



SAICA

THE SOUTH AFRICAN INSTITUTE
OF CHARTERED ACCOUNTANTS

Guidance for Professional Programmes

**Competencies of a CA(SA)
at the point of the
Assessment of Professional Competence**

**THIS DOCUMENT IS APPLICABLE TO
APC 2020 onwards.**

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1. Introduction

This document should be read in conjunction with the document entitled:

”Detailed Guidance to the competency framework for the academic programme”

To be found at – Become a member > Examinations > Information on what will be examined - on the SAICA website (www.saica.co.za)

2. Overview

Pervasive skills:

- Ethics and professionalism
- Personal attributes
- Professional skills

Strategy, risk management
and governance

Financial management

Auditing and assurance

Accounting and external
reporting

Taxation

Management decision
making and control

2.1 Purpose and structure

The Competency Framework has been adapted to provide guidance for academic programmes which prepare students for SAICA’s Part I examination. This guidance is provided in this document (Competency Framework – Detailed Guidance for Academic Programmes) and takes the following form:

2.1.1 Competency areas: These are the overall pervasive and specific competencies (e. g. Financial Management, Taxation, etc.).

2.1.2 Levels of proficiency – definition: These levels have been defined for each competency within the specific competencies. Definitions of proficiency are included in the introduction to each specific competency area.

2.1.3 Levels of proficiency – competencies: A level of proficiency has been determined for each competency within all of the specific competency areas.

2.1.4 Knowledge reference list: A knowledge base which underlies the competencies has been developed for each of the specific competency areas. This knowledge reference list includes the minimum topics which should be included in the academic programmes which prepare students for SAICA's QE Part I.

2.1.5 Knowledge levels: Knowledge is only one element of proficiency and therefore knowledge levels are described differently from proficiency levels. A knowledge level is indicated for each item identified in the knowledge reference list.

1.1.6 Examinable pronouncements – Accounting and External Reporting / Auditing and Assurance / Taxation: A list of examinable pronouncements with an indication of knowledge levels will be provided in a separate document (available from SAICA). This document is updated annually in October for the following years ITC. The purpose of a separate list of examinable pronouncements is to provide clear guidance to both examiners, academics preparing students and ITC candidates on an annual basis.

3. The distinction between knowledge and competency

3.1 Competency

Competency is defined in this document (see page 17) as “The particular tasks that CAs perform while applying, or bringing to bear, the pervasive qualities and skills that are characteristic of CAs to the **level of proficiency** defined as appropriate by the profession.”

Proficiency levels that are assigned to the competencies in this document set out what should be reasonably expected of candidates who have completed the academic programme but who have not yet embarked upon the professional and training programmes.

Competency can also be viewed as the ability to execute a task in “the real world”.

In order to acquire a competency a candidate must –

- acquire knowledge
- develop understanding
- have experience of executing tasks (practical application).

These steps are usually not discrete but are rather aspects of an integrated process.

3.2 Knowledge and understanding

A knowledge base provides a foundation for the development of the competencies described in the Competency Framework. This foundation not only requires knowledge but also understanding (i.e. not rote learning or memorisation). Although the knowledge foundation for a particular competency should be evident from close examination of the competencies, a “content” list is provided for each of the specific competency areas (in the form of a knowledge reference list) in order to provide guidance for providers of the academic programme.

3.3 Executing tasks (practical application)

Knowledge and understanding alone do not result in competency. The opportunity to apply knowledge and understanding in practical circumstances is indispensable for the acquisition of a competency.

There is little, if any, opportunity in the academic programme for practical application of knowledge and understanding. There is ample opportunity, however, for application through various forms of contextualised questions (mini case studies). These attempts to replicate practical application to the extent possible in an academic environment.

For purposes of competency acquisition in academic programmes it is fully accepted that experience in executing tasks will usually be through contextualised questions and mini case studies.

