

CA(SA) COMPETENCY FRAMEWORK

“CA of the Future”

B. ENTRY LEVEL COMETENCY FRAMEWORK

This document must be read together with the following documents:

- A. The Preface document;
- C. Guidance on the Content, Development and Assessment of Competencies in the Academic Programme;
- D. Guidance on the Content, Development and Assessment of Competencies in the SAICA Training Programme;
- E. Guidance on the Initial Assessment of Competence (IAC); and
- F. Guidance on the Professional Programme and the Assessment of Professional Competence (APC); *and*
- **Appendix 1.** Detailed competencies setting out the learning outcomes for the Professional Values Attitudes and Acumens (PVAAs) and the Technical competencies at point of entry

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Acronyms

AGA(SA)	Associate General Accountant (South Africa)
APC	Assessment of Professional Competencies
CA(SA)	Chartered Accountant (South Africa)
CAPDC	Chartered Accountant Professional Development committee
CHE	Council for Higher Education
HEQSF	Higher Education Quality Sub-Framework
HEQC	Higher Education Quality Council
HEI	Higher Education Institutions (encompassing both Public and Private institutes)
IAC	Initial Assessment of Competence: Formerly known as the Initial Test of Competence (ITC)
IPD	Initial Professional Development
NQF	National Qualifications Framework
PGDA	Postgraduate Diploma in Accounting (PGDA): A SAICA endorsed PGDA or an equivalent qualification
PP	Professional Programme
PVA	Professional values and attitudes
PVAA	Professional values, attributes and Acumens (Enabling competencies)
SAQA	South African Qualifications Authority
SAICA	The South African Institute of Chartered Accountants

INDEX

A.	INTRODUCTION	1
B.	THE SAICA COMPETENCY FRAMEWORK SUITE OF DOCUMENTS	3
C.	COMPONENTS OF THE COMPETENCY FRAMEWORK	4
D.	DEFINING CAs AT ENTRY POINT TO THE PROFESSION, AND BEYOND	6
E.	COMPETENCY PROFICIENCY LEVELS	10
F.	OUTCOME OF THE COMPETENCY FRAMEWORK	15
1.	PROFESSIONAL VALUES AND ATTITUDES	
I	Ethics values and attitudes	17
II	Citizenship attitudes and values	17
III	Lifelong learning attitudes and values	18
2.	ENABLING COMPETENCIES	
W	Digital acumen	21
X	Relational acumen	22
Y	Decision making acumen	22
Z	Business Acumen	23
3.	TECHNICAL COMPETENCIES IN THE VALUE CREATION PROCESS	24
Area 1	A. Strategy and governance to create sustainable value	27
Area 2	B. Stewardship of capitals: business processes and risk management	29
Area 3	C. Decision-making to increase, decrease or transform capitals	30
Area 4	D. Reporting on value creation	32
Area 5	E. Tax Governance and Compliance	32
Area 6	F. Assurance and related services	32
APPENDIX 1: PVAA AND TECHNICAL COMPETENCIES AND DETAIL OUTCOMES ACROSS THE VARIOUS PROGRAMMES		LINK
APPENDIX 2: GLOSSARY OF TERMS		35

A. INTRODUCTION

This document should be read after “A. Preface” as that document sets out to identify and describe the components of and concepts used in the development of the Competency Framework for Entry-Level Chartered Accountants (SA) (CAs(SA)) and its related guidance documents.

For the purposes of the competency framework and as documented in Section E of the Preface, **Chartered Accountants¹** are **defined** as:

Responsible leaders² who **behave ethically** and **create sustainable value** for a wide range of stakeholders within an organisation. Using **integrated thinking to interpret, analyse and evaluate** financial and non-financial information. This enables them to **influence others**, and together, make **impactful decisions** thereby **contributing meaningfully to the economy and to society**.

CAs(SA) are able to enter into a wide range of different roles and occupations post registering as a CA(SA) and the underlying qualification process is designed to prepare CAs(SA), who undertake relevant an ongoing continuous profession development (CPD), to enter a wide range of roles within business and the public sector.

The primary role of an entry level CA(SA) is to prepare relevant, reliable and meaningful information for stakeholders and to interpret, analyse and evaluate such information for impactful decision-making. Meaningful financial and non-financial information has integrity, is relevant, accurate and useful for impactful decision-making.

CAs(SA) at point of entry, in addition to being able to demonstrate technical competence, should also demonstrate ethical behaviour, and acumens related to decision making, a broad understanding of business, be digitally fluent and demonstrate human centred skills. The combination of this is professional competence.

This definition is expanded on further in **Section D** of this document to include the definition of an “at entry” Chartered accountant.

The competency framework identifies and describes the professional competencies (professional values and attitudes, enabling competencies and technical competencies) that a CA should demonstrate at entry point to the profession. The competency framework provides a reference point for current and prospective CAs, employers and the public, thus enabling a clear understanding of the foundational professional competencies the CA is able to demonstrate as he/she embarks upon their career. The competency framework also provides the base upon which the education, training, professional and assessment programmes of SAICA are developed and delivered.

Foundational professional competencies developed at point of entry can be refined to support specialist roles after entering the CA profession. As lifelong learners, CAs need to undertake relevant continuing professional development (CPD) activities to achieve competence for post-qualification roles. CPD activities that take place after entering the CA profession have the purpose of ensuring practitioners maintain and develop the competencies required to continue to perform their roles competently.

¹ Chartered Accountants referred to in this document are those registered at the South African Institute of Chartered Accountants (SAICA).

² Responsible leadership applies not to one's level of seniority or title within an organisation, but rather to the ability to make a difference to those around you. (#difference makers)

The competency framework not only serves SAICA, which strives to be regarded as the pre-eminent professional accounting body in South Africa, but is also a building block in the qualification paths of registered auditors and tax practitioners. SAICA is accredited by the Independent Regulatory Board for Auditors (IRBA) and this enables registration as a Registered Auditor (RA) for those SAICA members with the appropriate auditing training (i.e., completion of the Audit Development Programme³). SAICA is also recognised as a professional body by the South African Revenue Service (SARS), which enables its members to register as tax practitioners.

³ Please refer to the IRBA website for more information on the Audit Development Programme

B. SAICA COMPETENCY FRAMEWORK SUITE OF DOCUMENTS

A. PREFACE

- Sets out the
 - components of the qualification process
 - definitions of key concepts used in the CA(SA) Competency Framework Suite of Documents

B. CA(SA) ENTRY LEVEL COMPETENCY FRAMEWORK

- Identifies and describes the professional competencies (professional values and attitudes, enabling acumens (PVAA's) and technical competencies) that a CA(SA) should demonstrate at entry point to the profession.

C. GUIDANCE ON THE CONTENT, DEVELOPMENT AND ASSESSMENT OF COMPETENCIES IN THE ACADEMIC PROGRAMME

- Provides endorsed providers of the academic programme with guidance for the content development and assessment.

