



CA(SA) COMPETENCY FRAMEWORK

2021¹

PREFACE

This document must be read together with the following documents:

- CA(SA) Competency Framework 2021;
- Guidance on the Content, Development and Assessment of Competencies in the Academic Programme 2021; and
- Guidance on the Content, Development and Assessment of Competencies in the SAICA Training Programme 2021

¹ Outcome of the CA2025 Project

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A. PURPOSE OF THIS DOCUMENT

This document has been prepared 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.

SAICA determines the quality and standards of its internationally recognised professional accounting qualification model by prescribing:

- The core components of the qualification process²; and
- The professional competencies that should be demonstrated by a CA(SA) at point of entry to the profession (Refer separate document detailing the competencies).

(The period prior to being able to register as a member is called the Initial Professional Development (IPD) period.)

² This document seeks to clearly identify and define the components, concepts and terminology used in the various SAICA competency framework documents so as to ensure there is a common understanding of this terminology across all aspects of the qualification process.

B. THE CA(SA) COMPETENCY FRAMEWORK 2021 SUITE OF DOCUMENTS

A. PREFACE

- Sets out the
 - components of the qualification process
 - definitions of key concepts used in the CA(SA) Competency Framework 2021 Suite of Documents

B. CA(SA) COMPETENCY FRAMEWORK 2021

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

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

- Provides providers of the academic programme with guidance for the development and implementation of SAICA-Accredited programme.

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 TEST OF COMPETENCE (ITC)

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

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 prescribed for the APC

C. DESCRIPTION OF KEY COMPONENTS OF THE QUALIFICATION PROCESS

This section contains descriptions of:

- The qualification process and its core components;
- CA(SA) Competency Framework 2021 (this is also referred to as the CA(SA): Entry-Level Competency Framework); and
- Various guidance documents to the various programmes

1. THE QUALIFICATION PROCESS

The formally defined qualification process (with identified core components) through which aspiring CAs(SA) develop the required professional competence to a specific and pre-determined standard to enable them to enter the CA profession (*This is done formally by applying to SAICA for membership once all components of the qualification process have been completed. As the CA(SA) is protected by the CA Designations act, only members registered with SAICA are allowed to use the CA(SA) designation*).

2. PROFESSIONAL COMPETENCE

- 2.1. Professional competence is the ability to perform a role to a defined standard. Professional competence goes beyond knowledge of principles, standards, concepts, facts, and procedures; it is the integration and application of (1) professional values and attitudes, (2) enabling competencies and (3) technical competencies in the value creation process.
- 2.2. Professional competence is developed and assessed over the various core components of the qualification process.

3. CORE COMPONENTS OF THE QUALIFICATION PROCESS

- 3.1. The Academic programme (made up of underlying formal undergraduate and postgraduate qualifications registered on the NQF at levels 7 and 8 respectively via the HEQSF)
- 3.2. Professional Assessment 1: The Initial Test of Competence (ITC). This can only be completed once a prospective CA(SA) has completed the SAICA-Accredited PGDA (relevant SAICA-accredited NQF level 8 qualification).
- 3.3. The Training programme (which is registered as a learnership with the Department of Higher Education and Training) (note 1)
- 3.4. The Professional Programme (while this is not required to be a formal qualification registered with SAQA, this programme still needs to be accredited by SAICA)
- 3.5. Professional Assessment 2: The Assessment of Professional Competence (APC). This can only be completed once a prospective CA(SA) has completed the SAICA ITC; completed the professional programme and completed at least 20 months of the SAICA training programme.
- 3.6. Individuals are only eligible to apply to SAICA to become a member (and use the CA(SA) designation), once all components have been completed (note 2)

Note 1: The training programme may be done concurrently with the academic programme, however the training contract cannot be discharged unless the undergraduate degree has been completed. (A person discharged from a training contract is eligible to register with SAICA as a member provided they have also successfully completed the APC.)

Note 2: Upon successfully completing all components of the qualification process, the person eligible to become a member of SAICA (the professional body) obtains a designation – CA(SA), together with their underlying qualifications (the undergraduate and post-graduate degrees). SAICA is recognised by SAQA as a professional body but professional designations are not awarded an NQF level.

4. QUALIFICATION PROCESS COMPONENT 1: THE ACADEMIC PROGRAMME

4.1. Formal competency-based academic education

4.1.1. This includes a three or four-year undergraduate programme which is registered as a level 7 qualification on the NQF and the postgraduate programme which is registered at a level 8 qualification on the NQF (applying the HEQSF).

4.1.2. Academic programmes are delivered by public universities and private providers and are accredited by SAICA (in addition to the required statutory accreditation requirements). These programmes should as a minimum develop all the competencies set out in the CA(SA) Competency Framework 2021 Academic Guidance document (*i.e. the academic programme is responsible for achieving coverage (depth and breadth) of the required competencies to be developed in the academic programme*).

4.1.3. The academic programme should include an element of general education as well as develop a strong technical foundation (which serves as a base to achieve the development of CAs(SA)). Core minimum content is outlined in the Guidance document for the academic programme and constitutes the competency areas that must be addressed by public universities and private providers in offering the academic programmes.

4.1.4. Academic study is necessary for acquiring and demonstrating professional accountancy knowledge and should also include a component of general education (*i.e. within the SAICA-accredited undergraduate programme*).

4.1.5. General education –

- a) develops essential knowledge, skills, and attitudes,
- b) helps prepare an individual for entry to a professional accounting academic program, and
- c) develops lifelong learning skills.

4.1.6. General education assists professional accountants and aspiring professional accountants with integrating technical competence, professional skills, and professional values, ethics, and attitudes developed through professional accounting academic programme. It supports the development of decision-making skills, judgement, and professional scepticism. Examples of general education topics include, but are not limited to (a) understanding ideas and events in history, (b) knowledge of different cultures, and (c) awareness of economic, political and social forces in the world.

4.1.7. Academic study by itself does not result in the demonstration or the achievement of professional competence at the required proficiency level. The academic programme, while only one component of the full qualification process towards the CA(SA) designation, however remains a significant contributor towards the development of the professional. The academic programme must develop (and assess) all the competencies in the Competency Framework to some extent over the duration of the academic programme (as outlined in the Guidance for the Academic Programme).

4.1.8. SAICA expects the academic programme to address the development and assessment of both technical and the relevant non-technical competencies (*i.e. the Professional Values and Attitudes and Enabling Competencies*). Assessments in the academic programme (undergraduate and post-graduate) must therefore also include the appropriate coverage of the competencies required to be developed in the academic programme (depth and breadth) and should include a wider variety of types of assessment and assess both technical and the non-technical competencies. In addition, there is an expectation that the academic programme at the post-graduate level includes sufficient assessments that are of the same nature of the ITC (*i.e. integrated*).

Refer to the following SAICA Accreditation Criteria (version applicable 2021):

a) Criterion 5.1.2: Variety of assessment methods

“An appropriate assessment strategy must be adopted – through formative and summative assessment activities (including projects), these assessments must, over the course of the academic programme assess:

- (i) Professional values and attitudes; and*
- (ii) Enabling competencies; and*
- (iii) Technical competencies*

*Multiple assessment formats should be **considered over the course of the academic programme**”*

a) Criterion 5.1.3: Assessment – Postgraduate programme

- (i) “Assessment in the post-graduate programme must be addressed through an appropriate assessment strategy – including both formative and summative assessment activities*
- (ii) Assessment in the postgraduate programme must include adequate coverage of all the technical competencies in the value creation process*
- (iii) Assessments must also include sufficient coverage of the professional values and attitudes, and the enabling competencies*
- (iv) Assessments must also sufficiently assess the ability of students to integrate the technical competencies in the value creation process over the course of the postgraduate programme (the duration of the programme as well as across the **disciplines**).”*

The objective of the postgraduate programme should not have as its sole purpose preparation for candidates to pass the ITC. Development of all competencies must be prioritised.

4.2. Context to be covered in the academic programme

4.2.1. At the point of qualification, entry-level CAs(SA) are expected to consistently demonstrate the competencies described in the CA(SA) Entry-level Competency Framework (at the proficiency levels indicated) in relation to entities, situations, events, or transactions that are -

- a) prevalent, determined with reference to how frequently they occur in practice and how relevant they are in practice, and
- b) of a size or degree of complexity likely to be encountered by a CA(SA) at the point of qualification.

4.2.2. For situations, events or transactions that are unlikely to be encountered by trainees at the point of qualification, **but are nonetheless ‘prevalent’, the** entry-level CA(SA) is expected to demonstrate a level 1 foundational level of competence.