4. Pervasive Qualities and Skills

4.1 Ethical Behaviour and Professionalism [IA] and Personal Attributes [IB]:

Many of these qualities and skills should be addressed in both the education (academic and professional) and training programmes. It is expected that candidates should demonstrate the highest level of proficiency for these qualities and skills by the time they enter the profession (i.e. after completion of all education, training and assessment requirements).

Levels of proficiency to be achieved for these pervasive skills in the academic programme are not prescribed as it is acknowledged that objective measurement of levels of proficiency achieved in the academic programme is difficult to determine. It is also recognised that some qualities and skills may be better addressed in the training programme.

Providers of the academic programme are expected to address all those qualities and skills which, in their opinion, are suitable for inclusion in the academic programme. Providers will be required to explain how these qualities and skills are addressed and provide full motivation for excluding any from the academic programme.

4.2 Professional Skills [IC]

Many of the professional skills should be directly integrated with specific competencies (e.g. IC – 1,2,3,4). Levels of proficiency for these qualities and skills are described in sections of this document related directly to the specific competencies. Illustrative examples show how professional skills may be addressed in the context of specific competencies.

Some professional skills may be better addressed in the training programme (e.g. IC – 5: Manages and supervises) and will, therefore, receive comparatively less attention in the academic programme.

Providers of the academic programme are expected to address all appropriate professional skills in the academic programme. Providers will be expected to explain how these skills are addressed and provide full motivation for excluding any from the academic programme.

5. Levels of Proficiency

The Competency Framework defines the levels of proficiency candidates must demonstrate at the time of writing SAICA's QE Part I. Three distinct and increasingly higher levels of proficiency are identified. Level A requires the lowest proficiency, whereas level X requires the highest. Each of the levels is defined below. The levels indicate the depth of detailed knowledge which is required of the prospective CA, the extent to which that knowledge is required to be applied and integrated, and the complexity of the problem to be solved in each aspect of this competency. These levels in turn make it possible to determine the degree of rigour and independence with which a newly qualified CA should be able to complete the task described.

It is stressed that for *all three levels* a high degree of *contextualisation* is required.

By requiring a high degree of *contextualisation* it is recognised that competence in the field of accounting is "grounded in the real world" (see page 8) and that teaching, learning and assessment is most effectively executed through application in "real world" scenarios. This is achieved in the academic programme through mini case studies and contextualised questions (see page 11, point 2.3). *Contextualisation* also refers to the judicious application of a body of knowledge to a problem, based on the evidence available. A *high degree* of contextualisation thus requires a detailed scenario that is sufficiently problem rich so as to require the prospective CA to exercise judgement in choosing between alternative approaches to the problem in determining an appropriate solution (also see point 2.3 on page 11).

	Level I – Initiates the task	Level X – Completes the task
Level A - Awareness <ul style="list-style-type: none"> • Key ideas and principles • Technical expertise or detailed knowledge not required • Identifies & explains significance and relevance 	<ul style="list-style-type: none"> • Perform task on preliminary basis • Understands requirements of the task • Identifies & applies the required professional skills • Intermediate understanding • Basic quantitative & qualitative analysis (Excl complex calcs) • Integration straightforward 	<ul style="list-style-type: none"> • Completes all elements of task • Problem is clearly identified & thoroughly analysed, or situation is evaluated & useful recommendations are made • Relevant pervasive skills & reflective capacity demonstrated at advanced level • Advanced understanding • Technical skills include complex calculations & concluding on an appropriate course of action

Level A (Awareness)

Requires an awareness of the key ideas and principles within the area. Demonstration of technical expertise or detailed knowledge in this area is not required. The candidate identifies and explains the significance of the competency, and the types of circumstances in which it would arise or be applied.

Level I (Initiates the task)

Demonstrates an understanding of the requirements of the task and identifies and applies the required professional skills, including basic quantitative and qualitative analysis, to perform the task on a preliminary basis (recognising that a review by more senior staff is still necessary). An intermediate understanding of the subject matter is required. Complex calculations are not required. Integration with other competencies is straightforward and is of limited complexity. Level I includes level A proficiency.