D. GUIDANCE ON THE CONTENT, DEVELOPMENT AND ASSESSMENT OF COMPETENCIES IN THE TRAINING PROGRAMME

- Sets out the
 - fundamental principles on which the format of the training programme is based,
 - fundamental principles on which the assessment of trainee accountants is based

E. THE INITIAL ASSESSMENT OF COMPETENCE (IAC)

- Provides providers of the Academic Programme with Guidance on the purpose and nature of the IAC

F. THE PROFESSIONAL PROGRAMME AND THE ASSESSMENT OF PROFESSIONAL COMPETENCE (APC)

- Provides providers of the Professional Programme with guidance for the development and assessment of competencies

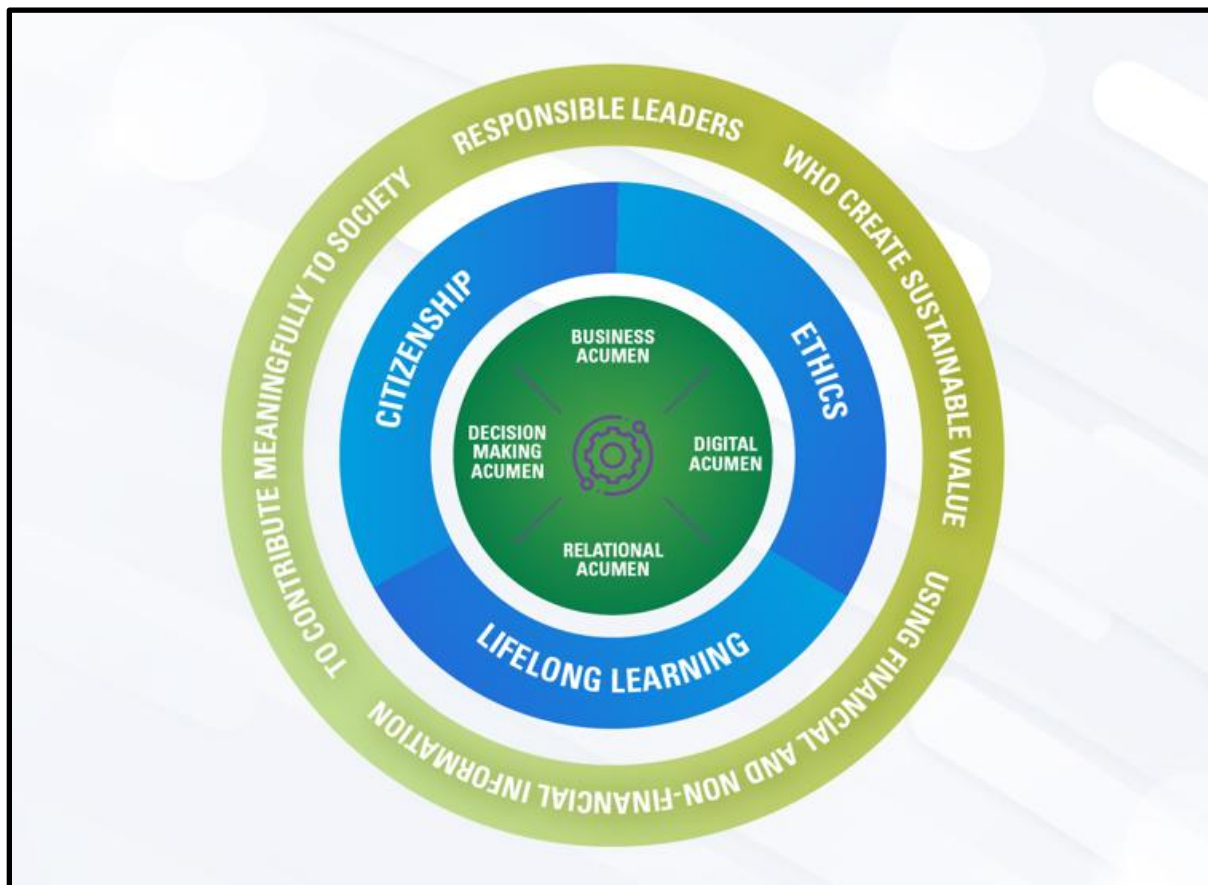
Appendix 1: Detailed competencies setting out the learning outcomes for the Professional Values Attitudes and Acumens (PVAAs) and the Technical competencies at point of entry to the profession and across the various programmes

C. COMPONENTS OF THE COMPETENCY FRAMEWORK:

1. The competency framework is made up of the following components which in implementation are all integrated:

 Ethically responsible leaders fulfilling their social mandate by using integrated thinking to create sustainable value	Icon	Elements of the professional competencies
		Professional values and attitudes
		Enabling competencies (defined as acumens)
		Technical competencies in the value creation process

The aforementioned competencies are depicted in Figure 1 below:



2. CAs need to integrate all relevant competencies (professional values and attitudes, enabling competencies (acumens) and technical competencies) to provide quality deliverables (inputs, services, products and experiences) on a wide range of inputs, activities and outputs that lead to outcomes in an organisation's value creation process. This requires integrated thinking (also presented as an enabling competency below) to achieve viable solutions while considering all alternatives, by obtaining a broader understanding of an issue, creating a design or formulating a plan, etc.

There are three competency types⁴, namely:

- (i) Professional Values and Attitudes;
 - (ii) Enabling competencies (acumens); and
 - (iii) Technical competencies in the value creation process.
3. The competency types cannot be developed or assessed in isolation and indeed it is where these competency types overlap that thinking in an integrated manner is achieved.

⁴ The term PVAA's is used to describe the professional values and attitudes as well as the acumens (enabling competencies)

D. DEFINING CAs AT ENTRY POINT TO THE PROFESSION AND BEYOND

1. Defining CAs(SA)

For the purposes of this framework, CAs(SA) are those professionals who are:

Responsible leaders who **behave ethically** and **create sustainable value** for a wide range of stakeholders within an organisation.

Responsible leaders: These leaders need to display respect, courage and consideration for the future (creation of sustainable value for the individual, the organisation and for humanity on a global basis) by developing key relationships and by demonstrating a clear regard for justice (recognise difference between what is right and wrong). A CA(SA) is a responsible leader with a specific background in professional accountancy. This implies that a CA(SA) should always display professional values and attitudes, have the full range of technical competencies of a professional accountant and also those enabling competencies to demonstrate responsible leadership qualities in a specific domain.

Behave ethically: The CA profession is committed to maintaining public confidence through an overriding commitment to behave ethically in all professional tasks and interactions with others. All CAs are required at all times to uphold ethical principles and to conduct themselves professionally, in a manner that exemplifies and enhances the reputation of the CA profession.

Create sustainable value: CAs create value when they provide quality deliverables (contributions, services, products and experiences) on a wide range of inputs, activities and outputs that lead to outcomes in an organisation's value creation process. This value creation needs to be sustainable, thus sustaining the organisation and the context in which it exists. By enhancing its positive impact on the economy, society and the environment and by eradicating or ameliorating its negative impact on them, the organisation creates value for society and CAs have a marked effect on or ability to influence the organisation's value creation process.

As responsible leaders who **behave ethically** and **create sustainable value** for a wide range of stakeholders within an organisation, CAs use:

Integrated thinking to interpret, analyse and evaluate financial and non-financial information. This enables them to **influence others**, and together, make **impactful decisions** thereby **contributing meaningfully to the economy and to society**.

Integrated thinking: The core of creating sustainable value is integrated thinking. It requires synthesis and sense-making of ideas and information to develop a more complete understanding of issues and/ or the implications of alternatives. At an individual level CAs use integrated thinking for the interpretation, analysis and evaluation of financial and non-financial information to achieve viable solutions whilst considering all alternatives, obtaining a broader understanding of an issue, creating a design or formulating a plan etc. Such integrated thinking is done during active consideration of relationships between various operating and functional units of an organisation and the capitals that are affected or used. Integrated thinking requires CAs to always display professional values and attitudes whilst thinking about value creation in an integrated manner. This entails integrating enabling competencies with technical competencies.

Interpret, analyse and evaluate financial and non-financial information: CAs need to have the full range of professional competencies for the interpretation, analysis and evaluation of financial and non-financial information. In addition to preparing historical financials, budgets and business

documents based on past transactions in accordance with rules and standards, CAs need to interpret, analyse and evaluate information on where value (tangible and intangible) is created and destroyed based on real time information and forward-looking predictions, to gain insights that could affect business models. This process includes understanding and modelling of non-financial drivers of business performance.

To make impactful decisions whilst influencing others: CAs need to have a marked effect or influence on an organisation's value creation process. This requires that they establish, maintain and develop internal and external relationships to participate in and inform an organisation's value creation process. Well-developed enabling competencies, complemented by sound technical competencies, enable CAs, whilst displaying professional values and attitudes, to make impactful decisions whilst influencing others.

Contribute meaningfully to the economy and society: The CA profession strives to make a meaningful contribution to the economy and society by serving and protecting public interest from a sustainable development perspective. Behavioural standards set out in the Code of Professional Conduct recognise the CA profession's public interest responsibility. This is supplemented by professional standards and guidance that help to ensure CAs deliver quality work on which relevant stakeholders can rely. A CA discharges his/her public interest responsibility by not only complying with, or being seen to be complying with the letter of the Code of Professional Conduct, but by their ability to apply the spirit of professionalism grounded in the fundamental ethical principles of integrity, objectivity, professional competence and due care, and confidentiality, as well as professional behaviour.