4.2.3. However, for the purpose of the academic programme, certain contexts (industries) are specifically excluded as-

- a) the volume of knowledge is too great and/or complex to be covered in the academic programme, and
- b) such body of knowledge can be obtained when CAs(SA), as lifelong learners (an objective of the programme) use their life-long learning skills to continue to acquire new knowledge as and when it is required for their specific role, either in the training programme or post-qualification.

5. QUALIFICATION PROCESS COMPONENT 2: INITIAL TEST OF COMPETENCE (ITC) (assessing technical competence, professional values and attitudes and some of the enabling competencies)

5.1. The purpose of the ITC is to set the standard for the SAICA entry-level competencies that are developed in the academic programme through a common examination written by students after the completion of the SAICA-accredited PGDA programme. This assessment signals to academic programme providers the required standard to which the competencies should be developed and assessed. This includes technical competencies

as well as the assessment of some of the professional values and attitudes (primarily ethics) and enabling competencies (primarily the decision making and business acumens).

- 5.2. The ITC is therefore one component in the qualification process and is also used to evaluate (measure) the standard and quality of the academic programme.
- 5.3. The ITC (together with the monitoring and accreditation of the academic programme) is therefore used to assess whether the competencies, defined in the CA(SA) Competency Framework 2021 Guidance to the Academic programme, have been developed sufficiently in the academic programme.
- 5.4. Completing and passing the ITC is a milestone measure which must be reached before moving on to the next components in the qualification process.
- 5.5. The objective of the ITC is not to assess all of the competencies developed in the academic programme. As this is a written examination there are limitations to what can be assessed. Therefore, the competencies to be assessed in the ITC include:
 - a) Technical competencies (i.e. not only technical knowledge)
 - b) Professional Values and Attitudes (primarily Ethics)
 - c) All of the enabling competencies (primarily the decision-making and business acumens)

6. QUALIFICATION PROCESS COMPONENT 3: THE TRAINING PROGRAMME

- 6.1. This refers to a formal period of practical experience (done through a training contract (= learnership) of at least three years undertaken at a registered training office and where competencies developed in the academic **programme are further developed and assessed 'on-the-job'**. (Note that some trainees complete the training programme concurrently with the academic programme and therefore undertake a four or five-year training contract period.)
- 6.2. The training programme provides a professional environment and a formalised period of practical work experience in which aspiring CAs(SA) –
 - a) Can develop and demonstrate the appropriate Professional Values and Attitudes (PVAs) and Enabling Competencies (Acumens) (collectively referred to as PVAAs) in practical, real-life situations; while
 - b) Gaining experience in the technical competencies (term used in the context of the training programme is **"functional competencies"**) (**technical work completed in the various operating and functional units of an organisation**) through integration within, between and across each area in the value creation chain (inputs, business processes and outputs leading to outcomes); and
 - c) Developing progressive levels of responsibility and proficiency while under appropriate levels of supervision.
- 6.3. The PVAAs will be formally assessed during the training programme. This will be done within the context of the functional (technical) competencies **dependant on each trainees' working environment**.
- 6.4. Additional technical knowledge (over and above the minimum content prescribed for the academic programme) may be required depending on the context of the training programme (i.e. banking or insurance etc.). As life-long learners prospective CAs(SA) will be required to use their skills to continue to acquire new knowledge as and when it is needed for their specific role during the training programme.

7. QUALIFICATION PROCESS COMPONENT 4: THE PROFESSIONAL PROGRAMME (Formal competency-based professional programme)

- 7.1. A formal programme, which is accredited by SAICA and which is required to be completed by prospective CAs(SA) to be eligible to write the APC.
- 7.2. The programme is designed to prepare graduates for the final professional assessment, the APC. In doing so,

the programme focuses on achieving professional competence by taking into account what is done in the academic programme and training programme.

- 7.3. The professional programme is also required to further develop the PVAAs. (This is set out in the Guidance for the Professional Programme.)

8. QUALIFICATION PROCESS COMPONENT 5: ASSESSMENT OF PROFESSIONAL COMPETENCE (APC)
(at point of entry to the profession)

This professional written examination assesses professional competence (professional values and attitudes, enabling and technical competencies) and is the final common assessment point before entry to the profession.

9. CA(SA) COMPETENCY FRAMEWORK 2021

- 9.1. Taken as a whole the CA(SA) Competency Framework 2021 describes the minimum required competencies of a CA(SA) at the point of entry to the profession. The point of entry to the profession is when the prospective CA(SA) has successfully completed and met all of the following requirements:

- a) The academic programme requirements (undergraduate and postgraduate);
- b) The professional programme requirements (required to write the APC);
- c) The professional assessments (ITC and APC); and
- d) The training programme requirements.

Note – there is a separate guidance document for each aspect of the qualification programme

- 9.2. The CA(SA) Competency Framework provides a conceptual base for the detailed guidance for each of the components of the qualification process and assist with implementation.

- 9.3. The framework is also useful to other stakeholders who support the learning and development of prospective CAs(SA).

- 9.4. The competency framework:

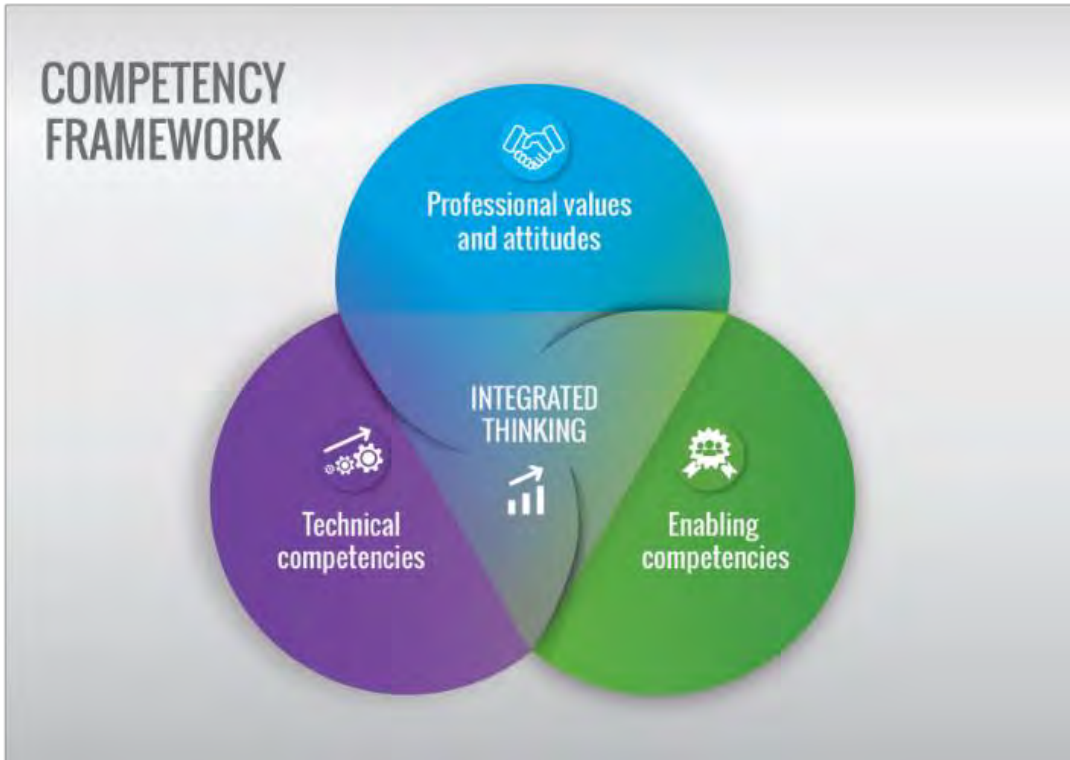
- a) Identifies and describes the professional competencies (professional values and attitudes, enabling competencies and technical competencies) that a CA(SA) should demonstrate at point of entry to the profession;
- b) Provides a reference point for current and prospective CAs(SA), employers and the public, thus enabling a clear understanding of the foundational professional competencies the CA has command of as he/she embarks upon their career;
- c) Provides the base upon which the academic, training, professional and assessment programmes of SAICA are developed and delivered;
- d) Provides a basis for standard-setting by regulators, professional bodies and educators other than SAICA (SAICA is not a provider of either the academic, training or professional programmes);
- e) Describes common concepts, thus enabling all stakeholders to use common terms consistently; and
- f) Ensures transparency and accountability in the qualification of CAs(SA).