Level X (Completes the task)

Completes all elements of a specified task successfully and an advanced understanding of the subject matter is consequently required. Relevant pervasive skills and reflective capacity should be demonstrated at an advanced level. Technical skills expected to be demonstrated at this level include, for example, performing complex calculations and concluding on an appropriate course of action. Proficiency at level X is demonstrated when the problem is clearly identified and thoroughly analysed, or when a situation is evaluated and useful recommendations are made. This level of proficiency includes level A and I proficiencies.

6. Knowledge Levels

Knowledge and understanding of content provide the foundation for the acquisition of a competency (see above). In order to assist providers with guidance as to depth of knowledge and understanding required, the following description for each knowledge level may be useful:

	Level 2 – Intermediate	Level 3 – Advanced
Level 1 - Basic	<ul style="list-style-type: none">• Summary: Central ideas and issues that comprise the substance of the subject matter (sound conceptual understanding)• Includes: Detail, including procedural and numerical aspects specific to the subject matter• Excludes: Complexities and unusual / exceptional aspects• Objective: Enable candidate to deal with issues and solve problems central to the topic	<ul style="list-style-type: none">• Summary: Thorough knowledge & rigorous understanding• Includes: Complexities & unusual / exceptional aspects; Sufficient depth to clearly locate content in the broader discipline & to identify implications and relationships• Objective: Enable candidate to perform tasks and solve problems with a high degree of rigour, exercising sound judgement

Level 1 (Basic)

At this level the candidate is required to acquire a knowledge and understanding of the core / essence of the subject matter which include that the subject matter exists, the significance and relevance thereof, and its defining attributes.

Consequently the candidate is required to have a knowledge and understanding –

- of the purpose and objective of the subject matter;
- of the underlying principles / practices / legislation / requirements (hereafter “content”);
- of how the content relates to the discipline as a whole and to other disciplines (how it “fits in”); and
- that is at a broad conceptual level.

At this level, knowledge and understanding of detail, including procedural or numerical aspects specific to the subject matter, are not required.

At this level the candidate should be equipped with the extent and depth of knowledge and understanding which enable the candidate to recognise issues when encountered and to seek further depth of knowledge and understanding.

Level 2 (Intermediate)

At this level the candidate is required to acquire a detailed knowledge and understanding of the central ideas and issues that comprise the substance of the subject matter.

Consequently, the candidate is required to have a knowledge and understanding –

- of those aspects of the content that are central to the subject matter, so as to achieve a sound conceptual understanding; and
- of the detail, including procedural and numerical aspects specific to the subject matter, where appropriate.

Knowledge and understanding of complexities and unusual / exceptional aspects are, however, not required.

At this level the candidate should be equipped with a sound knowledge and understanding of the substance of the subject matter to enable him/her to deal with issues and solve problems that are central to the topic. The candidate has a sound conceptual knowledge which enables him/her to further explore and understand complexities, if necessary.

This level includes the level of knowledge and understanding required for level 1 (Basic).

Level 3 (Advanced)

At this level the candidate is required to acquire a thorough knowledge and rigorous understanding of the subject matter. This level of knowledge and understanding extends beyond a sound understanding of central issues, to include complexities and unusual / exceptional aspects associated with the subject matter.

Consequently the candidate is required to have a knowledge and understanding of –

- all content that is required to develop a thorough and rigorous understanding of the subject matter;
- complexities; and
- sufficient depth to clearly locate content in the general field of accountancy (as described by competencies II–VII) and to identify implications and relationships.

At this level the candidate should be equipped with a level of knowledge and understanding of the substance of the subject matter that enables him/her to perform tasks and solve problems with a high degree of rigour, exercising sound judgement.

This level includes the level of knowledge and understanding required for level 1 (Basic) and level 2 (Intermediate).

