



CA2025 TRAINING PROGRAMME

The CA2025 Professional Values, Attitudes and Acumens in Practice

January 2022

1. Introduction

The guidance in this document was prepared by two smaller groups within the broader CA2025 Training Programme working group. Each group was tasked with considering how the Professional Values, Attitudes and Acumens (PVAAs) could look in practice in training offices that train through:

- Client engagements; and
- Rotations

In some instances, the groups came to similar conclusions and provided similar examples and in other instances the guidance looks quite different. **You are encouraged to look at both sets of examples as either or both may be relevant in your training environment.**

Please use this guidance as input when you determine how the learning outcomes for the PVAAs might look in your specific training office and in documenting examples of evidence your trainees could provide to demonstrate proficiency. Please note that these examples are offered as just that: examples. Please reflect on your training environment and the specifics of what you would expect of your trainees, in formulating examples for your training programme.

A glossary of abbreviations and acronyms used in the guide, has been included on the last page.

2. Professional Values and Attitudes

2.1. Competence in the Professional Values and Attitudes is measured in three levels of proficiency with reference to two dimensions:

Dimensions	Levels of competence		
	1 - Foundational	2 - Intermediate	3 - Advanced
PROFESSIONAL VALUES AND ATTITUDES			
Proficiency in the display of the behaviours reflected in the Professional Values and Attitudes is measured in two dimensions: i) frequency and ii) context.			
a) Frequency	Occasionally	Always under specific circumstances	Always under all circumstances
b) Context	In a simple context with straightforward situations	In a simple context with complexity limited to specific situations	In a difficult context with complex situations

2.2. Guidance to help Training Offices understand the learning outcomes. Trainees will gain experience in and develop the Professional Values and Attitudes in a technical context.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
I. ETHICS, VALUES AND ATTITUDES				
This competency area includes personal, business and professional ethics and describes the ethical principles, values and attitudes an individual must apply, also when interacting with others.				
I1 Personal Ethics: refers to a personal value system applied by an individual to decision-making, conduct and interaction between the self and others.				