10. COMPETENCY TYPE

- 10.1. There are three competency types, namely:

- (i) Professional Values and Attitudes;
- (ii) Enabling competencies; and
- (iii) Technical competencies in the value creation process

10.2. The competency types cannot be developed or assessed in isolation and it is where these competency types overlap that integrated thinking (one of the decision-making acumens) is achieved.



10.3. Type 1: Professional Values and Attitudes

10.3.1. Professional values and attitudes are defined as the professional behaviour and characteristics that identify CAs(SA) as members of the CA profession. CAs(SA) 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(SA) 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 life-long learners, CAs(SA) maintain and develop their competence in order to adapt and work in an agile way to deal with complexities.

10.3.2. Professional values and attitudes are categorised into three competency areas:

- I. Ethics values and attitudes
- II. Citizenship values and attitudes
- III. Lifelong learning values and attitudes

10.4. Type 2: Enabling competencies

10.4.1. Enabling competencies demonstrate the essential skills that influence ways that CAs(SA) work, ways that they think and tools that they use in the workplace. These comprise business, decision-making, relational and digital **acumens**. **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 his/her work in the

value creation process.

10.4.2. Enabling competencies are pervasive to a CA's(SA) work and behaviour and are transversal, to be used effectively across different environments, functions and roles. Enabling competencies allow a CA(SA) to function as a competent professional accountant in business (seen as a digital environment), by displaying decision-making and relational acumens. The basis of enabling competencies is set during the academic programme, while these are further developed with professional growth during the training and professional programme, and which form the foundation for a strong life-long learning ethic.

10.4.3. Enabling competencies are categorised into four competency areas:

Z. Business Acumen

Y. Decision Making Acumen

X. Relational Acumen

W. Digital Acumen

10.5. Type 3: Technical competencies in the value creation process

10.5.1. Technical competence is defined as the ability to apply knowledge to solve problems in the value creation process. Solving these problems requires the integration of the Professional Values and Attitudes and/or Enabling competencies to perform a role to a defined standard.

10.5.2. Technical knowledge is 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(SA).

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

10.5.4. Technical competencies in the value creation process are categorized into six competency areas:

A. Strategy and governance to create sustainable value

B. Stewardship of capitals: Business processes and risk management

C. Decision-making to increase, decrease or transform capitals

D. Reporting on value creation

E. Tax Governance and Compliance

F. Assurance and related service

11. COMPETENCY AREA (WITHIN EACH COMPETENCY TYPE)

11.1. 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.

11.2. 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

12. COMPETENCY AREA DESCRIPTOR

Describes at a high level what the competency area is (within the competency type)

13. COMPETENCY (SHORT NAME AND DESCRIPTOR)

- 13.1. 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 detail how competence should be demonstrated.
- 13.2. Competencies define the applied knowledge, skills and professional values/attitudes that enable professionals to successfully perform their work while learning outcomes are specific to a course of instruction. Competencies are relevant to an individual's job responsibilities, roles and capabilities.
- 13.3. 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 role, a person should be able to perform various tasks or apply knowledge, skills and professional values/attitudes at a target proficiency level.
- 13.4. **Competence is “being able to perform a work role to a defined standard, with reference to real working environments”, it is thus “the demonstrated ability to perform relevant roles or tasks to the required standard” (IFAC, 2008: IES 8).**

14. LEARNING OUTCOMES

- 14.1. 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 programme.
- 14.2. 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 various programme(s) (and which are assessed by academic programme providers and SAICA in its professional assessments)

15. MINIMUM CONTENT

This is the minimum content prescribed for the academic programme that must be covered in all academic programmes either in the undergraduate programme, postgraduate programme or over both programmes.

16. PROFICIENCY LEVELS

- 16.1. Proficiency levels are described differently for each of the competency types (professional values and attitudes, enabling competencies and technical competencies).
- 16.2. There are three levels of proficiency defined. The levels demonstrate progression through the development of competence up to the point of entry into the profession. Expert level is developed post qualification (i.e. learning and development continues beyond the initial professional development period).
- 16.3. The proficiency level expected at point of entry to the profession is set out in the entry-level CA(SA) Competency Framework 2021. This level of proficiency is achieved by combining what proficiency levels are to be achieved in the (1) academic programme) (2) Training programme and (3) Professional Programme as indicated in the respective guidance documents.
- 16.4. Universities and private providers may elect to include additional content or go beyond the proficiency levels outlined in the academic guidance document should the time in the programme allow for this.

D. VERBS TYPICALLY USED IN THE SAICA FRAMEWORK TO DESCRIBE THE PROFICIENCY LEVELS : TECHNICAL COMPETENCIES

Level 1	Level 2	Level 3
Calculate, 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, Compute, Construct, Contrast, Criticise, Construct, 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, Tabulate, Tell, 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, Reorganise, Recommend, Reconstruct, Relate, Resolve, Revise, Select, Set up, Solve, Summarise, Support, Synthesise, Tell, Value, Write

Guidance documents

These documents provide further guidance on the competencies to be developed (and / or assessed) in the following components of the qualification process, namely:

1. The academic programme (undergraduate and postgraduate outcomes are described in one document)
2. The professional programme
3. The professional assessments (ITC and APC)
4. The training programme

E. FUNDAMENTAL CONCEPTS AND PRINCIPLES USED

1. Chartered Accountants³ (CAs) are responsible leaders who behave ethically in an organisation's value creation process. The primary role of a CA(SA) is to prepare meaningful information to stakeholders and 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. A CA(SA), at point of entry into the profession (i.e. having completed the required education, training, professional and assessment programmes and being eligible to register as a member of the South African Institute of Chartered Accountants (SAICA) in order to use the CA(SA) designation), should demonstrate ethical behaviour, professional competence and the potential for responsible leadership and value creation.
2. 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:

3. FUNDAMENTAL CONCEPTS

3.1. Ethical behaviour

Adhering to the principles of integrity, objectivity, professional behaviour, confidentiality and professional competence at all times. It includes drawing on personal values and the 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.

3.2. Integrated reporting

"Integrated reporting is a process founded on integrated thinking that results in a periodic integrated report by an organisation about value creation over time and related communications regarding aspects of value creation. An integrated report is a concise communication about how an organisation's strategy, governance, performance and prospects, in the context of its external environment, lead to the creation of value in the short, medium and long term" (IIRC, 2020).

3.3. 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.

Integrated thinking is also described as one of the enabling competencies (decision-making).

³ Chartered Accountants referred to in this document are those registered at the South African Institute of Chartered Accountants (SAICA).

3.4. Professional competence

Having the necessary knowledge, skills and experience to provide quality deliverables (contributions, services, products and experiences).

3.5. Responsible leadership

Displaying respect and courage, considering the future and focusing on creating sustainable value.

3.6. Sustainable development

Sustainable development refers to the long-term stability of the economy and the environment through the integration and acknowledgement of economic growth, environmental protections and social inclusion throughout the decision-making process (Emas, 2015). Sustainable development should be considered in the context of the UN Sustainable Development Goals (SDGs)

(<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>).

3.7. Value creation

Providing quality deliverables (contributions, services, products and experiences) on a wide range of inputs, activities and outputs that lead to outcomes.

F. PROFICIENCY LEVELS

1. CAs at entry-level (i.e. at the end of the qualification process described above) 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 namely: foundational, intermediate and advanced, are used in the competency framework for the purpose of describing the proficiency level to be achieved for an entry level CA.
2. Learning and development continues post qualification as a CA(SA) 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.
3. 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.
4. There is a need for a CA(SA) once qualified, 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 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.
5. An expert / specialist level is therefore generally only achieved post-qualification as a CA(SA).
6. A proficiency level is specified for each of the professional values and attitudes, enabling competencies and technical competencies. 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 obtained during the education and training programmes. The academic guidance document also specifies proficiency levels for elements of technical competencies which should be achieved during the education programme, to reach the overall level of proficiency per technical competency as specified in the competency framework.
7. The generic proficiency levels are described 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) <i>Frequency</i>	Occasionally	Always under specific circumstances	Always under all circumstances
(ii) <i>Context</i>	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 (ACUMENS)			
	1 Foundational level of competence	2 Intermediate level of competence	3 Advanced level of competence
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 (vi) <i>Training Programme Only</i> Use enabling competencies during task performance:			
(i) <i>type of task</i>	During task involvement	To initiate tasks and perform tasks on a preliminary /preparatory basis	To complete all steps in tasks
(ii) <i>level of task understanding</i>	Displaying a basic level of task understanding (key ideas and principles)	Displaying an intermediate level of task understanding (detailed knowledge including some analysis/ evaluation)	Displaying an advanced level of task understanding (clear problem identification, thorough analysis /evaluation and useful recommendations are made)
(iii) <i>knowledge and skills needed for task performance</i>	Using limited knowledge and skills needed to perform the task	Using multiple knowledge sources and skills in certain areas and limited in others to perform the task	Integrating multiple knowledge sources and skills in all areas, to perform a task
(iv) <i>dependencies</i>	Mainly relying on others' actions rather than on your own	Relying on own actions complemented by actions of others for which limited or informal responsibility is carried	Relying on own actions complemented by actions of others for which formal responsibility is carried
(v) <i>level of guidance</i>	Obtaining / requiring frequent guidance	Obtaining / requiring limited guidance	Obtaining / requiring little or no guidance
(vi) <i>Judgement (Training Programme only)</i>	Making judgements using given criteria	Exercising judgement within established parameters	Exercising professional judgement