The detailed knowledge lists can be found in the document: “Detailed Guidance to the competency framework for the academic programme”

7. Assessing Technical Competence within the APC (As defined in the Exam Setting Policy)

The following is an extract from the SAICA APC Exam setting policy –

“The case study will be assessed within the context of a certain base-line of technical competence (as developed through the academic programme and as assessed in both the academic programme and the ITC). The case study will also be assessed within the context of any industry, including those that are specifically excluded from ITC. Careful attention will be paid in developing the case study scenario to each and every piece of information contained therein. Attention will be paid to providing appropriate triggers / signals to candidates in the information in the case study scenario. This will assist them with determining the required research or further preparatory work to be undertaken during the pre-release period.

The issue of how specific technical competence, already assessed in the ITC, will be covered in the APC will be as follows:

- Technical standards and legislation examinable in the ITC will be examined using the most recent version of the standard or legislation (e.g. If the revenue recognition standard has been updated and issued it will be examinable once issued, even if it has a future effective date). Triggers / signals will be provided in the case study scenario. Interpretation as to how much revision will need to be undertaken will depend on the candidate’s current knowledge and the strength of the trigger provided in the case study scenario.
- Technical matters, not included in the ITC examinable pronouncements, but which have very similar principles to what is already covered through the ITC examinable pronouncements may be included PROVIDED a strong and specific trigger / signal is provide in the pre-release material (e.g. agriculture). In this case the trigger / signalling in the case study will direct the candidates to undertake preparation in respect of the relevant matter which is part of the life-long learning skills expected to be demonstrated by all CA(SA)s.
- Highly specialised technical topics will not be included “Negative” triggers / signals may be provided in this regard to prevent candidates from spending too much time on investigating specialised areas during the pre-release period. (e.g. performing the valuation of mineral reserves and resources combined with a specific trigger indicating that this valuation has already been performed and is correct).
- New technical matters that are topical may be included but only at a very high level (e.g. being able to provide an overview of principles of the updated BBBEE codes to a client based on the relevant and appropriate triggers / signals being provided in the case study scenario, or being able to identify issues in relation to BBBEE fronting). This would not require that a significant amount of time is spent understanding the details behind the relevant technical matter.
- Every effort will be made to keep the scenario as “real life” as possible.”

8. Training Contract Levels

E	=	ELECTIVE (to advanced level)
R	=	RESIDUAL (to a basic level)
C	=	COMPULSORY (to advanced level)
n/a	=	Not addressed in training programme

In the training programme the person being evaluated and assessed is being assessed as part of a team whereas the person is being assessed as an individual in the academic programme, professional programme and assessment of professional competence.

Note:

This document has been updated to reflect the updated Competency Framework which was implemented for ITC 2018 onwards.

9. Competencies and their levels – by Competency Area

I - PERVASIVE SKILLS:

CA candidates are expected to demonstrate the highest level of proficiency, *level X*, for all the pervasive qualities and skills described below at entry point to the profession (i.e. after completing all education, professional, training and assessment programmes).

IA	Ethical Behaviour and Professionalism	WITHIN THE CONTEXT OF:		
		LEVEL ITC	LEVEL APC	Training contract
IA-1	Uses an ethical reasoning process	X	X	C
IA-2	Protects the public interest	X	X	C
IA-3	Acts competently with honesty and integrity	X	X	C
IA-4	Performs work competently and with due care	X	X	C
IA-5	Maintains objectivity and independence	X	X	C
IA-6	Avoids conflict of interest	X	X	C
IA-7	Protects the confidentiality of information	X	X	C
IA-8	Maintains and enhances the profession's reputation	X	X	C
IA-9	Adheres to laws, professional standards and policies and the rules of professional conduct when exercising professional judgement	X	X	C
IB	Personal Attributes			
IB-1	Self-manages	X	X	C
IB-2	Demonstrates responsible leadership	X	X	C
IB-3	Maintains and demonstrates competence and recognises limits	X	X	C
IB-4	Strives to add value in an innovative manner	X	X	C

