



The response to the Future Expectations of Professional Competence- Consultation on the IAESB's Future Strategy and Priorities has been complied by the Institute of Certified Public Accountants of Kenya and Kenya Accountants and Secretaries National Examination Board (the examinations body).

Questions:

1. What enhancements, if any, do you feel should be made to the existing International Education Standards (IESs)?

The enhancements to the existing International Education Standards (IESs) that would be considered by the board are:

1. The need for further Guidance Paper on IES 1 and IES 8.
2. The Guidance Paper on Learning Outcomes to be enhanced to include how output based approach could be used to measure learning outcomes during CPD. Currently, there is use of CPD hours which has been considered an input based system and not very effective in measuring achievement of learning outcomes.
3. IES 2 on content of professional accountancy programmes to be reviewed to include the following areas:
 - Public Sector Accounting Standards
 - Governance
4. The testing of the achievement of communication skills and ethics should be reviewed based on a learning outcomes approach.
5. Guidance on mentorship by mentors and practical experience log for trainees under IES 5.
6. Future projects to include:
 - Interpretation of the IESs to French, Spanish

2. How can the requirements of IAESB IES 7, Continuing Professional Development (2014) support the learning outcomes approach of the other IESs, including IES 8, Professional Competence for Engagement Partners Responsible for Audits of Financial Statements (Revised)?

Even though the current IES 7 provides for various approaches to measurement of attainment of CPD, IES 1-4 and 8 are based on the learning outcomes approach. There is need to align IES 7 to the other IES's by:



- Taking into consideration the dynamism of the profession and need to have tailor made attainment of learning outcomes for the various fields in the profession
- Providing for a well-defined competence map to the attainment of CPD based on the field in the profession
- Segmenting the requirements of CPD for young, matured and advanced professionals (in terms of skills).
- Providing a well-defined measurement approach for verification and demonstration of learning outcome on CPD

3. What action, if any, should the IAESB take to improve professional competence related to the appropriate exercise of professional skepticism and professional judgment?

The concept of professional skepticism is complex and difficult to address because of behavioral and psychological aspects. The board should concentrate on providing guidance how to effectively respond to issues related to the dynamic nature of professional skepticism.

4. What new IESs, if any, do you suggest be developed to address emerging matters related to the education of aspiring professional accountants and professional accountants?

In our view the new IESs, to be developed to address emerging matters related to the education of aspiring professional accountants and professional accountants are:

- Standards on data analytics and informatics and IT education for aspiring professional accountants and professional accountants
- Standards on banking professionals and financial institutions accountants
- Standards on education for public sector professionals for aspiring professional accountants
- Standards on Insurance professionals
- Standards for Accounting Technicians qualification



5. What other activities, if any, do you suggest the IAESB prioritize for the period 2017-2021 (for example, implementation support; guidance; communications; thought leadership publications)?

The other activities the IAESB should prioritize for the period 2017-2021 are:

1. Environmental scan and research on accounting education
2. Implementation support on existing and upcoming IESs
3. Implementation Guidance on existing and upcoming IESs
4. Stakeholder engagements and thought leadership publications