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) <i>Knowledge dimension</i>	Identify and describe the key ideas / principles / fundamental concepts of the subject matter [Technical expertise or detailed knowledge not required]	<ul style="list-style-type: none"> • Demonstrate a comprehensive understanding of the fundamental concepts of the subject matter. • Demonstrate a limited understanding of the subject matter pertaining to non-routine situations and exceptions. 	Demonstrate an in-depth knowledge and rigorous understanding of the subject matter
(ii) <i>Application dimension</i>	Identify & explain the significance and relevance of the subject matter, and recognise the linkages with other subject matter(s).	<ul style="list-style-type: none"> • Apply the knowledge where some data is provided in a semi-structured form and/or derived from a limited number of sources. • Limited integrated thinking is expected. 	<ul style="list-style-type: none"> • Apply the knowledge where the data is unstructured and/or is derived from multiple sources. • Integrated thinking is required.
(iii) <i>Problem solving dimension</i>	Recognise issues when encountered and seek further depth / guidance	Prepare and Analyse solutions for specified problems and applying some judgement	Evaluate solutions for specified and implicit problems - applying a high degree of rigour, and/or exercise sound judgement in making recommendations / formulating solutions

BY WAY OF EXAMPLE FOR THE ACADEMIC PROGRAMME:

ENABLING COMPETENCIES:

Z: Business Acumen

Competency type

Competency Area

The ability to make quick correct and/or focused strategic decisions and good judgements in a business or business division

Competency Area descriptor

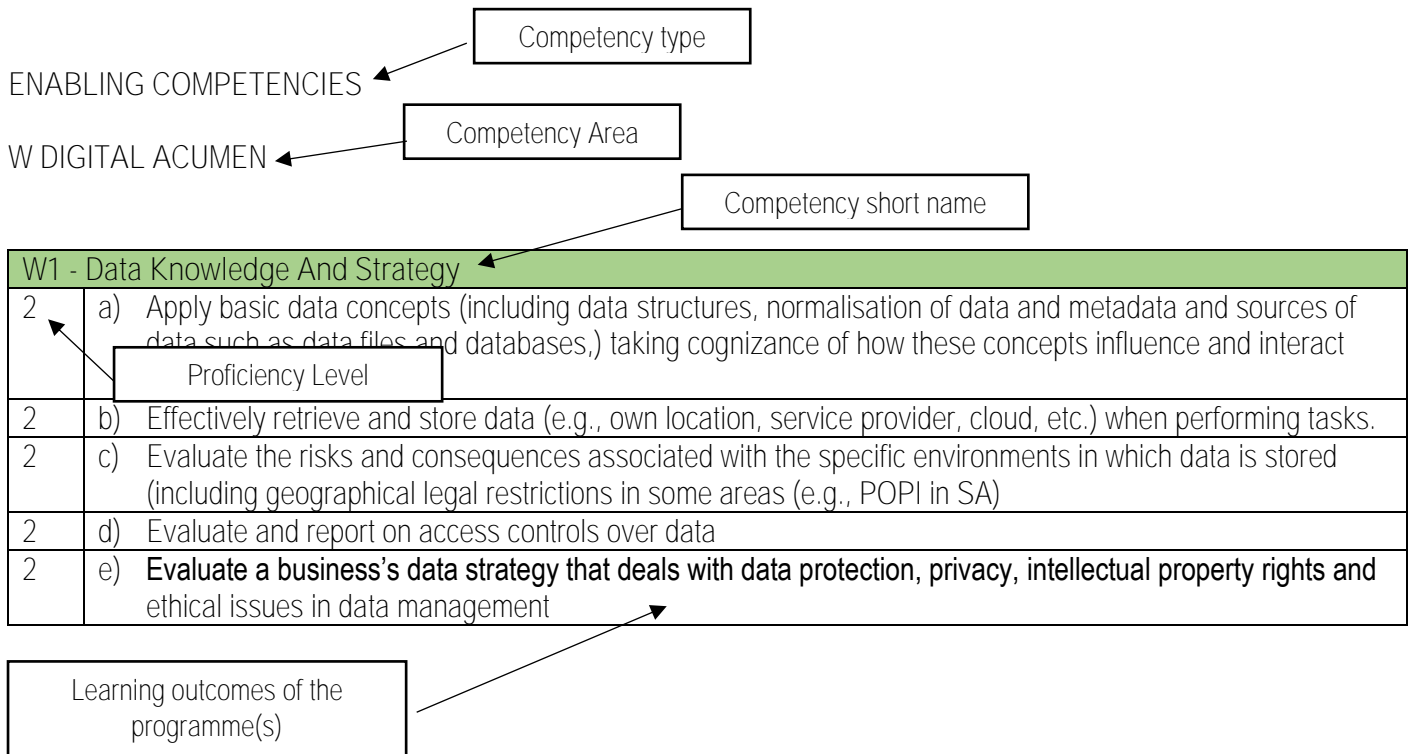
Competency short name

Competency description: is the desired knowledge, skills attitudes and values to be demonstrated

Minimum content to be covered in the academic programme

Z2	Business external environment	
Using your understanding of the business' external environment, make quick, correct and/or focused strategic decisions and good judgements in a business or business division		
Level	Learning Outcomes	Minimum content
2	a) Describe the effect of local and global influences (including stakeholder relationships) on the success of business success and value creation	<ul style="list-style-type: none">• UN Sustainable Development Goals• Political systems and decision-making• Public Sector vs Private sector (role and importance of the public sector)• Micro-economic factors<ul style="list-style-type: none">○ Market forces (supply / demand)○ Elasticity○ Consumer demand theory○ Theory of capital markets○ Competition○ The labour market○ Inequality and distribution○ Externalities○ Gains from trade○ The role of government○ Etc.
2	b) Proficiency Level Describe the effect of the external environment (political, economic, tax policy related, social, technological, legal, and environmental) on and as context for an organisation's strategy, business model and processes	
2	c) Use a broad perspective (taking into account, for example, competitive advantage and threats, industry trends, emerging technology/industry disruptors, market opportunities, stakeholder focus) together with an organisation's mission/strategy, to analyse an organisation's business model	
2	d) Use SDGs as a framework to connect business strategies with global priorities (with reference to the six capitals)	

BY WAY OF EXAMPLE FOR THE TRAINING PROGRAMME:



G. IMPORTANT CONTEXTUAL DOCUMENTS

Annexure 1 – Blooms Taxonomy verbs

Annexure 2 - SAQA level descriptors for level 7 and level 8 qualifications

Annexure 3 – Global Accounting Alliance: Draft of revised framework

Annexure 4 – IFAC: Conceptual framework to the IESs

Annexure 5 – IFAC details of IES 2,3 and 4

ANNEXURE 1: BLOOM'S TAXONOMY VERBS (FOR THE COGNITIVE DOMAIN)

COGNITIVE LEVEL					
Lower order		Intermediate		Higher Order	
Level 1: Remember	Level 2: Understand	Level 3: Apply	Level 4: Analyse	Level 5: Evaluate	Level 6: Create
Recall information without attributing any meaning	Relating and organising information previously acquired	Use information, rules or principles to solve a problem or use known theory in a different context	Deconstruct a complex problem into parts and understand how the parts fit together	Qualitative or quantitative judgements about value of ideas, solutions, or methods based on certain criteria and arguments	Use different elements to create a new structure Combine new material with previous experience Use several sources and put them together
Demonstrate by					
Define and recall	Translation, interpretation and extrapolation	Applying theories or methods Choosing appropriate methods (simple)	Calculations, analysis, classifications and calculations where more than one method is involved	Discussions, arguments or reasoning to perform analysis or make decision	Applying more than one technique, adjustments, projections or recalculations to create a plan, solution or structure
Typical requirements regarding information					
Pure recall	Translate or interpret or make predictions based on information	Identify and use information to solve problem	Extraction of key information from case study Organising information given in the question by deconstruction Extracting information from a case study	Organise information from various sources Decide whether information is relevant Judge information for accuracy	Large amounts of information in complex case studies