2. CAs at entry point to the profession

The definition of a CA at entry point to the profession is aligned to SAICA's strategic objective, namely to "develop responsible leaders" who are able to develop, influence and lead others, irrespective of their role or job title.

This statement requires further expansion in order to be clear in defining the foundational competencies expected of CAs at entry level to the profession. At entry point to the profession CAs:

Have the **potential** to become **responsible leaders** who **behave ethically** and **create sustainable value** for a wide range of stakeholders within an organisation.

They use **integrated thinking** to **interpret, analyse and evaluate** financial and non-financial information. This enables them to **influence others** and support **impactful decision-making**, thereby **contributing meaningfully to the economy and to society**.

Responsible leadership qualities at entry point to the profession: Leadership ability is unlikely to result only from pre-qualification education, training and professional programmes. Professional competencies, as explained in this competency framework should, however, equip an entry-level CA to acquire leadership ability with post-qualification experience and participation in lifelong learning. Thus, the competency framework focuses on professional competencies serving as a foundation for the further development of responsible leadership abilities after entry to the profession. Responsible leadership applies not to one's level of seniority or title within an organisation, but rather to the ability to make a difference to those around you. (#difference makers)

Behave ethically at entry to the profession: Recently qualified CAs should uphold ethical principles and conduct themselves professionally. Such conduct is required at all times and in a manner that exemplifies and enhances the reputation of the CA profession.

Create sustainable value at entry point to the profession: At entry point to the profession CAs have an effect on or an ability to influence an organisation's value creation process when they provide quality deliverables (contributions, services, products and experiences) on a wide range of inputs, activities and outputs that lead to outcomes in the value creation process.

Integrated thinking at entry point to the profession: At entry point to the profession CAs have to display integrated thinking when they participate in an organisation's value creation process. It requires, as explained above, synthesis and sense-making of ideas and information to develop a more complete understanding of issues and/or the implications of alternatives. Recently qualified CAs use integrated thinking to interpret, analyse and evaluate financial and non-financial information to achieve viable solutions whilst considering all alternatives. Furthermore, in an organisation's value creation process, integrated thinking requires active consideration of relationships between various operating and functional units of an organisation and the capitals that are affected or used. Thus, recently qualified CAs need to think about value creation in an integrated manner. It requires them to always display professional values and attitudes and integrate enabling competencies with technical competencies.

Interpret, analyse and evaluate financial and non-financial information at entry point to the profession: Actions and decisions of a recently qualified CA generally do not yet have a high-level strategic impact. Thus a recently qualified CA's technical competencies used for interpretation, analysis and evaluation of financial and non-financial information still need to be elevated from the purely technical to include directing and leading at a strategic level. Technical competencies should be taught and assessed in education programmes with this objective in mind. A recently qualified CA's proficiency in enabling competencies influences ways of work, ways of thinking and tools used to interpret, analyse and evaluate financial and non-financial information.

Making impactful decisions whilst influencing others at entry point to the profession: Significant influence through impactful decision-making is unlikely to be achieved by only making use of pre-qualification education, training and professional programmes. Professional competencies, as explained in this competency framework, should, however, equip a CA at entry point to the profession to acquire the ability to exercise significant influence through impactful decision-making with accumulation of post-qualification experience and the pursuit of lifelong learning. Thus, the competency framework focuses on professional competencies serving as a foundation for the further development of this ability after entry to the profession.

Contribute meaningfully to society: CAs at entry point to the profession make a meaningful contribution to society by serving and protecting public interest from a sustainable development perspective. This requires that they adhere to the Code of Professional Conduct and deliver quality work in terms of the profession's standards and guidance. A broad spectrum of stakeholders relies on the work of newly qualified CAs. Thus, they must not only comply with, and be seen to comply with the letter of the Code of Professional Conduct, but also the spirit of professionalism grounded in the fundamental ethical principles of integrity, objectivity, professional competence, due care and confidentiality, as well as demonstrating professional behaviour.

3. CAs beyond entering the profession

CAs are lifelong learners who undertake relevant CPD activities to achieve competence for post-qualification roles. These include, amongst others, responsible leadership and value creation in diverse environments, which are deemed complex and/or ambiguous.

Lifelong learning: The development and acquisition of competencies after entry to the profession (post qualification) are not limited to demonstrating abilities in relation to responsible leadership or making impactful decisions whilst influencing others, but are likely to occur in many spheres of competence, depending on the specific roles and responsibilities to which a CA is exposed. Professional competence needs to be maintained (by remaining abreast of changes in existing technical and enabling competencies) and developed (to incorporate new technical or enabling competencies or improve proficiency levels linking to technical and enabling competencies) in areas which relate to a particular field/role in which a CA is generally active after entering the profession. In order for these competencies to be effectively and appropriately maintained and developed, CAs need to embrace lifelong learning as a professional value and attitude.

From the above, it is therefore clear that the competency framework is contextualised within the fundamental concepts of integrated reporting, sustainable development and value creation. Furthermore, the fundamental principles of ethical behaviour, professional competence and responsible leadership guide the qualities, characteristics or attributes of CAs and provide the foundation for their professional conduct are set out in the preface.

E. COMPETENCY PROFICIENCY LEVELS

1. CAs at entry-level are expected to demonstrate competence at defined levels of proficiency. Three levels of proficiency (ranging from 1 (the lowest) to 3 (the highest) in the context of the academic programme are explained in this section and cover competency development from foundational to expert levels. The first three levels of proficiency (foundational, intermediate and advanced) are used in the competency framework. The expert level is achieved post-qualification.
2. A proficiency level is specified for each of the professional values and attitudes, enabling competencies and technical competencies (i.e. different measures are used). The competency framework defines levels of proficiency at entry level to the profession. Guidance documentation to academics and training officers provides further clarity on proficiency levels for competencies to be developed during the academic, training and professional programmes. This academic guidance document specifies proficiency levels for elements of technical competencies which should be achieved during the academic programme, to reach the overall level of proficiency per technical competency as specified in the competency framework.
3. The proficiency levels to be applied to the academic programme are illustrated in the tables below:

PROFESSIONAL VALUES AND ATTITUDES			
	1 Foundational level of competence	2 Intermediate level of competence	3 Advanced level of competence
Proficiency levels are distinguished with reference to: (i) frequency and (ii) context, Display professional values and attitudes:			
(i) Frequency	Occasionally	Always under specific applicable circumstances	Always under all applicable circumstances
(ii) Context	In a simple context with straightforward situations and/or circumstances	In an easily understood context with complexity limited to specific situations and/or circumstances	In a difficult context with complex situations and/or circumstances

ENABLING COMPETENCIES			
	1-Foundational	2- Intermediate level	3-Advanced level
Proficiency levels are distinguished with reference to: (i) type of task, (ii) level of task understanding, (iii) knowledge and skills needed for task performance, (iv) dependencies and (v) level of guidance. Using enabling competencies during task performance:			
i. type of task	Follows pre-determined steps to	Initiating tasks and perform tasks on a	Initiating tasks and complete all steps in tasks
ii. level of task understanding	Displaying a basic level of task understanding (key ideas and	Displaying an intermediate level of task understanding (detailed knowledge including	Displaying an advanced level of task understanding (clear problem identification,

iii. knowledge and skills needed for task performance	Using limited knowledge and skills needed to perform the task	Using multiple knowledge sources and skills in certain (or some) areas AND Using limited knowledge sources and skills in other areas to perform	Integrating multiple knowledge sources and skills in all areas, to perform a task
iv. dependencies <i>(applicable to training programme only)</i>	i. Working under supervision and ii. Carrying out tasks with a low level of risk and complexity using established processes	i. Working as part of a team and ii. Carrying out some tasks independently, being responsible for the quality of own work	i. Managing own work and being responsible for the quality and quantity of the work done and ii. May be responsible for leading a team and managing certain functions
v. level of guidance <i>(applicable to training programme only)</i>	Requiring frequent guidance	Requiring limited guidance	Requiring little or no guidance

TECHNICAL COMPETENCIES			
	1 Foundational level of competence	2 Intermediate level of competence	3 Advanced level of competence
Proficiency levels are distinguished with reference to: (i) level of knowledge of the subject matter, (ii) level of application and (iii) problem solving to distinguish proficiency levels. Display technical competence by:			
(i) Knowledge dimension	Identify and describe the key ideas / principles / fundamental concepts of the subject matter pertaining to routine and non-routine situations [Technical expertise or detailed knowledge not required]	Demonstrate a detailed and comprehensive understanding ⁵ of the subject matter pertaining to routine situations.	
(ii) Application dimension	Identify and explain the significance and relevance of the subject matter and	• Apply the knowledge to non-complex routine situations.	• Apply the knowledge to complex routine situations.

