

## **EXAMPLES FOR INTERNATIONAL EDUCATION STANDARD 7 – *CONTINUING PROFESSIONAL DEVELOPMENT (REVISED) MEASUREMENT APPROACHES***

The International Accounting Education Standards Board (IAESB) has developed a set of guidance material to support consistency of understanding, adoption and implementation of the principles and requirements of International Education Standard 7, Continuing Professional Development (Revised) (“IES 7 (Revised)”).

The purpose of this implementation support material is to support better understanding of the output-based and input-based measurement approaches and wider acceptance of various forms of learning and development (L&D) activities as Continuing Professional Development (CPD). In addition, this document also includes supporting guidance related to the concepts of equivalent learning units and verifiable evidence.

### **Examples for Measurement Approaches**

#### **Background:**

IES 7 (Revised) requires that International Federation of Accountants (IFAC) member bodies shall establish an approach to measurement of professional accountants’ CPD using the output-based approach, input-based approach, or both:<sup>1</sup>

- IFAC member bodies using an output-based approach shall require professional accountants to develop and maintain professional competence that is demonstrated by achieving learning outcomes relevant to performing their role as a professional accountant.<sup>2</sup>
- IFAC member bodies using an input-based approach shall require professional accountants 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.<sup>3</sup>

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<sup>1</sup> IES 7 paragraph 12.

<sup>2</sup> IES 7 paragraph 13.

<sup>3</sup> IES 7 paragraph 14.

Therefore, regardless of which measurement approach is used, in order for a learning and development (L&D) activity to be measured as CPD, the content and learning outcomes associated with the L&D activity must be relevant to the professional accountant's role and learning needs to support the development and maintenance of professional competence.

The IAESB implementation support material, *Extent of Relevant CPD*, provides considerations for describing and determining relevant CPD which can be used by IFAC member bodies to help them determine, as part of their measurement approach, if a L&D activity is relevant to a professional accountant.

Table 1 describes how CPD can be derived from the example L&D activities provided in IES 7. Table 2 provides examples of evidence that demonstrate how a completed L&D activity supports the development and maintenance of professional competence in an output-based or input-based measurement approach.

**IMPORTANT TO NOTE:** [Table 1](#) and [Table 2](#) are not intended to provide a “how-to” guide for implementing the measurement approaches and should not be relied on for that purpose. The examples are provided for illustrative purposes only and should not be assumed to be comprehensive. IFAC member bodies, professional accountants, regulators and other licensing regimes may recognize additional L&D activities and additional examples of evidence in their CPD programs.

**Table 1: CPD Derived from Example L&D Activities**

Paragraph A18 Reference	The CPD that is derived from this L&D activity relates to the learning outcomes achieved or time spent achieving learning outcomes that result from:
A	<b>Undertaking educational programs or training events</b> , such as in-person learning courses (delivered live or virtually), e-learning courses, conferences, and seminars;
B	<b>Reflecting on practical experiences and developing personal development plans through self-assessment activities</b> . When reflecting on practical experiences and developing personal development plans through self-assessment, the professional accountant evaluates whether personal development gaps have been addressed. In addition to helping the professional accountant identify additional development gaps and learning needs, these activities can help a professional accountant realize that additional learning outcomes were achieved from activities that have already been completed. Regardless of measurement approach, providing evidence for this activity will involve documentation of the learning activity in a CPD record;
C	<b>Receiving on-the-job training, performance feedback, or professional development guidance</b> . Receiving on-the-job training, performance feedback, or professional development guidance involves the identification of a learning and development need and the completion of an L&D activity to address the need. For example, a supervisor or mentor meets with a professional accountant, describes the

Paragraph A18 Reference	The CPD that is derived from this L&D activity relates to the learning outcomes achieved or time spent achieving learning outcomes that result from:
	aspect of the professional accountant's work that could be improved (i.e., the learning and development need) and then provides coaching, feedback, training or guidance designed to improve the professional accountant's work (i.e., the L&D activity);
D	<b>Providing on-the-job training, performance feedback, or professional development guidance.</b> A professional accountant providing on-the-job training, performance feedback, or professional development guidance will continue to develop their proficiency as they explain, answer questions, and work through problems with individuals they provide training, feedback or guidance to;
E	<b>Participating in and working on professional boards, technical committees, sector activities, information networks, communities of practice, or other similar groups;</b>
F	<b>Writing an article, paper, or book of a technical, professional, or academic nature;</b>
G	<b>Researching subject matter including reading professional literature and journals;</b>
H	<b>Studying for professional exams, re-examination, or other formal testing;</b>
I	<b>Designing, developing, reviewing or teaching training events,</b> such as in-person learning courses (delivered live or virtually), e-learning courses, conferences, and seminars.

**Table 2: Examples of Evidence for Measurement**

Determining the appropriate nature and extent of evidence for CPD requires the use of judgment. The following tables are intended to support, not replace, the application of judgment when determining the appropriate nature, timing and extent of evidence needed for CPD.

The examples of evidence provided below are a mix of evidence that could be easily verifiable and evidence that may not be easily verifiable. The examples are sourced from IES 7 (Revised) paragraph A31 (for the output-based approach) and paragraph A32 (for the input-based approach).