COGNITIVE LEVEL					
Lower order		Intermediate		Higher Order	
Level 1: Remember	Level 2: Understand	Level 3: Apply	Level 4: Analyse	Level 5: Evaluate	Level 6: Create
Typical requirements regarding techniques or methods					
Define, list or explain a technique or method	Contrast techniques or methods or provide strengths and weaknesses	Apply a given technique to a problem Choose the appropriate technique (simple)	Choose a method or technique by analysing the structure of information	Identify various techniques or methods and judge appropriateness of each to solve problem Identify various methods to solve a problem Choose a method most suitable to solve a problem Critique, contrast and compare methods	Devise or create a method to solve the problem
Typical requirements					
Pure recall	Contrasting	Apply technique if technique is given	Some sort of inference	Some sort of judgement	Devise something new
Examples of tasks					
Translate into other terms Interpret graphs, charts or tables Make estimates based on trends	Apply known techniques to known or unknown situations to solve a problem		Judging the appropriateness of a procedure to solve a problem or accomplish a task Producing a report	Planning a procedure to solve a problem or accomplish a task	
Typical question type					
Simple question	Simple question		Known or unknown situation with limited amount of information	More complex problems Large volumes of information	

TYPICAL ACCOUNTING ACTION VERBS

Lower order		Intermediate		Higher order	
Level 1: Remember	Level 2: Understand	Level 3: Apply	Level 4: Analyse	Level 5: Evaluate	Level 6: Create
Calculate, Define, Describe, Explain, Identify, List, Memorise, Name, Order, Outline, Recall, Recognise, Select, State, Write	Classify, Comprehend, Convert, Demonstrate, Demonstrate appreciation, Demonstrate awareness, Demonstrate understanding, Describe, Discuss, Distinguish, Estimate, Explain, Express, Extend, Generalise, Give examples, Identify, Illustrate, Infer, Interpret, Paraphrase, Predict, Recognise, Restate, Rewrite, Summarise, Translate, Understand	Apply, Arrange, Assign, Calculate, Change, Choose, Complete, Compute, Construct, Demonstrate, Describe with evaluation, Discover, Employ, Interpret, Manipulate, Modify, Operate, Perform, Prepare, Reconcile, Relate, Report, Schedule, Select, Show, Solve, Tabulate, Use, Utilise, Write	Analyse, Assess, Break down, Calculate, Categorise, Compare, Construct, Contrast, Criticise, Differentiate, Discuss, Distinguish, Estimate, Examine, Experiment, Identify, Infer, Interpret, Investigate, Manipulate, Model, Order, Prioritise, Produce, Question, Relate, Reorganise, Review, Revise, Separate, Set up, Summarise, Tell, Write	Advise, Appraise, Argue, Assess, Choose, Compare (complex), Conclude, Contrast (complex), Criticise, Defend, Discriminate, Estimate, Evaluate, Explain, Interpret, Judge, Justify, Predict, Rate, Recommend, Relate, Select, Summarise, Support, Value	Arrange, Assemble, Collect, Combine, Compose, Construct, Create, Design, Develop, Devise, Formulate, Generate, Integrate, Invent, Manage, Organise, Plan, Propose, Rearrange, Reorganise, Reconstruct, Relate, Resolve, Revise, Set up, Solve, Summarise, Synthesise, Tell, Write

ANNEXURE 2: SAQA LEVEL DESCRIPTORS

Area	Level 7 (Undergraduate)	Level 8 (Postgraduate)
Purpose and characteristics of qualification	<p>The primary purpose of both the general and the professional Bachelor's Degree is to provide a well-rounded, broad education that equips graduates with the knowledge base, theory and methodology of disciplines and fields of study, and to enable them to demonstrate initiative and responsibility in an academic or professional context. Both the 360 and 480-credit Bachelor's degrees may require students to undertake research in a manner that is appropriate to the discipline or field of study in order to prepare them for postgraduate study.</p> <p>The general Bachelor's Degree emphasises general principles and theory as preparation for entry into general employment or for a postgraduate programme. The professional Bachelor's Degree prepares students for professional training, post-graduate studies or professional practice in a wide range of careers. Therefore, it emphasises general principles and theory in conjunction with procedural knowledge in order to provide students with a thorough grounding in the knowledge, theory, principles and skills of the profession or career concerned and the ability to apply these to professional or career contexts. The degree programme may contain a component of work-integrated learning. Some professionally-oriented Bachelor's Degree programmes are designed in consultation with a professional body and recognised by a professional body as a requirement for a licence to practice that profession.</p>	<p>A Postgraduate Diploma is generally multi- or interdisciplinary in nature but may serve to strengthen and deepen the student's knowledge in a particular discipline or profession. The primary purpose of the qualification is to enable working professionals to undertake advanced reflection and development by means of a systematic survey of current thinking, practice and research methods in an area of specialisation. This qualification demands a high level of theoretical engagement and intellectual independence, as well as the ability to relate knowledge to a range of contexts in order to undertake professional or highly-skilled work. A sustained research project is not required but the qualification may include conducting and reporting research under supervision. In some cases a Postgraduate Diploma carries recognition by an appropriate professional or statutory body.</p>
Scope of Knowledge	<p>Scope of knowledge, in respect of which a learner is able to demonstrate integrated knowledge of the central areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice; and detailed knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.</p>	<p>Scope of knowledge, in respect of which a learner is able to demonstrate knowledge of and engagement in an area at the forefront of a field, discipline or practice; an understanding of the theories, research methodologies, methods and techniques relevant to the field, discipline or practice; and an understanding of how to apply such knowledge in a particular context.</p>

Area	Level 7 (Undergraduate)	Level 8 (Postgraduate)
Knowledge literacy	Knowledge literacy, in respect of which a learner is able to demonstrate an understanding of knowledge as contested and the ability to evaluate types of knowledge and explanations typical within the area of study or practice	Knowledge literacy, in respect of which a learner is able to demonstrate the ability to interrogate multiple sources of knowledge in an area of specialisation and to evaluate knowledge and processes of knowledge production.
Method and procedure	Method and procedure, in respect of which a learner is able to demonstrate an understanding of a range of methods of enquiry in a field, discipline or practice, and their suitability to specific investigations; and the ability to select and apply a range of methods to resolve problems or introduce change within a practice.	Method and procedure, in respect of which a learner is able to demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to unfamiliar problems in a specialised field, discipline or practice.
Problem solving	Problem solving, in respect of which a learner is able to demonstrate the ability to identify, analyse, evaluate, critically reflect on and address complex problems, applying evidence-based solutions and theory-driven arguments	Problem solving, in respect of which a learner is able to demonstrate the ability to use a range of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge and methods appropriate to a field, discipline or practice.
Ethics and professional practice	Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to take decisions and act ethically and professionally, and the ability to justify those decisions and actions drawing on appropriate ethical values and approaches within a supported environment.	Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific contexts.
Assessing, processing and managing information	Assessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to develop appropriate processes of information gathering for a given context or use; and the ability to independently validate the sources of information and evaluate and manage the information.	Assessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to critically review information gathering, synthesis of data, evaluation and management processes in specialised contexts in order to develop creative responses to problems and issues.
Producing and communicating information	Producing and communicating information, in respect of which a learner is able to demonstrate the ability to develop and communicate his or her ideas and opinions in well-formed arguments, using appropriate academic, professional, or occupational discourse.	Producing and communicating information, in respect of which a learner is able to demonstrate the ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the context.
Context	Context and systems, in respect of which a learner is able to demonstrate the ability to manage processes in unfamiliar and variable	Context and systems, in respect of which a learner is able to demonstrate the ability to operate effectively within a system, or manage

Area	Level 7 (Undergraduate)	Level 8 (Postgraduate)
	contexts, recognising that problem solving is context and system bound, and does not occur in isolation	a system based on an understanding of the roles and relationships between elements within the system.
Managing learning	Management of learning, in respect of which a learner is able to demonstrate the ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes.	Management of learning, in respect of which a learner is able to demonstrate the ability to apply, in a self-critical manner, learning strategies which effectively address his or her professional and ongoing learning needs and the professional and ongoing learning needs of others.
Accountability	Accountability, in respect of which a learner is able to demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and limited accountability for the decisions and actions of others in varied or ill-defined contexts.	Accountability, in respect of which a learner is able to demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and full accountability for the decisions and actions of others where appropriate.