⁵ 'Detailed and comprehensive understanding' covers breadth and depth of the subject matter. The distinction between levels 2 and 3 is reflected in the application and problem-solving dimensions.

TECHNICAL COMPETENCIES			
	1 Foundational level of competence	2 Intermediate level of competence	3 Advanced level of competence
	recognise the linkages with other subject matter(s).	Identify and utilise the relevant knowledge within and across competency area(s) in a limited manner.	Evaluate and synthesise the knowledge within and across competency areas (Integrative thinking is required).
(iii) Problem solving dimension	Recognise issues when encountered and seek further depth / guidance.	Prepare or analyse solutions for specified problems and applying limited judgement.	Evaluate or formulate solutions for specified and implicit problems – applying a high degree of rigour, and/or exercise sound judgement in making recommendations.

4. The proficiency levels build on each other. Intermediate level of competence means demonstrating proficiency at level 2, in addition to demonstrating proficiency at level 1. Advance level of competence means demonstrating proficiency at level 3, in addition to demonstrating proficiency at levels 1 and 2.

5. Definitions:

Routine situations	Situations (situations, events, or transactions) that are: (a) Prevalent, determined with reference to the frequency with which they occur in practice and how relevant they are in practice (occur frequently and are very relevant), (b) Of a size or degree of complexity likely to be encountered by a typical/generalist CA(SA) at the point of qualification, and (c) That require a typical/generalist CA(SA) at the point of qualification to apply knowledge and judgement to make a recommendation.
Non-routine situations	Situations (situations, events or transactions) that are: (a) Prevalent, determined with reference to how infrequently they occur in practice and how relevant they are in practice (occur infrequently), (b) Of a size or degree of complexity unlikely to be encountered by a typical/generalist CA(SA) at the point of qualification, but (c) Of a size or degree of complexity that requires judgement at a different level of expertise or specialist knowledge. [In these situations, the typical/generalist entry level CA(SA) is expected to demonstrate a 'level 1 foundational level of competence']

6. Complexity is influenced by the following factors:

1 Foundational level of competence	2 Intermediate level of competence	3 Advanced level of competence
Information		
• Structured • Limited amount of information	• Semi-structured • Larger amount of information	• Unstructured • Large amount of information
Technique/ What to do with information		
• Define, list, explain or contrast techniques or methods • Recall, translate or interpret information • Make basic predictions based on information • Relevant information provided • Choose the appropriate technique and apply to a problem	• Extract and/or summarise key information • Organise information by deconstruction • Mostly relevant information provided	• Identify various techniques and judge the appropriateness of each to solve a problem • Devise or create a method or technique to solve a problem • Organise information from various sources and evaluate information for accuracy • Distinguish between relevant and irrelevant information
Typical requirements/ verbs		
• Define and recall • Translations, interpretation and extrapolation • Applying theories or methods	• Calculations, analysis, classifications and calculations where one or more method is involved • Deconstruct a problem and understand how the parts fit together • Discussions, arguments or reasoning to perform an analysis or make decision	• Applying multiple techniques, adjustments, projections or recalculations to create a plan, solution or structure • Formulate a solution, make recommendations and come to a conclusion • Provide advice

Verbs		
Classify, Comprehend, Convert, Define, Demonstrate, Demonstrate appreciation, Demonstrate awareness, Demonstrate understanding, Describe, Discuss, Distinguish, Estimate, Explain, Express, Extend, Generalise, Give examples, Identify, Illustrate, Infer, Interpret, List, Memorise, Name, Order, Outline, Paraphrase, Predict, Recall, Recognise, Restate, Rewrite, Select, State, Summarise, Translate, Understand, Write	Analyse, Apply, Arrange, Assess, Assign, Break down, Calculate, Categorise, Change, Choose, Compare, Complete, Construct, Contrast, Compute, Construct, Criticise, Demonstrate, Describe with evaluation, Differentiate, Discover, Discuss, Distinguish, Employ, Estimate, Examine, Experiment, Identify, Infer, Interpret, Investigate, Manipulate, Model, Modify, Operate, Order, Perform, Prepare, Prioritise, Produce, Question, Reconcile, Relate, Reorganise, Report, Review, Revise, Schedule, Select, Separate, Set up, Show, Solve, Summarise, Tell, Tabulate, Use, Utilise, Write	Advise, Appraise, Argue, Arrange, Assemble, Assess, Choose, Collect, Combine, Compare (complex), Compose, Conclude, Construct, Contrast (complex), Create, Criticise, Defend, Design, Develop, Devise, Discriminate, Estimate, Evaluate, Explain, Formulate, Generate, Integrate, Interpret, Invent, Judge, Justify, Manage, Organise, Plan, Predict, Propose, Rate, Rearrange, Recommend, Reconstruct, Relate, Reorganise, Resolve, Revise, Select, Set up, Solve, Summarise, Support, Synthesise, Tell, Value, Write

7. Learning and development as a CA(SA) continues post qualification, and it is therefore reasonable to expect that in some roles CAs(SA) would reach a specialist or mastery level on some of the competencies and learning outcomes. This means that a proficiency level beyond a level 3 may be achieved or expected post entering the profession.
8. This further proficiency level can be described as:
 - a) Demonstrating specialist knowledge (depth of knowledge in a specific area),
 - b) Applying this specialist knowledge critically and creatively in complex, integrated and ambiguous situations which may involve multiple interpretations, and
 - c) Generating solutions for defined outputs for unspecified problems and applying a high degree of rigour while exercising sound professional judgement.
9. Once qualified, there is a need for a CA(SA) to apply the principle in the Code of Professional Conduct that requires the professional to evaluate and ensure they have the necessary professional competence and to exercise due care in performing their specific role. The requirement to continue to learn and develop post qualification is also clearly articulated in the SAICA CPD policy which seeks to measure ongoing lifelong learning and development.



F OUTCOME OF THE COMPETENCY FRAMEWORK

In achieving professional competence, CAs are expected to display professional values and attitudes, and for each area (inputs, business processes, outputs leading to outcomes) be able to integrate relevant acumens and technical competencies. In addition, such integration should be done within, between and across areas.

This section is accompanied by **Appendix 1: Professional Competency outcomes (PVAA's) and Technical Competency learning outcomes** detailed across the various programmes. The appendix documents the competency framework learning outcomes at entry to the CA profession and across the various programmes, namely the Academic programme, the training programme and the professional programme

The outcome of effective integration of professional competencies manifests as CAs(SA), at point of entry to the profession, having the potential to be **responsible leaders** who **behave ethically** and are able to **create sustainable value** for a wide range of stakeholders within an organisational context. With their ability to display **integrated thinking**, CAs are then able to **interpret, analyse and evaluate financial and non-financial information, thus influencing others, and together making impactful decisions**, and thereby contributing meaningfully to the economy and to society.



1. PROFESSIONAL VALUES AND ATTITUDES

These define professional behaviour and identify professional accountants as CAs, and as members of the CA profession. CAs draw on their personal and professional values and their ability to act with honesty, integrity, accountability and trustworthiness to demonstrate moral and ethical behaviour in the business context and to protect the public interest. By doing more than adhering to the rules of professional conduct, CAs are required at all times to uphold ethical principles and conduct themselves professionally in a manner that exemplifies and enhances the reputation of the CA profession. As lifelong learners, CAs maintain and develop their competence in order to adapt and work in an agile way to deal with complexities.