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
3	a) Act honestly and demonstrate personal integrity , accountability and trustworthiness including while interacting with others	<p>This value and attitude can be demonstrated in any context. It speaks to acting with “integrity” – one of the fundamental principle of ethics in the Code of Professional Conduct.</p> <p>Personal ethics are the core values and beliefs that are embedded for each individual and the foundation of their behaviour.</p> <p>Trainees must be truthful, display a straightforward demeanor, ensure transparency, demonstrating a trustworthy nature and must be accountable for all actions.</p> <p>Actions, in all facets of life, must demonstrate an adherence to the principals of integrity both in personal and professional lives.</p> <p>Honesty is a facet of moral character and conduct that incorporates positive and virtuous attributes such as integrity, truthfulness, and straightforwardness, along with the absence of lying, cheating, theft, etc. Honesty also involves being trustworthy, loyal, fair, and sincere.</p>	<p>Evidence can include personal interactions that positively reflect personal integrity when interacting with community members, colleagues outside the workplace or any other party whether in person or over social media, such as:</p> <ul style="list-style-type: none"> • Being truthful (not lying) in the recording of actual productive time spent on a timesheet even if this differs from budgeted time allocated to the work. • Taking responsibility when a mistake is made. Not laying blame elsewhere, and being prepared to deal with the consequences of your actions, no matter how severe they may be. • Being honest (not lying) when responding to work-related enquiries, e.g. when asked to provide feedback regarding the status of a task/assignment that is not going as well as expected. • Complying with laws and regulations in personal capacity (not infringing on traffic rules, following Covid-19 Protocols diligently, not driving under the influence). • Ensuring personal tax returns are filed correctly and honestly. • Completing assessments, tests and exams with integrity, even when writing at home without a dedicated invigilator, etc. 	<p>Evidence can include personal interactions that positively reflect personal integrity when interacting with community members, colleagues outside the workplace or any other party whether in person or over social media, such as:</p> <ul style="list-style-type: none"> • Taking responsibility when a mistake is made. Not laying blame elsewhere and being prepared to deal with the consequences of your actions, no matter how severe they may be. • Being honest (not lying) when responding to work-related enquiries e.g. when asked to provide feedback regarding the status of a task/assignment that is not going as well as expected. • Complying with laws and regulations in personal capacity (not infringing on traffic rules, following Covid-19 Protocols diligently, not driving under the influence). • Ensuring personal tax returns are filed correctly and honestly. • Completing assessments, tests and exams with integrity, even when writing at home without a dedicated invigilator, etc.
3	b) Carry out work in a manner that protects public interest , the client, employer and other relevant stakeholders, and put these before your own interest .	<p>Diligently perform tasks, without error or prejudice and with professional competence, to correctly reflect state of affairs so as to not misguide final users of information.</p> <p>Carry out work in a manner that demonstrates an awareness of the governance structures and practices, applicable legislation and expectations of a reasonably informed third party, applicable to the client or employer.</p> <p>This awareness should be applied in all situations and aims to preserve public interest (the welfare or well-being of the public), even when this may be against one’s self-interest or personal gain.</p>	<p>Trainees should reflect on how they ensured that they performed their work to promote/protect public interest whilst putting their own needs aside to do so. This could include:</p> <ul style="list-style-type: none"> • Working overtime during tight deadlines to ensure the deliverable is achieved within regulatory, legislative or predetermined requirements. • Sharing knowledge/ideas (especially those innovative in nature) that may benefit the team/employer instead of keeping information to themselves which could be used for personal promotion or profit. • Protecting information at one’s disposal and not using confidential institutional information or secrets or resources for personal gain. • Not accepting external or additional remunerative work especially without express permission. • Providing accurate feedback on performance reviews or progress/feedback sessions/reports specifically detailing delays or non-performance, even if they believe this might reflect poorly on own performance, etc. 	<p>Trainees should reflect on how they ensured that they performed their work to promote/protect public interest whilst putting their own needs aside to do so. This could include:</p> <ul style="list-style-type: none"> • Working overtime during tight deadlines to ensure the deliverable is achieved within regulatory, legislative or predetermined requirements. • Sharing knowledge/ideas (especially those innovative in nature) that may benefit the team/employer instead of keeping information to themselves which could be used for personal promotion or profit. • Protecting information at one’s disposal and not using confidential institutional information or secrets or resources for personal gain. • Not accepting external or additional remunerative work especially without express permission. • Providing accurate feedback on performance reviews or progress/feedback sessions/reports specifically detailing delays or non-performance, even if they believe this might reflect poorly on own performance, etc.