ANNEXURE 3: GAA COMPETENCY FRAMEWORK

The Global Accounting Alliance (GAA) is made up of 10 of the world's leading accounting institutes, brought together to promote quality services, share information and collaborate on important international issues.

One of the purposes of the GAA competency framework is used as a means to assess bodies within the GAA for purposes of reciprocity.

The competencies that need to be achieved at point of entry to the profession have been categorised into two major typologies: (1) enabling and (2) technical competencies.

Below is an extract from the GAA framework (for information):

Global Accounting Alliance Competency Framework

The competencies that need to be demonstrate at point of entry to the profession have been categorized into two major typologies: (1) enabling and (2) technical competencies. This framework in effect marries behavioural (enabling) competencies with vocational (technical) competencies, to create a professional competency model that reflects the attributes and skills today's professional accountant must possess when entering the profession. These typologies should be integrated and combined to build a well-rounded professional able to not only perform competently but to adapt, collaborate, solve complex problems, continually learn and develop a sustainable career in the digital age.

Advanced professional knowledge requires multi-disciplinary integration and therefore some degree of integration across technical and enabling areas is expected. This includes being able to Integrate technical knowledge and skills to solve multi-faceted problems; develop professional solutions using judgement, analysis, communication and presentation skills; and recommend value-added advice and business improvements tailored to the needs of particular businesses' scale and sector.

Figure 1 GAA Competency Framework



Enabling competencies allow the accountant to demonstrate their technical knowledge and skills in a professional manner. The enabling competencies deal with the person, their values, mind-set, motivation, cognitive capacity, intelligence and self-efficacy. There is also a focus on strategic thinking and leading others to deliver organizational outcomes. Enabling competencies are developed in the context of the technical competencies.

The enabling competencies have been set out in three columns, with Column 2 describing the enabling competencies that need to be developed by the point of entry (**) to the profession. The other two columns are included for information only.

Column 1- Precursor skills: Precursor skills are those skills developed prior to entering the professional accounting program by developing the underlying and essential knowledge, skills and attitudes that helps prepare an individual for entry to a professional accounting education program.

Column 3- Skills achieved post qualification (as a CA / CPA): These are skills that are developed after the point of entry into the profession, and with relevant experience and context.

Technical competencies are those accountancy and business areas of knowledge and skills expected of accountants in public practice, industry, the public sector and more. Technical competence is applied within the context of the enabling competencies.

The technical competencies have been set out in three columns (Basic, Intermediate and Advanced). These three columns represent three levels which are described and set out in Appendix 1. The levels are intended to demonstrate progression through development of technical competence up to the point of entry (**) of a newly qualified professional accountant. Prospective professional accountants must achieve the highest level described in each of the technical competency areas below.

** Point of entry into the profession is the point at which a person aspiring to be a chartered, public or professional **accountant ("accountant")** has completed their education, assessment and practical experience and is eligible to become a member of the professional body or in some cases is eligible for licensure. The accountant has developed both enabling and technical competencies at point of entry.

GAA Taxonomy / Glossary of Terms

Dimensions	Levels		
	Basic	Intermediate	Advanced
Learning	Surface (skill and knowledge content)	Deep (theory in context)	Transferable (variable contexts and relationships)
Experience	Limited Task perspective Single-task focused	Applied contexts Medium-term perspective Operational thinking	Range of contexts Longer-term perspective Holistic, strategic thinking

In terms of frameworks like Blooms Taxonomy, specific verbs can be used to describe the level / depth to which knowledge and application thereof should be developed. A verb may be used in the Technical Competencies to demonstrate a basic and intermediate level or an intermediate and advanced level due to the complexity of the context in which it is used. (Highlighted verbs appear on a list associated with more than one level)

Examples of verbs / actions used within the learning outcomes for the Basic classification are:

Verb / Action	Definition
Calculate	Perform a calculation. Ascertain or determine by mathematical processes, usually by the ordinary rules of arithmetic, or by computation.
Categorize	Place information, objects, concepts, or groups into a defined class or division.
Compare (as defined by IFAC)	Consider two or more things, emphasizing their similarities; show the similarities, differences or both between two or more things; show the similarities between things but ensure a professional balance is maintained by acknowledging/identifying differences, too.
Describe (as defined by IFAC)	Communicate the key features of something; present a detailed account of something focusing on depth of knowledge.
Distinguish	Highlight or identify the differences between different concepts.
Document	Reflect or record key features of events, information, or data in a table, visually, or in writing clearly and accurately for other users.
Explain (as defined by IFAC)	Make clear or intelligible; state the meaning of or reasons for; show the reason for, or underlying cause of, or the means by which something occurs.
Gather	Collect information relevant to a situation (e.g. requirements, evidence) to be used for a purpose.
Identify (as defined by IFAC)	List or ascertain possibilities before analysis; recognize or select (something) after analysis and consideration; point to the essential part or parts, you might also have to explain clearly what is involved.
Illustrate (not used above)	Offer an example, or examples, to show how something happens, that something happens, or to make a concept tangible.
Interpret (not used above)	Make clear the meaning of something and its implications.
List (not used above)	Note or itemize in point form; provide a concise summary of relevant points, often in bullet-point format.
Monitor	Keep track of; watch over time to identify changes
Perform	Carry out or execute an action, method, calculation, tool or procedure.
Record	Enter details of transactions in an entity's records (not necessarily accounting).
State (not used above)	Clearly and accurately articulate established principles, concepts, terms, etc.
Summarize (not used above)	Describe something concisely; consolidate data into an explainable format.
Use	Apply in a practical way

2. Examples of verbs / actions used within the learning outcomes for the Intermediate classification are:

Verb	Definition
Account for (not used above)	Demonstrate the accounting treatment by using a set of accounts; give details of accounting entries to be made (in the context of financial reporting; or justify (if used in a more general context)
Advise	Appropriately communicate the recommended course of action based on an analysis of specific circumstances; counsel, inform or notify in a manner suited to the recipient.

Verb	Definition
Analyse (as defined by IFAC)	Examine in detail and methodically by separating into parts and studying the interrelationships in order to discover essential features and to show how they are related to each other.
Apply (as defined by IFAC)	Demonstrate knowledge, concepts or techniques; use established methods/tools/procedures to resolve a relatively straightforward scenario or problem.
Assess (as defined by IFAC)	Decide the value of something in a particular context; judge the value, importance or qualities of something and draw conclusions.
Communicate	Communication is defined in its own enabling competency area, however this can be defined as transmitting information or decisions so that it is satisfactorily received or understood
Conduct	Perform or apply detailed steps or actions in a process
Construct	Build or make something; form an idea, process or procedure by bringing together various theoretical and conceptual elements.
Contrast (not used above)	Critically consider two or more things, emphasizing their differences; show the differences but ensure a professional balance is maintained by acknowledging/identifying similarities, too.
Consider	Think carefully about something before making a decision; look closely or attentively at something.
Classify (not used above)	Apply established tools/methodologies/frameworks to organize information/objects/concepts/groups into appropriate categories.
Demonstrate (not used above)	Prove or show by adequate means; a practical explanation of how something works or is performed.
Determine	Ascertain or conclude after analysis and consideration; judge; establish the most appropriate or most correct answer or course of action from a range of available options.
Develop	Bring something into existence that has not previously existed; reshape something into something more refined; use judgement to bring something to a more advanced or effective state or to create a plan.
Draft	Develop preliminary proposals or recommendations
Examine (not used above)	Inspect something in detail and investigate the implications; inspect in detail to determine the nature or condition; investigate thoroughly.
Explore	Investigate or probe the intricacies and implications of alternatives or scenarios in detail.
Interpret (as defined by IFAC)	Clarify the meaning of something and its implications.
Plan	Design the steps necessary to accomplish a goal.
Prepare	Follow established procedures/methods to create a report of financial information or commentary (e.g., using a pro forma spreadsheet); make or get ready for use.
Produce (not used above)	Create a report of financial information with commentary without using a pro forma spreadsheet or any guidance.
Prioritize (not used above)	Designate or treat something as being very or more important than something else; determine the order for dealing with a series of items or tasks according to their relative importance.
Record	Enter details of transactions in an entity's records (not necessarily accounting).
Recognize	Acknowledge or accept the appropriate response based on prior knowledge of characteristics
Select (not used above)	Choose the most suitable, best option from a range of options or possibilities.

