workplace assessors to achieve consistency between assessors;
- (c) Creation of work-based simulations to provide sufficient, equitable, and reliable assessments of professional skills; and
- (d) Coverage, where possible, of the professional skills within written examinations, for example, assessing the ability to identify, develop, and recommend solutions to unstructured, multifaceted problems.

Appendix 1.
 (Ref: Para A8)

Classification of Proficiency Levels for Learning Outcomes

The Classification of Proficiency Levels supports the IAESB’s use of learning outcomes in its publications such as, International Education Standards (IESs) 2, 3, 4, and 8. The classification includes descriptors of four levels of proficiency for learning outcomes. These descriptors will help to set learning outcomes to demonstrate technical competence, professional skills, and professional values, ethics, and attitudes in a variety of professional accounting roles and specializations. Examples of indicative verbs are also included to assist those who wish to develop additional learning outcomes.

In the present suite of IESs none of the learning outcomes are classified at Mastery level, however, this level has been included in the Classification in order to demonstrate the relative positioning of the Foundation through Advanced levels.

| Level of Proficiency | Description |
|-----------------------------|--|
| Foundation | <p>Learning outcomes focus on:</p> <ul style="list-style-type: none"> • Defining, explaining, summarizing, and interpreting the underlying principles and theories of relevant areas of technical competence to complete tasks while working under appropriate supervision; • Performing assigned tasks by using the appropriate professional skills; • Recognizing the importance of professional values, ethics, and attitudes in performing assigned tasks; • Solving frequently encountered problems and referring complex tasks or problems to supervisors or those with specialized expertise; and • Providing information and explaining ideas in a clear manner, using oral and written communications. <p>Learning outcomes relate to work situations that are characterized by low levels of ambiguity, complexity, and uncertainty.</p> <p>Indicative verbs used to construct learning outcomes typically include: define, describe, distinguish, explain, identify, illustrate, interpret, list, perform, recognize, solve, state, summarize.</p> |
| Intermediate. | <p>Learning outcomes focus on:</p> <ul style="list-style-type: none"> • Independently applying, comparing and analyzing underlying principles and theories from relevant areas of technical competence to complete work assignments and to make decisions; • Combining technical competence and professional skills to complete work assignments; |

| | |
|----------|---|
| | <ul style="list-style-type: none"> • Applying professional values, ethics, and attitudes to work assignments; • Assessing, researching, and resolving complex problems with limited supervision; and • Presenting information and explaining ideas in a clear manner, using oral and written communications, to accounting and non-accounting stakeholders. <p>Learning outcomes relate to work situations that are characterized by moderate levels of ambiguity, complexity, and uncertainty.</p> <p>In addition to those verbs used at the Foundation level, indicative verbs used to construct learning outcomes typically include: analyze, apply, calculate, classify, compare, consider, prepare, prioritize, produce, select.</p> |
| Advanced | <p>Learning outcomes focus on:</p> <ul style="list-style-type: none"> • Selecting and integrating principles and theories from different areas of technical competence to manage and lead projects and work assignments, and to make recommendations appropriate to stakeholder needs; • Integrating technical competence and professional skills to manage and lead projects and work assignments; • Making judgments on appropriate courses of action drawing on professional values, ethics, and attitudes; • Anticipating, consulting appropriately, and developing solutions to complex problems and issues; and • Consistently presenting and explaining relevant information in a persuasive manner to a wide-range of stakeholders <p>Learning outcomes at the advanced level relate to work situations that are characterized by high levels of ambiguity, complexity, and uncertainty.</p> <p>In addition to those verbs used at the Foundation and Intermediate levels, indicative verbs used to construct learning outcomes typically include: act, advise, anticipate, appraise, construct, design, develop, evaluate, integrate, lead, manage, negotiate, plan, recommend.</p> |
| Mastery | <p>Learning outcomes focus on:</p> <ul style="list-style-type: none"> • Integrating technical competence, professional skills, and professional values, ethics, and attitudes to lead complex projects, to resolve complex problems, and to advise internal and external stakeholders; • Acting as a role model within the accounting profession by behaving in accordance with required professional values, ethics, and attitude; • Providing thought leadership in areas requiring experience and expertise; and • Communicating with impact to guide and to convince internal and external stakeholders at a senior level on vision and strategy of the organization or business. <p>Learning outcomes at the mastery level relate to situations that are characterized</p> |

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| | |
|--|---|
| | <p>by high levels of ambiguity, complexity, and uncertainty. Indicative verbs include all those listed for Foundation, Intermediate, and Advanced levels.</p> |
|--|---|

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**International Accounting
Education
Standards Board**

529 Fifth Avenue, 6th Floor, New York, NY 10017
T + 1 (212) 286-9344 F +1 (212) 286-9570
www.iaesb.org