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			Training through client engagements	Training through rotations
I2 Business ethics: <i>refers to the ethical principles and values applied by the organisation to decision-making, conduct and the relationship between the organisation, its stakeholders and society (King IV).</i>				
3	a) Evaluate the impact of ethics within a specific business environment (a client or your training office) and how ethics is managed in that context	<p>This value requires trainees to notice the business environments that they find themselves in and to consider the ethical principles and values that are being applied by the organisation. Knowledge and an understanding of the value creation process, King IV, applicable laws and regulations, codes of conduct and policies and the decision-making structures, and identification of stakeholders will influence the extent to which the impact of ethics can be evaluated.</p> <p>Every business environment that trainees find themselves within, will provide the opportunity for them to consider the impact of ethics and how it is managed - either the impact of ethics being applied or the lack of ethical structures and practices, This includes different business units, clients, organisations and teams.</p>	<ul style="list-style-type: none">When entering a new business environment or when there is a change in the business environment, trainees should consider the way in which business is conducted and how ethics is managed. This includes understanding the vision and mission of organisations and how the business impacts stakeholders and society.Trainees should engage with managers to understand the structures in place to address and discuss ethical concerns. The first place that trainees could do this is within the context of their training programmes (per the re-accreditation criteria). Questions that can be asked are "What steps/mechanisms are in place to report unethical behaviour?" or "How is ethical behaviour encouraged?".Trainees should work through relevant policies and procedures, codes of conducts, values statements and evaluate:<ul style="list-style-type: none">whether they are ethical;whether they are being practiced/enforced/implemented within the environment;the consistency of intention behind the application of the policies;consequence management; andwhat the resulting impact on the business, stakeholder or society could be.Trainees could also reverse the above by noting something that has a positive or negative impact on the business, stakeholders or society and then consider the ethics and practices that were in place or lacking to result in the impact.	<ul style="list-style-type: none">When entering a new business environment or when there is a change in the business environment, trainees should consider the way in which business is conducted and how ethics is managed. This includes understanding the vision and mission of organisations and how the business impacts stakeholders and society.Trainees should engage with managers to understand the structures in place to address and discuss ethical concerns. The first place that trainees could do this is within the context of their training programmes (per the re-accreditation criteria). Questions that can be asked are "What steps/mechanisms are in place to report unethical behaviour?" or "How is ethical behaviour encouraged?".Trainees should work through relevant policies and procedures, codes of conducts, values statements and evaluate:<ul style="list-style-type: none">whether they are ethical;whether they are being practiced/enforced/implemented within the environment;the consistency of intention behind the application of the policies;consequence management; andwhat the resulting impact on the business, stakeholder or society could be.Trainees could also reverse the above by noting something that has a positive or negative impact on the business, stakeholders or society and then consider the ethics and practices that were in place or lacking to result in the impact.
3	b) Demonstrate how you contributed to the ethical culture of your business environment	<p>Trainees must acknowledge that they have an active role to play in contributing, either positively or negatively, to ethical cultures.</p> <p>Ethics is pervasive in every aspect of the business environment. Every action and interaction provides an opportunity to be open, honest and demonstrate professionalism.</p>	<p>Trainees could demonstrate this behaviour in the following ways:</p> <ul style="list-style-type: none">Reflecting on actions or behaviours that could negatively impact the ethical culture.Observing others and discussing their impact on the ethical culture with line managers/mentors.Having a working knowledge of applicable policies, codes of conduct, regulations, etc. to apply them.Fully understanding the procedures and mechanisms in place to report unethical behaviour.Using the procedures and mechanisms in place to report unethical behaviour. Bringing matters/ethical issues to light even though there may be negative consequences/ personal/ business impact.Actively engage in discussions relating to business ethics.Completing work with due care and integrity.Considering the alignment of values between the individual and the environment and identifying threats to positive contribution.Positively explaining how the values of the organisation were displayed, e.g.:<ul style="list-style-type: none">How the organisations values were lived and demonstrated in the execution of jobs and the impact thereof.How the organisation's values were used to make decisions.Holding colleagues accountable in a collaborative and humble way.	<p>Trainees could demonstrate this behaviour in the following ways:</p> <ul style="list-style-type: none">Reflecting on actions or behaviours that could negatively impact the ethical culture.Observing others and discussing their impact on the ethical culture with line managers/mentors.Having a working knowledge of applicable policies, codes of conduct, regulations, etc. to apply them.Fully understanding the procedures and mechanisms in place to report unethical behaviour.Using the procedures and mechanisms in place to report unethical behaviour. Bringing matters/ethical issues to light even though there may be negative consequences/ personal/ business impact.Actively engage in discussions relating to business ethics.Completing work with due care and integrity.Considering the alignment of values between the individual and the environment and identifying threats to positive contribution.Positively explaining how the values of the organisation were displayed, e.g.:<ul style="list-style-type: none">How the organisations values were lived and demonstrated in the execution of jobs and the impact thereof.How the organisation's values were used to make decisions.Holding colleagues accountable in a collaborative and humble way.