Verb	Definition
Solve (not used above)	Resolve an issue; work out to a result or conclusion.

3. Examples of verbs / actions used within the learning outcomes for the Advanced classification are:

Verb /Action	Definition
Appraise (not used above)	Estimate the value, quality or performance of something.
Conclude/draw conclusions (not used above)	Use reason to form a judgement or to determine or resolve the outcome of an issue.
Create	Produce new or original work or plans that has not previously existed
Criticize/critique (not used above)	Give a judgement about the value of something and support that judgement with evidence.
Design (not used above)	Use judgement to devise the form or structure of something; develop a procedure/process or course of action based on the optimum combination of inputs from a range of available options.
Evaluate (as defined by CAI)	Determine the value of something, normally with reference to specific proposals, plans, performance or criteria.
Formulate (not used above)	Devise and put a plan into words.
Justify (not used above)	Give valid reasons or evidence for a decision.
Integrate (not used above)	Combine one aspect of learning with another to form a holistic understanding of a process, procedure or course of action; combine or coordinate different types of information to provide insights for analysis.
Recommend	Propose the best course of action or choice; advocate a particular outcome or course of action based on an analysis of a range of available options.
Review	Report the main facts about something; examine or assess something with the possibility or intention of instituting change if necessary. Classified higher when used in conjunction with Intermediate and Advanced scenarios and verbs

ANNEXURE 4: IFAC FRAMEWORK FOR INTERNATIONAL EDUCATION STANDARDS FOR PROFESSIONAL ACCOUNTANTS AND ASPIRING **PROFESSIONAL ACCOUNTANTS (THE “FRAMEWORK”)**

IFAC

The International Federation of Accountants (IFAC) is the global organization for the accountancy profession dedicated to serving the public interest by strengthening the profession and contributing to the development of strong international economies. IFAC is comprised of more than 175 members and associates in more than 130 countries and jurisdictions, representing more than 3 million accountants in public practice, education, government service, industry, and commerce.

IAESB

The International Accounting Education Standards Board (IAESB) was the independent standard-setting body that established the **International Education Standards (IES's)**. These terms and concepts are used to describe the International Education Standards as set by the IAESB.

Term / concept	Definition
Professional Competence	Professional competence is the ability to perform a role to a defined standard. Professional competence goes beyond knowledge of principles, standards, concepts, facts, and procedures; it is the integration and application of (a) technical competence (IES 2), (b) professional skills (IES 3), and (c) professional values, ethics, and attitudes (IES 4)
Learning outcome	Learning outcomes establish the content and the depth of knowledge, understanding, and application required for each specified competence area. Learning outcomes can be achieved within the context of a work environment or a professional accounting education program.
Competence area	A category for which a set of related learning outcomes can be specified
Level of proficiency	<p>Each competence area is assigned a level of proficiency that describes the context in which the relevant learning outcomes are expected to be achieved.</p> <p>The level of proficiency for a competence area is based on consideration of the ambiguity, complexity, and uncertainty of the work environment. Appendix 1 to the conceptual framework provides details of the foundation, intermediate, and advanced levels of proficiency. These levels describe the typical progression that occurs in the development of professional competence throughout the career of a professional accountant. The IESs prescribe the level of proficiency for competence areas to be achieved by the end of IPD</p>

Term / concept	Definition
Foundation Proficiency level	<p>Typically, learning outcomes in a competence area focus on:</p> <ul style="list-style-type: none"> • Defining, explaining, summarizing, and interpreting the underlying principles and theories of relevant areas of technical competence to complete tasks while working under appropriate supervision; • Performing assigned tasks by using the appropriate professional skills; • Recognizing the importance of professional values, ethics, and attitudes in performing assigned tasks; • Solving simple problems, and referring complex tasks or problems to supervisors or those with specialized expertise; and • Providing information and explaining ideas in a clear manner, using oral and written communications. <p>Learning outcomes at the foundation level relate to work environments that are characterized by low levels of ambiguity, complexity, and uncertainty.</p>
Intermediate proficiency level	<p>Typically, learning outcomes in a competence area focus on:</p> <ul style="list-style-type: none"> • Independently applying, comparing, and analysing underlying principles and theories from relevant areas of technical competence to complete work assignments and make decisions; • Combining technical competence and professional skills to complete work assignments; • Applying professional values, ethics, and attitudes to work assignments; and • Presenting information and explaining ideas in a clear manner, using oral and written communications, to accounting and non-accounting stakeholders. <p>Learning outcomes at the intermediate level relate to work environments that are characterized by moderate levels of ambiguity, complexity, and uncertainty.</p>
Advanced proficiency level	<p>Typically, learning outcomes in a competence area focus on:</p> <ul style="list-style-type: none"> • Selecting and integrating principles and theories from different areas of technical competence to manage and lead projects and work assignments, and to make recommendations appropriate to stakeholder needs; • Integrating technical competence and professional skills to manage and lead projects and work assignments; • Making judgments on appropriate courses of action drawing on professional values, ethics, and attitudes; • Assessing, researching, and resolving complex problems with limited supervision; • Anticipating, consulting appropriately, and developing solutions to complex problems and issues; and • Consistently presenting and explaining relevant information in a persuasive manner to a wide-range of stakeholders. <p>Learning outcomes at the advanced level relate to work environments that are characterized by high levels of ambiguity, complexity, and uncertainty.</p>

Term / concept	Definition
Learning and Development	<p>Learning and development is an ongoing process of developing and maintaining professional competence throughout the career of a professional accountant. The IAESB defines primary types of learning and development as follows:</p> <p><i>Education</i> Education is a structured and systematic process aimed at developing knowledge, skills, and other capabilities; a process that is typically but not exclusively conducted in academic environments.</p> <p><i>Training</i> Training describes learning and development activities that complement education and practical experience. Training emphasizes practical application, and is usually conducted in the workplace or a simulated work environment.</p> <p><i>Practical Experience</i> Practical experience refers to workplace and other activities that are relevant to developing professional competence.</p> <p>Learning and development can also include informal learning such as (a) coaching, (b) networking, (c) mentoring, (d) observation, (e) reflection, and (f) self-directed and unstructured gaining of knowledge</p>
General education	<p>General education (a) develops essential knowledge, skills, and attitudes, (b) helps prepare an individual for entry to a professional accounting education program, and (c) supports lifelong learning and development</p> <p>General education helps professional accountants and aspiring professional accountants integrate technical competence, professional skills, and professional values, ethics, and attitudes developed through professional accounting education. It supports the development of decision making skills, judgment, and scepticism. Examples of general education topics include, but are not limited to (a) understanding ideas and events in history, (b) knowledge of different cultures, and (c) awareness of economic, political and social forces in the world.</p>
Initial Professional Development (IPD)	<p>IPD is the learning and development through which aspiring professional accountants first develop professional competence leading to performing a role as a professional accountant. IPD includes professional accounting education, practical experience, and assessment. The IAESB defines these terms as follows:</p> <p><i>Professional Accounting Education</i> Education and training that build on general education, and develop (a) technical competence, (b) professional skills, and (c) professional values, ethics, and attitudes.</p> <p><i>Practical Experience</i> Practical experience refers to workplace and other activities that are relevant to developing professional competence.</p> <p><i>Assessment</i> Evaluation of professional competence developed through learning and development.</p> <p>IPD continues until aspiring professional accountants can demonstrate the professional competence required for a role as a professional accountant. One result of demonstrating this professional competence may be admission to membership in an IFAC member body</p>
Qualification, licensing or certification (“qualification”)	<p>Qualification, licensing or certification (“qualification”) is the formal recognition of an individual having attained a professional designation, or having been admitted to membership in an IFAC member body</p>

Term / concept	Definition
Continuing Professional Development (CPD)	CPD is the learning and development that develops and maintains professional competence to enable professional accountants to continue to perform their roles competently. CPD provides continuing development of the learning outcomes for (a) technical competence, (b) professional skills, and (c) professional values, ethics, and attitudes which were achieved during IPD.
Assessment, Measurement, and Monitoring	Assessment, measurement, and monitoring are central to demonstrating professional competence and determining that learning and development has been effective.
Assessment	Assessment is used to gather evidence that the individual being assessed has demonstrated the professional competence to perform a role as a professional accountant. In addition, assessment provides valuable information that may be used to improve the quality of professional accounting education programs. Effective assessment activities achieve high levels of validity, sufficiency, reliability, equity, and transparency. A mix of different assessment activities is often adopted to assess professional competence. Assessment includes the measurement of professional competence. In the context of assessment, measurement includes evaluating, and providing verifiable evidence of the achievement of (a) technical competence, (b) professional skills, and (c) professional values, ethics, and attitudes.
Measurement	Measurement approaches focus on measuring observable outputs (for example, workplace performance, workplace simulations, written examinations, and self-assessment), quantifiable inputs (for example, CPD hours or equivalent learning units), or a combination of both.
Monitoring	Monitoring is the systematic process of collecting, reviewing, and confirming the evidence that demonstrates professional competence has been developed or maintained.