PROFESSIONAL VALUES AND ATTITUDES Competency area pervasive in all other competencies		Competency short name	
I	Ethics, values and attitudes	I1	Personal ethics
		I2	Business ethics
		I3	Professional ethics
II	Citizenship, values and attitudes	II1	Personal citizenship
		II2	Professional citizenship
		II3	Corporate citizenship

III	Lifelong learning, values and attitudes	III1	Self-development
		III2	Adaptive mind set and agility
		III3	Emotional Intelligence

Rossouw and Van Vuuren (2003) make a distinction between cognitive competence, behavioural competence, and managerial competence with respect to ethics. In terms of the professional values and attitudes (“PVA”), and specifically ethics and citizenship, the academic programme provides the opportunity for the development of both cognitive competence (i.e. technical competence (refer to the “minimum content” column in the table below, together with the related proficiency levels) and behavioural competence (i.e. professional values and attitudes’) (refer to the “learning outcomes” column in the table below). Note that, given the context of the academic and training programmes, it is likely that managerial competence will only be achieved post-qualification.

The table that follows details the competency area in the Professional Values and Attitudes, an overall explanation of the area, the competency related to the area and the definition of the competency.

Detailed information on professional values and attitudes is presented in a separate document: **Appendix 1**. This Appendix documents the proficiency levels, outcomes and minimum content of the PVAA’s. It is presented at “entry level” (the competency framework) and across the various programmes, namely the Academic programme, the Training programme and the Professional programme. It also includes the minimum content to be covered in the Academic, Training and Professional Programme.

PROFESSIONAL VALUES AND ATTITUDES

Competency Area		Explanation	Sub-category		Definition
I	Ethics, values and attitudes:	This competency area includes personal, business and professional ethics and describes the ethical principles, values and attitudes an individual must apply, also when interacting with others	I1	Personal ethics	Personal ethics refers to a personal value system applied by an individual to decision-making, conduct and interaction between the self and others.
			I2	Business ethics	Business ethics refers to the ethical principles and values applied by the organisation to decision-making, conduct and the relationship between the organisation, its stakeholders and society (King IV).
			I3	Professional ethics	Professional ethics refers to the fundamental ethical principles and values applied by a professional CA to decision-making, conduct and the relationship between the professional, its stakeholders and society
II	Citizenship, values and	“Citizenship” is most often used to indicate nationality and explain the rights and responsibilities attached to “membership” of a nation state. Although it is the individual/the person who is a citizen, a citizen cannot exist without belonging to a state.	II1	Personal citizenship	Personal citizenship is used to indicate that there are rights/responsibilities to being a member of multiple communities (see details of the communities that individuals belong to at II1 Personal citizenship and II2 relates to membership of the accountancy profession).
			II2	Corporate citizenship	Corporate citizenship relates to the corporation’s responsibilities/rights in society which has long been part of the field of business ethics (see I2 Business ethics). Being a member of a corporation, a CA should assist the corporation to become and be seen as a good corporate citizen.

Competency Area		Explanation	Sub-category		Definition
III	Lifelong learning, values and attitudes	Life-long learning refers to the process of self-initiated education and ongoing learning aimed at self-development and acquiring an adaptive and agile mind set	III1	Self-development	Self-development refers to the planning and management of personal development and an appreciation of how personal strengths and weaknesses may impact work, learning and goal attainment.
			III2	Adaptive mind set and agility	Adaptive mind set and agility refers to taking initiative to improve performance and well-being by reviewing and reflecting on work performance.
			III3	Emotional Intelligence	Establish and sustain trusting relationships based on self-awareness, sensitivity to the situation, culture and people involved.



2. ENABLING COMPETENCIES

These are essential skills that influence the ways that CAs(SA) work, ways that they think, ways they are living in the world, and the tools that they use in the workplace. Enabling competencies are pervasive to a CA's work and behaviour, are transversal and are to be used effectively across different environments, functions and roles. Enabling competencies allow a CA to effectively demonstrate their professional competence, by displaying decision-making, business, digital and relational acumens. The foundation for the further development of enabling competencies is set during the Academic Programme, while these are further developed with real-life and practical experience during the Training Programme and the Professional Programme, and which form the foundation for a strong life-long learning ethic.

Acumen is defined as "the ability to judge well; keen discernment, insight" (Collins English Dictionary, 2008). These acumens are necessary qualities of a CA(SA), enabling the performance of their work in the value creation process. They are skills which should be demonstrated and applied by a CA in conjunction with their specific technical knowledge.

These acumens may in some cases not contain any suggested or minimum content as numerous opportunities to develop and demonstrate these acumens exist. The Academic Programme can assist in this development by providing different opportunities to develop or demonstrate these acumens (such as teaching various theories, using videos as educational material and requiring students to do projects). Each prospective CA should take ownership of developing these acumens using both the formal academic programme and other developmental opportunities.

ACUMENS		Competency short name	
W	Digital acumen	W1	Computational thinking
		W2	Data knowledge and strategy
		W3	Data analytics
		W4	Automation
		W5	New developments and protocols (e.g. artificial intelligence (AI), blockchain, Internet of Things etc.)
		W6	Cyber security
		W7	User competencies
X	Relational acumen	X1	Communication skills
		X2	Leadership skills
		X3	People skills
		X4	Relationship-building skills
		X5	Teamwork
		X6	Self-management
		X7	Managing others
Y	Decision-making acumen	Y1	Analytical/critical thinking
		Y2	Integrative thinking
		Y3	Problem solving
		Y4	Judgement and decision-making
		Y5	Professional scepticism
Z	Business acumen	Z1	Business internal environment
		Z2	Business external environment
		Z3	Innovation, creativity and curiosity

2.1 What do we mean by integrated thinking?

Integrated thinking is the active consideration by an organisation of the relationships between its various operating and functional units and the capitals that the organisation uses or effects to create value over the short, medium and long term. Organisations that practice integrated thinking make a deliberate and coordinated effort to connect an organisation's strategy, governance, performance and prospects as part of their sustainability journey.

Sustainability is the integration of environmental, health, social, equity and economic vitality in order to create thriving, healthy, diverse and resilient communities for the present generation and generations to come. The practice of sustainability recognises how these issues are interconnected and requires a systems approach and an acknowledgement of complexity.

X, Y and Z are the enabling competencies needed to engage in Integrated Thinking.

2.2 Competency areas and definitions of enabling competencies

The table that follows details the competency area in the Professional Values and Attitudes, an overall explanation of the area, the competency related to the area and the definition of the competency.

Detailed information on professional values and attitudes is presented in a separate document: **Appendix 1**. This Appendix documents the proficiency levels, outcomes and minimum content of the PVAA's. It is presented at the At Entry Level (the competency framework) and across the various programmes, namely the Academic programme, the training programme and the professional programme. It also includes the minimum content to be covered in the Academic, Training and Professional Programme.

ENABLING COMPETENCIES/ACUMENS

ACUMEN		EXPLANATION	SUB-CATEGORY		DEFINITION
W	Digital acumen:	This competency area refers to digital topics that influence ways of work and business decisions and includes computational thinking, data knowledge and strategy, data analytics, new developments and protocols, cyber security and user competencies	W1	Computational thinking	Computational thinking is a set of problem-solving methods that involve expressing problems and their solutions in ways that a computer could also execute.
			W2	Data knowledge and strategy	Understanding the types of financial and non-financial information available within an entity, identifying possible relationships between data sets, requesting the required data (including normalisation (clean-up) thereof), understanding the security and privacy risks associated with the use, storage and transfer of data, and understanding the importance of the implementation of sufficient data protection policies and controls. Advanced data management should be performed by expert data scientists and/or IT experts
			W3	Data analytics	Performing basic data modelling or where necessary requesting advanced data modelling by experts, and then interpreting the results, concluding and reporting/ presenting/ communicating as applicable. The W2 competency comprises both a technical computer skill and the ability to apply the underlying technical competency.
			W4	Automation	Automation is the technology by which a process or procedure is performed with minimal human assistance
			W5	New developments and protocols	Includes new developments such as artificial intelligence (AI), blockchain, the Internet of Things etc.
			W6	Cyber security	Cyber security is the practice of defending computers and servers, mobile devices, electronic systems, networks and data from malicious attacks
			W7	User Competencies	Use technology ethically as an enabler to optimise decision making and to promote business efficiencies and controls.