IB-5	Manages change	X	X	C
IB-6	Treats others in a professional manner	X	X	C
IB-7	Is a life-long learner	X	X	C
IB-8	Plans and effectively manages teams and projects	X	X	C
IB-9	Works effectively as a team member	X	X	C
IB-10	Manages time effectively	X	X	C
IB-11	Demonstrates good corporate citizenship attributes	X	X	C
IC	Professional skills			
IC-1	Obtains information			
IC-1.1	Gathers or develops accurate and relevant information and ideas	X	X	C
IC-1.2	Develops an understanding of the entity's environment	X	X	C
IC-2	Examines and interprets information and ideas critically (critical thinking)			
IC-2.1	Analyses information or ideas	X	X	C
IC-2.2	Performs computations	X	X	C
IC-2.3	Verifies and validates information	X	X	C
IC-2.4	Evaluates information and ideas	X	X	C
IC-2.5	Integrates ideas and information from various sources (integrated thinking)	X	X	C
IC-2.6	Draws conclusions / forms opinions	X	X	C
IC-3	Solves problems and makes decisions			
IC-3.1	Identifies and diagnoses problems and/or issues	X	X	C
IC-3.2	Develops solutions	X	X	C
IC-3.3	Makes decisions and recommendations and provides advice	X	X	C
IC-4	Communicates effectively and efficiently			
IC-4.1	Seeks and shares information, facts and opinions through written and oral discussion	X	X	C
IC-4.2	Prepares documents in written and graphic form	X	X	C
IC-4.3	Presents information effectively to enhance understandability and usefulness	X	X	C
IC-5	Manages and supervises			
IC-5.1	Plans and manages projects	X	X	C
IC-5.2	Identifies need for internal and external expertise	X	X	C
IC-5.3	Facilitates decision making	X	X	C
IC-5.4	Leads effective meetings	X	X	C
IC-5.5	Supervises	X	X	C
IC-6	Understands how IT impacts a CA's daily functions and routines	X	X	C
IC-6.1	Understands computerised business systems	X	X	C
IC-6.2	Uses appropriate IT software tools	X	X	C
IC-7	Considers basic legal concepts	X	X	€
IC-8	Understands the national and international environment impacts a CAs role	X	X	C

II - Strategy, Risk Management and Governance

		WITHIN THE CONTEXT OF:		
1.	Competencies in Strategy, Risk Management and Governance	LEVEL ITC	LEVEL APC	Training contract
II-1	Develops and evaluates an entity's strategies and makes recommendations for improvement			
II-1.1	Assesses whether management decisions align with the entity's vision, mission, values and mandate	I	I	
II-1.2	Understands and evaluates the external influences on an entity's strategy development	I	I	
II-1.3	Understands and evaluates the internal influences on an entity's strategy development	I	I	
II-1.4	Understands and evaluates the business model of the entity in the context of the entity's vision, mission, values, mandate and overall objective	I	I	
II-1.5	Identifies and evaluates opportunities and risks stemming from the strategy	I	X	E, R
II-1.6	Understands the entity's IT strategy	A	I	
II-2	Evaluates an entity's plans for risk management			
II-2.1	Understands the entity's risk management framework and processes	I	I	
II-2.2	Evaluates the entity's risk management programme	I	I	E, R
II-2.3	Identifies courses of action to help manage risks	I	X	E, R
II-3	Evaluates an entity's governance model			
II-3.1	Understands the importance of governance planning	A	A	
II-3.2	Evaluates the entity's governance structure	X	X	E, R
II-3.3	Understands the leadership processes of the board or other governing body	A	A	E, R
II-3.4	Identifies and evaluates the audit and risk committee's role in governance	X	X	E, R
II-3.5	Identifies and evaluates the internal audit function's role in governance	X	X	