IES 2, INITIAL PROFESSIONAL DEVELOPMENT – TECHNICAL COMPETENCE (2015)

Competence Area (Level of Proficiency)	Learning Outcomes
(a) Financial accounting and reporting (Intermediate)	(i) Apply accounting principles to transactions and other events.
	(ii) Apply International Financial Reporting Standards (IFRSs) or other relevant standards to transactions and other events.
	(iii) Evaluate the appropriateness of accounting policies used to prepare financial statements
	(iv) Prepare financial statements, including consolidated financial statements, in accordance with IFRSs or other relevant standards.
	(v) Interpret financial statements and related disclosures.
	(vi) Interpret reports that include non-financial data, for example, sustainability reports and integrated reports
(b) Management accounting (Intermediate)	(i) Apply techniques to support management decision making, including product costing, variance analysis, inventory management, and budgeting and forecasting.
	(ii) Apply appropriate quantitative techniques to analyse cost behaviour and the drivers of costs.
	(iii) Analyse financial and non-financial data to provide relevant information for management decision making.
	(iv) Prepare reports to support management decision making, including reports that focus on planning and budgeting, cost management, quality control, performance measurement, and benchmarking.
	(v) Evaluate the performance of products and business segments.
(c) Finance and financial management (Intermediate)	(i) Compare the various sources of financing available to an organization, including bank financing, financial instruments, and bond, equity and treasury markets.
	(ii) Analyse an organization's cash flow and working capital requirements.
	(iii) Analyse the current and future financial position of an organization, using techniques including ratio analysis, trend analysis, and cash flow analysis.
	(iv) Evaluate the appropriateness of the components used to calculate an organization's cost of capital.
	(v) Apply capital budgeting techniques in the evaluation of capital investment decisions.
	(vi) Explain income, asset-based, and market valuation approaches used for investment decisions, business planning, and long-term financial management
(d) Taxation (Intermediate)	(i) Explain national taxation compliance and filing requirements.
	(ii) Prepare direct and indirect tax calculations for individuals and organizations.
	(iii) Analyse the taxation issues associated with noncomplex international transactions.
	(iv) Explain the differences between tax planning, tax avoidance, and tax evasion
(e) Audit and assurance (Intermediate)	(i) Describe the objectives and stages involved in performing an audit of financial statements.

Competence Area (Level of Proficiency)	Learning Outcomes
	(ii) Apply relevant auditing standards (for example, International Standards on Auditing), and applicable laws and regulations to an audit of financial statements.
	(iii) Assess the risks of material misstatement in the financial statements and consider the impact on the audit strategy.
	(iv) Apply quantitative methods that are used in audit engagements.
	(v) Explain the key elements of assurance engagements and applicable standards that are relevant to such engagements.
(f) Governance, risk management and internal control (Intermediate)	(i) Explain the principles of good governance, including the rights and responsibilities of owners, investors, and those charged with governance; and explain the role of stakeholders in governance, disclosure, and transparency requirements.
	(ii) Analyse the components of an organization's governance framework.
	(iii) Analyse an organization's risks and opportunities using a risk management framework.
	(iv) Analyse the components of internal control related to financial reporting
(g) Business laws and regulations (Intermediate)	(i) Explain the laws and regulations that govern the different forms of legal entities.
	(ii) Explain the laws and regulations applicable to the environment in which professional accountants operate
(h) Information technology (Intermediate)	(i) Analyse the adequacy of general information technology controls and relevant application controls.
	(ii) Explain how information technology contributes to data analysis and decision making.
	(iii) Use information technology to support decision making through business analytics.
(i) Business and organizational environment (Intermediate)	(i) Describe the environment in which an organization operates, including the main economic, legal, political, social, technical, international, and cultural forces.
	(ii) Analyse aspects of the global environment that affect international trade and finance.
	(iii) Identify the features of globalization, including the role of multinationals, e-commerce, and emerging markets
(j) Economics (Foundation)	(i) Describe the fundamental principles of microeconomics and macroeconomics.
	(ii) Describe the effect of changes in macroeconomic indicators on business activity.
	(iii) Explain the different types of market structures, including perfect competition, monopolistic competition, monopoly, and oligopoly
(k) Business strategy and management (Intermediate)	(i) Explain the various ways that organizations may be designed and structured.
	(ii) Explain the purpose and importance of different types of functional and operational areas within organizations.
	(iii) Analyse the external and internal factors that may influence the strategy of an organization.
	(iv) Explain the processes that may be used to implement the strategy of an organization..
	(v) Explain how theories of organizational behaviour may be used to enhance the performance of the individual, teams, and the organization

IES 3, INITIAL PROFESSIONAL DEVELOPMENT – PROFESSIONAL SKILLS (2015)

Competence Area (Level of Proficiency)	Learning Outcomes
(a) Intellectual (Intermediate)	(i) Evaluate information from a variety of sources and perspectives through research, analysis, and integration.
	(ii) Apply professional judgment, including identification and evaluation of alternatives, to reach well-reasoned conclusions based on all relevant facts and circumstances.
	(iii) Identify when it is appropriate to consult with specialists to solve problems and reach conclusions.
	(iv) Apply reasoning, critical analysis, and innovative thinking to solve problems.
	(v) Recommend solutions to unstructured, multifaceted problems.
(b) Interpersonal and communication (Intermediate)	(i) Display cooperation and teamwork when working towards organizational goals.
	(ii) Communicate clearly and concisely when presenting, discussing and reporting in formal and informal situations, both in writing and orally.
	(iii) Demonstrate awareness of cultural and language differences in all communication.
	(iv) Apply active listening and effective interviewing techniques.
	(v) Apply negotiation skills to reach solutions and agreements
	(vi) Apply consultative skills to minimize or resolve conflict, solve problems, and maximize opportunities.
	(vii) Present ideas and influence others to provide support and commitment.
(c) Personal (Intermediate)	(i) Demonstrate a commitment to lifelong learning.
	(ii) Apply professional scepticism through questioning and critically assessing all information.
	(iii) Set high personal standards of delivery and monitor personal performance, through feedback from others and through reflection.
	(iv) Manage time and resources to achieve professional commitments.
	(v) Anticipate challenges and plan potential solutions.
	(vi) Apply an open mind to new opportunities.
(d) Organizational (Intermediate)	(i) Undertake assignments in accordance with established practices to meet prescribed deadlines.
	(ii) Review own work and that of others to determine whether it complies with the organization's quality standards.
	(iii) Apply people management skills to motivate and develop others.
	(iv) Apply delegation skills to deliver assignments.
	(v) Apply leadership skills to influence others to work towards organizational goals.
	(vi) Apply appropriate tools and technology to increase efficiency and effectiveness and improve decision making.

IES 4, INITIAL PROFESSIONAL DEVELOPMENT – PROFESSIONAL VALUES, ETHICS, AND ATTITUDES (2015)

Competence Area (Level of Proficiency)	Learning Outcomes
(a) Professional scepticism and professional Judgment (Intermediate)	(i) Apply a questioning mind-set critically to assess financial information and other relevant data.
	(ii) Identify and evaluate reasonable alternatives to reach well-reasoned conclusions based on all relevant facts and circumstances.
(b) Ethical principles	(i) Explain the nature of ethics.
	(ii) Explain the advantages and disadvantages of rules-based and principles-based approaches to ethics.
	(iii) Identify ethical issues and determine when ethical principles apply.
	(iv) Analyse alternative courses of action and determine the ethical consequences of these.
	(v) Apply the fundamental ethical principles of integrity, objectivity, professional competence and due care, confidentiality, and professional behaviour to ethical dilemmas and determine an appropriate approach.
	(vi) Apply the relevant ethical requirements to professional behaviour in compliance with standards
(c) Commitment to the public interest (Intermediate)	(i) Explain the role of ethics within the profession and in relation to the concept of social responsibility.
	(ii) Explain the role of ethics in relation to business and good governance.
	(iii) Analyse the interrelationship of ethics and law, including the relationship between laws, regulations, and the public interest.
	(iv) Analyse the consequences of unethical behaviour to the individual, the profession, and the public