ACUMEN		EXPLANATION	SUB-CATEGORY		DEFINITION
X	Relational acumen	Relational acumen is defined as the “art of developing relationships” (Churchley, Neufeld, Purvey, 2013). It is the ability to develop, maintain and adapt relationships and stakeholder networks to ensure facilitation of required action; the delivery of relevant feedback and the development of relational trust	X1	Communication skills	Effectively convey information and ideas to individuals and groups in a variety of situations in a focused way using verbal and non-verbal techniques and skills.
			X2	Leadership skills	Work with others and manage and lead teams.
			X3	People skills	People skills are patterns of behaviour and behavioural interactions. Among people, it is an umbrella term for skills under three related set of abilities: personal effectiveness, interaction skills, and intercession skills
			X4	Relationship-building skills	Build authentic relationships and effective collaboration across a wide range of teams and stakeholders
			X5	Teamwork	Interrelated abilities that let you work effectively in an organised group. Teamwork happens when people cooperate and use their individual skills to achieve common goals.
			X6	Self-management	Plan and manage personal development and appreciate how personal strengths and weaknesses may impact work, learning and goal attainment.
			X7	Managing others	Work with others and manage and lead teams.
Y	Decision-making acumen	This competency area refers to cognitive processes to decide on actions or between alternatives and includes analytical / critical thinking, integrated thinking, problem-solving, judgement and decision-making and professional scepticism	Y1	Analytical/critical thinking	Research, investigate, critically analyse, reflect and apply professional judgement to the evaluation of data and information from a variety of sources and perspectives.
			Y2	Integrated thinking	Integrative thinking is a decision-making approach for complex problems based on finding new, creative solutions rather than merely choosing the best solution from a list of alternatives.
			Y3	Problem solving	Collate and compare information from multiple sources to correctly define a problem, assess alternative solutions against decision criteria and make the optimal decision.
			Y4	Judgement and decision-making	The ability to make considered and effective decisions, come to sensible conclusions, perceive and distinguish

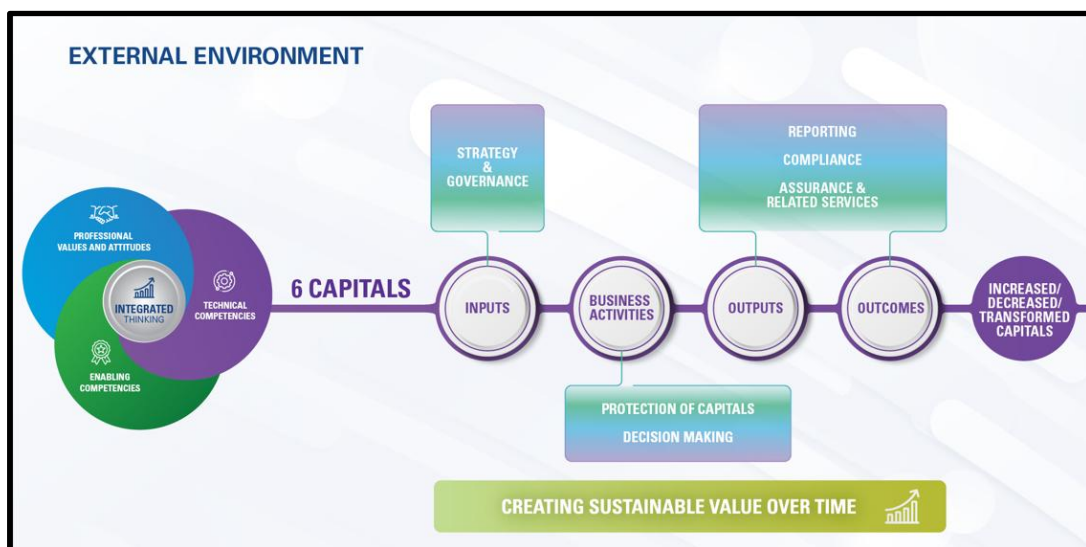
ACUMEN		EXPLANATION	SUB-CATEGORY		DEFINITION
Z	Business acumen:	The ability to make quick correct and/or focused strategic decisions and good judgements in a business or business division			relationships, understand situations, and form objective opinions.
			Y5	Professional scepticism	Having a questioning mind. Being alert to anything that may indicate misstatement due to error or fraud. Critically assessing evidence.
			Z1	Business internal environment	Using your understanding of the entity's internal operations, assist in the process of making strategic decisions and good judgements in a business or business division
			Z2	Business external environment	Using your understanding of the entity's' external environment, assist in the process of making strategic decisions and good judgements in a business or business division
			Z3	Innovation and creativity	Developing new concepts, innovative ways or new ideas promoting a business success or wide-spread use, using a questioning or inquisitive mind-set.



3. TECHNICAL COMPETENCIES IN THE VALUE CREATION PROCESS

CAs(SA) have always been renowned for their technical competence and the development of these competencies is a key deliverable of the academic programme which is endorsed by SAICA. Technical competencies reflect the knowledge of CAs as professional accountants which enables them to deliver quality work in public practice, industry, the public sector, academia and more.

Technical competence is defined as the ability to apply technical competencies (the content that makes up the subject of accountancy, as well as other business disciplines that together constitute the essential body of knowledge for CAs) and to perform a role to a defined standard. Technical competencies in the value creation process are categorized into six areas (1 Strategy and Governance, 2 Stewardship of Capitals, 3 Decision-making, 4 Reporting, 5 Compliance and 6 Assurance and Related Services) and these are displayed in Figure 3.



This competency framework uses an organisation's value creation process to articulate the technical competencies. Such a process requires that the organisation adopt a business model for transforming inputs through business activities into outputs that lead to outcomes and aims that fulfil its strategic purpose and create sustainable value over the short, medium and long term (King IV, 2016). The organisation draws on various capitals (financial, manufactured, intellectual, human, social and relationship, and natural) as inputs and, through its business activities, these are converted to outputs which lead to outcomes (IIRC, 2013).

Inputs: These relate to the capitals on which the organisation depends or that differentiate it and are seen to be material to understanding the robustness and resilience of the organisation's business model (IIRC, 2013). The organisation's strategy, providing a sense of identity and general direction, drives its business model. The CA(SA) as a professional accountant provides insights and impactful decisions that influence the organisation's short-, medium- and long-term strategic objectives, and which culminate in the organisation's business model. Those charged with governance have ultimate responsibility for how the organisation's strategy, governance and performance lead to value creation over time (IIRC, 2013). The organisation's strategy is achieved through implementing resource allocation plans (IIRC, 2013). For purpose of this framework, technical competencies on **INPUTS** comprise of STRATEGY AND GOVERNANCE matters to create sustainable value,

including the organisation's governance model, its business strategy, its business model and finance strategy, and also by taking into account tax strategy and tax risk management.

Business activities: Capitals (stocks of value) on which the organisation depends to be successful are increased, decreased or transformed through its business activities (IIRC, 2013). CAs(SA), as professional accountants with the ability to interpret, analyse and evaluate financial and non-financial information, ideally position themselves to influence decision-making affecting the organisation's business activities, for example having an impact on how the organisation differentiates itself in the marketplace, generates income, approaches the need to innovate and to adapt to change. For purposes of this framework, technical competencies on **BUSINESS ACTIVITIES** comprise of STEWARDSHIP OF CAPITALS (reporting fundamentals, business systems and processes, and risk management and control) and DECISION-MAKING to increase, decrease or transform capitals. The latter includes performance measurement for decision-making by management and other internal users of financial information, financing decisions, investment decisions, the use of derivatives, business valuation, performance management systems, decisions on financially troubled businesses as well as related tax law implications.