III - Accounting and External Reporting

		WITHIN THE CONTEXT OF:		
Competencies in Accounting and External Reporting		LEVEL ITC	LEVEL APC	Training contract
III-1	Analyses financial reporting needs and establishes the necessary systems			
III-1.1	Identifies the appropriate reporting framework	X	X	C
III-1.2	Analyses financial reporting needs	X	X	C
III-1.3	Develops or evaluates reporting processes to support financial reporting	X	X	C
III-1.4	Develops reliable information	X	X	C
III-1.5	Establishes or enhances financial reporting using IT	I	I	
III-2	Conducts external financial reporting			
III-2.1	Develops or evaluates accounting policies in accordance with IFRS	X	X	C
III-2.2	Accounts for the entity's routine transactions	X	X	C
III-2.3	Accounts for the entity's non-routine transactions	X	X	C
III-2.4	Prepares financial statements using IFRS	X	X	C
III-2.5	Prepares or evaluates financial statement note disclosure	X	X	C
III-2.6	Explains the financial statement results and balances to stakeholders	X	X	
III-2.7	Maintains awareness of key ideas and principles of proposed financial reporting standards changes	A	A	C
III-2.8	Considers the integrity of financial information in the integrated report	A	A	C
III-3	Conducts specialised reporting			
III-3.1	Identifies and analyses specific reporting obligations	I	I	C
III-3.2	Identifies regulatory and other filing requirements	A	A	C
III-3.3	Identifies and analyses non-financial reporting needs	I	I	C
III-3.4	Conducts external and internal non-financial reporting	I	I	C

IV - Competencies in Auditing and Assurance

	Competencies in Auditing and Assurance	WITHIN THE CONTEXT OF:		
		LEVEL ITC	LEVEL APC	Training contract
IV-1	Analyses, evaluates and advises on assurance needs	I	I	n/a
IV-2	Provides assurance services			
IV-2.1	Identifies and considers issues related to accepting an engagement	I	I	E, R
IV-2.2	Follows prescribed procedures to accept the engagement	X	X	n/a
IV-2.3	Determines which set of criteria to apply to the subject matter being evaluated	I	I	E
IV-2.4	Assesses materiality for the engagement	I	I	E
IV-2.5	Identifies and assesses the key risks in the performance of the engagement	X	X	E
IV-2.6	Designs effective and efficient procedures based on the engagement's scope and the assessed risks	X	X	E
IV-2.7	Performs the work plan	X	X	E
IV-2.8	Documents the work performed and its results	X	X	E
IV-2.9	Evaluates the evidence and draws conclusions	I	X	E
IV-2.10	Drafts the report upon completion of the engagement	X	X	E
IV-2.11	Prepares or interprets information for stakeholders	I	X	E, R
IV-3	Provides control-related services			
IV-3.1	Identifies and evaluates the risks pertaining to the financial information systems	X	X	E, R
IV-3.2	Evaluates the entity's financial information systems, including related controls	X	X	E, R
IV-4	Designs, implements and manages the quality control system in the firm	A	A	E, R
IV-5	Identifies and responds to reportable irregularities	I	I	

V - Financial Management

		WITHIN THE CONTEXT OF:		
Competencies in Financial Management		LEVEL ITC	LEVEL APC	Training contract
V-1	Establishes or evaluates overall financial goals			
V-1.1	Understands financial objectives	A	I	
V-1.2	Understand the legal form and structure of the entity	A	A	
V-1.3	Identifies ways in which ownership can change	A	A	
V-2	Analyses the value of a business			
V-2.1	Analyses the entity's current financial situation and considers factors impacting on the future outlook of the entity	I	X	E
V-2.2	Evaluates the appropriateness and impact of growth strategies formulated and adopted by the entity	I	I	E
V-2.3	Estimates the value of the business	X	X	E, R
V-2.4	Analyses and evaluates a proposed merger, acquisition or divesture	I	I	
V-3	Plans and monitors an entity's financing			
V-3.1	Monitors cash flow	X	X	E, R
V-3.2	Analyses the entity's working capital	X	X	E, R
V-3.3	Identifies and evaluates sources of funds	I	I	E
V-3.4	Evaluates the decisions related to distribution of profits	I	I	n/a
V-3.5	Analyses the entity's cost of capital and capital structure	X	X	E,
V-4	Management of financial risks as part of the entity's risk management policy			
V4-1	Develops and evaluates risk management policies related to financial risk	I	I	
V4-2	Evaluates the use of derivatives	I	I	
V-5	Develops or analyses business plans and financial proposals			
		A	I	E
V-6	Appraises capital investment opportunities			E, R
V-6.1	Evaluates the investment decision	X	X	E, R
V-6.2	Evaluates the alternative of asset specific finance	I	I	E
V-6.3	Considers relevant structural and governance issues	A	A	
V-7	Identifies or advises a financially troubled business			
		A	A	n/a