Example Evidence for Output Measures	Provides Evidence For <u>Table 1</u> L&D Activities:
To demonstrate achievement of learning outcomes, a professional accountant could:	
Document in their CPD record the learning outcomes achieved from undertaking an L&D activity and how the achievement of those learning outcomes helped develop and maintain professional competence.	<b>A – I</b>
Earn a specialist or other qualification as a result of achieving learning outcomes from undertaking L&D activities. Note: The ‘earning’ of a specialist or other qualification demonstrates that learning outcomes were achieved. The underlying specialist or qualification program may stipulate the nature of L&D activities that must be undertaken to achieve learning outcomes, which could include a variety of different L&D activities (e.g., a combination of undertaking training courses, evidencing practical experience by performance assessments, research, study, etc.);	<b>A – I</b>
Complete a post learning and development activity examination with a passing score or an assessment activity (e.g., a case study), demonstrating that aspects of technical competence, professional skills, and/or professional values, ethics and attitudes were acquired from the L&D activity;	<b>A and I</b>
Receive on-the-job training or the results of performance assessments and document in their CPD record the learning outcomes achieved from receiving on-the-job training or the results of performance assessments, and how the achievement of those learning outcomes helped develop and maintain professional competence;	<b>C</b>
Document in their CPD record the learning outcomes achieved from participating in professional boards and records of their work performed or the results of their performance assessment demonstrating that learning outcomes achieved developed and maintained professional competence;	<b>E</b>
Document in their CPD record the learning outcomes achieved from writing an article, paper or book, how the achievement of those learning outcomes helped develop and maintain their professional competence, and evidence that the article, paper or book was published in a publication considered reputable in the jurisdiction;	<b>F</b>
Achieve a passing score on a professional examination and document in their CPD record the learning outcomes achieved from studying for the professional examination and how the achievement of those learning outcomes helped develop and maintain their professional competence.	<b>H</b>

Example Evidence for Input Measures	Provides Evidence For <u>Table 1</u> L&D Activities:
To demonstrate that the L&D activity was completed, a professional accountant could:	
Document in their CPD record the time spent, or equivalent learning units, completing the L&D activity that helped develop and maintain their professional competence;	A – I
Provide a completion certificate from the provider of the L&D activity attesting that the professional accountant completed or taught <sup>4</sup> the L&D activity in part or in its entirety;	A and I
Provide records, confirmed by their employer, performance manager, mentor or tutor, for the time spent, or equivalent learning units, receiving or providing on-the-job training that helped develop and maintain their professional competence;	C and D
Provide records, confirmed by the professional board for the time spent, or equivalent learning units, participating in professional boards that developed and maintained their professional competence.	E

## Equivalent Learning Units

### Background:

IES 7 describes the input-based approach as measuring CPD in terms of hours or equivalent learning units.<sup>5</sup> Therefore, the unit of measure, based on hours, is the time spent undertaking CPD – articulated as minutes or hours spent undertaking CPD.

### What is an equivalent learning unit?

Within the context of IES 7, an equivalent learning unit is an alternative unit of measure (something other than minutes or hours) that is defined and understood to be equivalent or representative of time spent undertaking CPD.

For example, an IFAC member body, regulator or other licensing regime may define 50 minutes of time spent undertaking CPD to be equivalent to ‘1 unit of CPD’ or equivalent to ‘1 CPD credit’. In this example, the unit of measure for CPD is ‘a unit of CPD’ or ‘a CPD credit’ rather than ‘minutes’ or ‘hours’. Spending

<sup>4</sup> In some jurisdictions, the input measure for CPD earned from teaching is double the amount of time or equivalent learning units actually spent teaching. This change is done to recognize that it takes additional time to prepare to teach the L&D activity and the time preparing to teach also contributes relevant CPD.

<sup>5</sup> IES 7 paragraph A24.

less than 50 minutes of time undertaking CPD would also be measured in terms of the unit of CPD or CPD credit. For example, undertaking 25 minutes of learning and development activity would be measured as '0.5 Units of CPD' or '0.5 CPD Credits'.

## Verifiable Evidence for CPD

### Characteristics of Verifiable Evidence

IES 7 requires IFAC member bodies to specify the nature and extent of verifiable evidence that professional accountants are required to maintain for CPD that has been undertaken.<sup>6</sup>

IES 7 acknowledges that not all learning and development activities may be easily verified but still contribute relevant CPD because they provide for the development and maintenance of professional competence. Therefore, when specifying the nature and extent of evidence that professional accountants maintain for CPD, IFAC member bodies may determine that a portion of learning activities are not able to be verified.<sup>7</sup>

Within the IESs, verifiable evidence is evidence that is objective, capable of being proven and stored in written or electronic form<sup>8</sup> (i.e., retained). Evaluating the following may be helpful when determining whether evidence is verifiable:

- Objective – Evidence is fact-based rather than based on personal perspectives, feelings or opinions. For example, a professional accountant passes an examination with a score of 80%. The score of 80% is the fact which evidences that the professional accountant passed the examination;
- Proven – The fact-based elements of the evidence are confirmed to be accurate. For example, the provider of the examination confirms that the professional accountant achieved a score of 80%; and
- Retained – Evidence is documented and stored in an observable format. For example, the professional accountant receives a certificate from the provider of the examination documenting the passing score of 80%.

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<sup>6</sup> IES 7 paragraph 15.

<sup>7</sup> IES 7 paragraph A30.

<sup>8</sup> From the IAESB Glossary of Terms.



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