Outputs leading to outcomes: Stakeholders are informed about the organisation's outputs (e.g., financial position and performance, products and services) leading to outcomes (e.g., tax payments, net increase/decrease in the capitals) (IIRC, 2013). Various communications (for example integrated reports or other extended external reports, financial statements and tax returns) are used for this purpose. With his/her knowledge of financial and non-financial reporting standards, auditing standards, laws and regulations, the CA(SA) as a professional accountant is a key role player in reporting, assurance and compliance processes. For purpose of this framework, technical competencies on **OUTPUTS leading to OUTCOMES** comprises REPORTING on value creation, which includes performance measurement for external users of general-purpose financial statements for non-specialised profit-orientated entities, public sector entities and other not-for-profit entities. Technical competencies on COMPLIANCE address tax governance and laws and regulations. For ASSURANCE AND RELATED SERVICES, the technical competencies comprise concepts and principles of assurance engagements, audits of historical financial statements for non-specialised profit orientated entities, public sector entities, other not-for-profit entities, other assurance services and other related services.

INPUTS			
AREA 1		SUB-CATEGORY	
A	Strategy and governance to create sustainable value	A1	Governance model
		A2	Business strategy
		A3	Aligning the business model with the business strategy
		A4	Finance strategy
		A5	Tax strategy

BUSINESS ACTIVITIES			
AREA 2		SUB-CATEGORY	
B	Stewardship of capitals: business processes and risk management	B1	Reporting fundamentals
		B2	Business systems and processes
		B3	Risk management and control

AREA 3		SUB-CATEGORY	
C	Decision-making to increase, decrease or transform capitals	C1	Performance measurement for decision-making by management and other internal users of financial information
		C2	Financing decisions
		C3	Investment decisions
		C4	Use of derivatives
		C5	Business valuation
		C6	Performance management systems
		C7	Financially troubled businesses
		C8	Tax law implications

OUTPUTS LEADING TO OUTCOMES			
AREA 4		SUB-CATEGORY	
D	Reporting on value creation	D1	Performance measurement for users of <i>extended external reports</i>
AREA 5		SUB-CATEGORY	
E	Compliance	E1	Tax governance
		E2	Laws and regulations
AREA 6		SUB-CATEGORY	
F	Assurance and related services	F1	Concepts and principles of assurance engagements
		F2	Audits of historical financial statements of a <u>non-specialised profit orientated entity</u>
		F3	Audits of historical financial statements of a <u>public sector entities</u>
		F4	Other assurance services
		F5	Other related services

3.1 Competency areas and definitions of enabling competencies

The table that follows details the technical competencies in the value creation process (Inputs, activities and outputs), competency areas, the competency related to the area and the definition of the competency.

Detailed information on the enabling competencies is presented Appendix 2. The workbook appendix documents the proficiency levels, outcomes and minimum content of the technical competencies. It is presented at the At Entry Level (the competency framework) and across the various programmes, namely the Academic programme, the training programme and the professional programme. It also includes the minimum content to be covered in the Academic, Training and Professional Programme.

INPUTS					
AREA 1- Strategy and governance to create sustainable value			SUB-CATEGORY		Sub-Category Definition
A	Strategy and governance to create sustainable value	Strategy and Governance involves the authoritative and accountable framework for an organisation's actions and decisions, encompassing the fundamental governance model, the development and implementation of a business strategy to achieve goals, and the alignment of the business model with that strategy. This includes the formulation of specific financial and tax strategies, while considering internal and external influences, to ensure the organisation's goals are met and value is created.	A1	Governance model	The authority and accountability of role players in a governance process and includes the governance model of a business, including the fundamentals of governance (including governance theories and approaches to achieving effective governance), governance structures and practices as well as internal auditing as a governance mechanism.
			A2	Business strategy	The actions and decisions of an organisation to achieve its goals and includes the strategy development process, the external and internal influences on the organisation's business strategy, the IT and data strategy as well as the implementation of the developed business and other strategies
			A3	Aligning the business model with the business strategy	This competency area refers to how an organisation's strategy is embedded in a plan aimed at successful operation and includes the building blocks of the business model, disruptive business models, the change management process and building relations and growth strategies.

INPUTS					
AREA 1- Strategy and governance to create sustainable value			SUB-CATEGORY		Sub-Category Definition
			A4	Finance strategy	This competency area refers to actions and decisions of an organisation to achieve its finance goals and includes the organisation's finance plan (including the finance strategy), factors influencing the finance strategy and the appraisal of the finance strategy
			A5	Tax strategy	This competency area refers to actions and decisions of an organisation to achieve its tax goals and includes the organisation's tax strategy, tax risk management and tax morality.

Business Activities

AREA 2_ Business Activities			Sub-Category Definition		
B	Stewardship of capitals: business processes and risk management	Stewardship of capitals is the responsible and accountable management of an organisation's resources. This is achieved through effective business processes and a robust risk management system that ensures reliable operations, compliance with regulations, and the creation of value.	B1	Reporting fundamentals	This competency area forms a base or core for knowledge on reporting knowledge and includes the fundamental reporting concepts and accounting information systems.
			B2	Business systems and processes	This competency area refers to a collection of workflow processes within a system and includes the transactional business processes and digital technologies used by a business to convert inputs into outputs.
			B3	Risk management and control	This competency refers to actions and decisions to ensure effective operations, reliable information and compliance with rules and regulations. This area includes the risk management systems and processes, the control systems and processes, the combined assurance model within the organisation as well as the testing of controls for operational effectiveness.

AREA 3: Decision-making to increase, decrease or transform capitals	SUB-CATEGORY	Sub-Category Definition
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C	Decision-making to increase, decrease or transform capitals	This area involves making strategic financial and operational decisions to manage and optimise an organization's resources (capitals). It includes measuring performance, making key choices about financing and investments, utilising derivatives, and assessing business value. The goal is to ensure the organisation's financial health, manage risks, and implement strategies for growth or recovery from financial trouble, while also considering the tax implications of these decisions.	C1	Performance measurement for decision-making by management and other internal users of financial information	This competency refers to a set of activities and outputs for management and other internal users to reach the organization's goals. This area includes decision-making based on price setting and capacity utilization information, decision-making based on budgeting and expenditure forecasting, internal cost allocation and transfer pricing options as well as uncertainty, volatility or inaccuracy, and consideration of qualitative factors in decision making
			C2	Financing decisions	This competency area refers to actions and activities to raise capital and includes financing decisions taken by the organisation relating to its cash management, sources of funds, the distribution of profits and the appraisal of capital structures.
			C3	Investment decisions	This competency area refers to the determination of how much, when and where capital needs to be spend or debit need to be acquired to reach the goals of the organisation. It includes investment decisions taken by the organisation relating to the appraisal of its capital investment and allocation of capital.
			C4	Use of derivatives	This competency area refers contracts between parties based on value of agreed-upon underlying assets and includes aspects to the use of derivatives and the financial risks associated with derivatives

C	Decision-making to increase, decrease or transform capitals (cont)		C5	Business valuation	This competency area refers to the process to estimate the value of a business interest and includes the valuation of a business, the valuation of intangibles as well as mergers, acquisitions and divestitures.
			C6	Performance management systems	This competency area refers to activities to track and monitor performance and includes organisational performance based on key performance indicators, performance evaluation and reward structures including offering incentives
			C7	Financially troubled businesses	This competency area refers to an organisation that struggles to pay its debts and includes the assessment of under-performance and strategies to overcome under-performance.
			C8	Tax law implications	This competency area refers to the tax implications relating to financing decisions, investment decisions, financially troubled businesses and reward structures.

OUTPUTS LEADING TO OUTCOMES

AREA 4			SUB-CATEGORY		Sub-Category Definition
D	Reporting on value creation	This competency area refers to analysing and reporting information regarding the performance of organisations and includes financial reporting in accordance with IFRS and other reporting frameworks as well as extended external reports.	D1	Performance measurement for external users of <i>general purpose financial statements</i>	This competency area refers to analysing and reporting information regarding the performance of organisations and includes financial reporting in accordance with IFRS and other reporting frameworks as well as extended external reports.