VI - Management Decision Making and Control

	Competencies in Management Decision Making and Control	WITHIN THE CONTEXT OF:		
		LEVEL ITC	LEVEL APC	Training contract
VI-1	Identifies and analyses factors influencing the financial performance of an entity			
VI-1.1	Identifies management's information needs and the entity's key performance indicators	I	X	E, R
VI-1.2	Evaluates the design of the entity's responsibility accounting system	X	X	E, R
VI-1.3	Analyses the financial performance of an entity and makes and/or evaluates recommendations for improvement	X	X	E, R
VI-2	Manages an entity's budgeting process and control system			
VI-2.1	Designs, prepares, analyses and monitors financial budgets	X	X	E, R
VI-2.2	Analyses and interprets budget variances	X	X	E, R
VI-2.3	Considers the applicability of a standard costing system and performs detailed variance analysis	X	X	E, R
VI-2.4	Considers the applicability of cost management techniques	I	I	E
VI-2.5	Evaluates procurement processes	I	I	E
VI-3	Evaluates internal cost allocation and transfer-pricing options			
VI-3.1	Evaluates transfer-pricing options between operational divisions	X	X	n/a
VI-3.2	Evaluates cost-allocation options for service departments	I	I	n/a
VI-4	Analyses financial and other data to provide information for decision making			
VI-4.1	Identifies and evaluates financial information relevant to business decisions	X	X	E, R
VI-4.2	Identifies and analyses elements of business decisions subject to uncertainty, volatility or inaccuracy	X	X	
VI-4.3	Identifies and relates the significance of the qualitative factors that impact the decision	X	X	E, R
VI-5	Identifies, develops and improves appropriate costing systems in order to meet the information requirements of the entity's control and decision-making processes			
VI-5.1	Identifies appropriate costing systems, and determines the appropriate assignment of costs to cost objects	X	X	E,
VI-5.2	Develops and improves appropriate IT infrastructure needed to generate the necessary information	A	I	n/a

VII - TAXATION

	Competencies in Taxation	WITHIN THE CONTEXT OF:		
		LEVEL ITC	LEVEL APC	Training contract
VII-1	Analyses the taxpayer's tax profile and identifies general tax issues			
VII-1.1	Understands the taxpayer's tax profile	X, A	X	
VII-2	Prepares tax calculations and advises on tax matters in accordance with legal requirements			
VII-2.1	Calculates normal tax	X	X	E, R
VII-2.2	Calculates Value added tax (VAT)	X	X	E, R
VII-2.3	Calculates wealth taxes	I	I	E, R
VII-2.4	Calculates other taxes in terms of the Income Tax Act	A, I, X *	A, I, X	E, R
VII-2.5	Identifies and discusses specific tax planning opportunities for tax payers	I	I	
VII-2.6	Identifies and discusses tax consequences associated with certain corporate transactions	I	I	E
VII-2.7	Applies anti-avoidance legislation	X	X	E, R
VII-2.8	Applies and interprets tax legislation by applying relevant decisions of the courts	I	I	E, R
VII-3	Practices effective tax administration			
VII-3.1	Identifies standard compliance and filing requirements	I	I	E
VII-3.2	Describes standard administrative requirements	A	A	E
VII-3.3	Prepares information for compliance and responds to administrative requirements	A, n/a *	A, n/a	E
VII-3.4	Reviews and responds to assessments, reassessments and queries from SARS and prepares possible objections	I	I	E

*Refer academic programme document for detailed breakdown

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