AREA 5		Explanation	Sub-Category		Sub-category definitions
E	Compliance	Compliance is the act of adhering to applicable laws and regulations, including the interpretation and application of specific tax legislation, as required by governmental agencies and legislation.	E1	Tax governance	This competency area refers to tax rules and regulations and includes the tax landscape in South Africa, the interpretation of tax legislation, the application of tax legislation to calculate the tax obligation and the application of tax legislation to comply with administrative provisions.
			E2	Laws and regulations	This competency area refers to regulation created by governmental agency which is often implemented in a law and includes compliance with applicable laws and regulations by an organisation.

AREA 6		Explanation	Sub-Category		Sub-category definitions
F	Assurance and related services	This area involves the application of fundamental	F1	Concepts and principles of	This competency area refers to fundamental assumptions and understandings of assurance

AREA 6		Explanation	Sub-Category		Sub-category definitions
		principles and concepts of assurance engagements to provide confidence in information. It includes audits of historical financial statements for various types of entities as well as a range of other assurance and non-assurance services, such as compiling financial statements, forensic audits, and internal audit.		assurance engagements	services and includes the concept of assurance, the expectation gap, the regulatory environment of assurance engagements, ethical principles of assurance providers and the assurance engagement risk considerations
			F2	Audits of historical financial statements of a <i>non-specialised profit orientated entity</i>	This competency area refers to audits of profit-orientated companies not operating in specialised industries and includes the concepts and principles of audits of historic financial information, performing an audit of historic financial information, reliance on other parties and communicating audit findings relating to non-specialised profit orientated entities.
			F3	Audits of historical financial statements of a <i>public sector entities</i>	This competency area refers to audits of public sector entities and includes the concepts and principles of audits of historic financial information, performing an audit of historic financial information, reliance on other parties and communicating audit findings relating to public sector entities.
			F4	Audits of historical financial statements of <i>other not-for-profit entities</i>	This competency area refers to assurance services other than an audit and includes assurance engagements on other non-financial information including the combined assurance process.
			F5	Other assurance services	This competency area refers to non-assurance related services and includes the compilation of financial statements, agreed upon procedures engagements, forensic audit, internal audit and due diligence engagements.

APPENDIX 1: PVAA AND TECHNICAL COMPETENCIES AND DETAIL OUTCOMES ACROSS THE VARIOUS PROGRAMMES

This separate excel workbook forms an appendix to the competency framework document.

It documents the competency framework learning outcomes and proficiency levels at entry to the CA profession and across the various programmes, namely the Academic programme, the training programme and the professional programme for each of the competency areas as stipulated in this document.

APPENDIX 2: GLOSSARY OF TERMS

Acumen	Acumen is defined as “the ability to judge well; keen discernment, insight”
Agility	The ability to reassess the needs of the situation being dealt with and to respond and adapt quickly and easily
Attitude	Attitude is the pervasive way a CA thinks and feels about being a professional accountant, the profession, business and life
Artificial intelligence	Artificial intelligence is the simulation of human intelligence through expert computer systems to perform tasks/processes previously requiring human
Big data	Big data refers to extremely large computer-generated data sets, and characterised by the volume, variety, velocity, veracity and value of data being created/generated through new and powerful computational resources to reveal patterns, trends, and associations not previously
Blockchain	Blockchain is a type of distributed ledger, functioning as a decentralised database, for maintaining a permanent and tamper-proof record of transactional data. It is a system in which the records of transactions made, for example, in bitcoin or other cryptocurrencies are maintained across several computers belonging to a peer-to-peer network. Each of the computers in the network maintains a copy of the ledger to prevent a
Business	An integrated set of activities and assets that is capable of being conducted and managed for the purpose of providing goods or services to customers, generating investment income (such as dividends or interest) or generating
Business model	A business model is the conceptual structure supporting the viability of a business, including its purpose, its goals and its ongoing plans for achieving them. A business model reflects how an organisation fulfils its
Cognitive computing systems	Cognitive computing systems use computerised models to simulate human cognition processes by synthesizing data from various information sources (and includes weighing context and conflicting
Competence-related terms	
Competency area (within each competency type)	Each competency type has a number of different competency areas to assist in grouping common competencies and learning outcomes together. Competency areas are a class or group in which each member has a characteristic common to all the rest; one of the fundamental classes to which objects of knowledge can be assigned. For example, Professional Values and Attitudes (competency type) has three competency areas being: I. Ethics, values and attitudes II. Citizenship, values and attitudes III. Lifelong learning values and attitudes.
Competency area descriptor	Describes at a high level what the competency area is (within the competency type)

Competency (short name and descriptor)	Each competency area has a number of individual competencies which are described at a high level. These competencies in turn have a number of learning outcomes used to detail <i>how</i> competence should be demonstrated. Competencies define the applied knowledge, skills and professional values/attitudes that enable professionals to successfully perform their work while learning objectives are specific to a course of instruction. Competencies are relevant to an individual's job responsibilities, roles and capabilities. An easy definition of competency is that it is something you need to be able to do well in a specific job role. ... To achieve competence in a particular job, a person should be able to perform various tasks or apply knowledge, skills and professional values/attitudes at a target proficiency level. Competence is “being able to perform a work role to a defined standard, with reference to real working environments”, it is thus “the
Learning outcomes	Learning outcomes establish the content and the depth of knowledge, understanding, and application required for each competency. Learning outcomes can be achieved within the context of an academic programme, work environment or a professional accounting education program. Learning outcomes are detailed statements which identify what the prospective CA(SA) should know and be able to do / demonstrate at the end of the academic and training programmes (and which are
Proficiency levels	Proficiency levels are described differently for each of the competency types (professional values and attitudes, enabling competencies and technical competencies). There are three levels of proficiency defined. The levels demonstrate progression through the development of competence up to the point of entry. Level 4 represents an aspirational level of proficiency post qualification. The proficiency level expected at point of entry to the profession is set out in this document. This level of proficiency is achieved by combining the proficiency levels to be achieved in the academic programme and
Cyber security	Cyber security protects computers, servers, networks, programs and data from malicious attacks, damage and/or unauthorised
Data modelling	Data modelling is the analysis of data objects and their relationships to other data objects
Integrity	Acting ethically and honestly; carrying out work with an objective frame of mind and maintaining independence from
Internet of things	The Internet of Things is a network of interrelated computing devices, mechanical and/or digital machines, appliances, and other equipment and objects equipped with computer chips and sensors that enable

Machine learning	Machine learning is a branch of artificial intelligence that provides systems with the ability to automatically learn and improve from experience, without being explicitly programmed to do so
Non-specialised entities	Entities that are not defined as specialised
Organisation	An organisation refers to a group of people that are organised for a specific purpose such as a company, institution, association or a professional body. It is used interchangeably with the term entity.
Responsible Leadership	Leadership encompasses the competencies required to collaborate with others and inspire teams to achieve organizational goals
Process automation	Robotic process automation refers to the use of software with artificial intelligence and machine learning capabilities to perform high-volume, repeatable tasks that were previously performed by humans
Six capitals	The six capitals in integrated reporting are: financial, manufactured, intellectual, human, social and relationship, and natural capital. These represent the key resources and relationships that organizations rely on to create value over time
Specialised entities	The following entities are considered to be specialised and are excluded from all professional competencies in this competency framework: • Agriculture • Cooperatives • Collective investments The following entities are considered to be specialised and are excluded from technical competencies discussed in sections D and F in this competency framework: • Banking and financial institutions • Insurance companies • Medical aid funds • Mineral resources • Pension funds • Retirement funds • Service concessions
Sustainable development goals (SDGs)	The scheme to achieve a more sustainable future for all, addressing global challenges such as those related to poverty, inequality, climate change, environmental degradation, peace and justice
Values	Values are the guiding principles used by a CA in formulating his/her judgement of what is important in the profession, business and life

Value creation	“Value created by an organization over time manifests itself in increases, decreases or transformations of the capitals caused by the organization’s business activities and outputs. That value has two interrelated aspects – value created for: • The organization itself, which enables financial returns to the providers of financial capital • Others (i.e., stakeholders and society at large)” (The International <IR> Framework 2013:10)
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