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			Training through client engagements	Training through rotations
			<ul style="list-style-type: none"> Participating in ethical conversations and decisions. Ensuring due diligence is performed when participating in ethical conversations, making decision, and reporting ethical concerns. Ensuring that they practice work-life balance and healthy habits including mental wellbeing, getting enough sleep and exercising. Being civil. 	<ul style="list-style-type: none"> Participating in ethical conversations and decisions. Ensuring due diligence is performed when participating in ethical conversations, making decision, and reporting ethical concerns. Ensuring that they practice work-life balance and healthy habits including mental wellbeing, getting enough sleep and exercising. Being civil.
3	c) Use an ethical reasoning process (based on professional values and attitudes and the code of professional conduct) to – (i) Identify threats to ethical principles, (ii) Analyse all courses of potentially unethical action as well as the consequences of each, (iii) Choose the appropriate course of action to solve the dilemma, and (iv) Report ethical issues to higher levels of management, SAICA, legal or regulatory authorities, or others when necessary (v) in the context of ethical dilemmas that arise relating to organisational ethics and corporate culture and when rendering professional services	<p>The application of the ethical reasoning process and the demonstration of this value will flow from the demonstration of I2a) and b).</p> <p>In evaluating the impact of ethics, how ethics is managed, and in contributing to the ethical culture, trainees will need to follow an ethical reasoning process to reach conclusions and decide on courses of action.</p>	<p>On identification of an ethical dilemma, trainees should follow the 4 steps outlined in the value and clearly document the response to each one (how the step was executed). The following considerations may be relevant:</p> <ul style="list-style-type: none"> Allowing adequate time to apply the steps. Determining when to include or seek guidance or input from line managers/ mentors/ Human Resources/ SAICA etc. as part of the reasoning process, where applicable. Demonstrating knowledge of and applying NOCLAR, the SAICA Code of Conduct, internal structures and procedures in step iv), where applicable. In applying this step, trainees will also need to consider confidentiality requirements. Identifying tools and frameworks that can be used as part of the ethical reasoning process Being able to explain how different ethical frameworks will influence the reasoning process and identifying the appropriate framework to apply in the context of the situation. 	<p>On identification of an ethical dilemma, trainees should follow the 4 steps outlined in the value and clearly document the response to each one (how the step was executed). The following considerations may be relevant:</p> <ul style="list-style-type: none"> Allowing adequate time to apply the steps. Determining when to include or seek guidance or input from line managers/ mentors/ Human Resources/ SAICA etc. as part of the reasoning process, where applicable. Demonstrating knowledge of and applying NOCLAR, the SAICA Code of Conduct, internal structures and procedures in step iv), where applicable. In applying this step, trainees will also need to consider confidentiality requirements. Identifying tools and frameworks that can be used as part of the ethical reasoning process Being able to explain how different ethical frameworks will influence the reasoning process and identifying the appropriate framework to apply in the context of the situation..
3	d) Display ethical behaviour whilst interacting with the organisation's stakeholders	<p>In all interactions with clients, colleagues, or other parties in their professional work, the fundamental principles of ethical behaviour should be demonstrated. These include:</p> <ul style="list-style-type: none"> Integrity Objectivity Professional Competence and Due Care Confidentiality Professional Behaviour <p>This is the culmination of I2a) - c). Once the organisation's stakeholders have been identified, the impact of ethics has been considered and trainees' role in the process is understood, trainees should be aware of their own behaviour in doing business. Trainees should display the ethical behaviour expected of the business and the profession, ensuring integrity with their own values in interactions with internal and external</p>	<p>Trainees could demonstrate ethical behaviour by:</p> <ul style="list-style-type: none"> Identifying instances of potential ethical dilemmas in daily work and addressing those appropriately. Explaining how they have dealt with ethical challenges while performing their work, e.g. displaying professional scepticism, speaking up, not being influenced by the client/ senior or consulting when confronted by ethical issues. Providing examples of instances where they assisted others to deal with ethical dilemmas. Performing their allocated work, both complex or more mundane, to the highest levels of quality. By always demonstrating an appreciation of the confidentiality of information, i.e. by not leaving sample documentation lying around the audit room, taking samples back to the client once documentation is completed and the working paper is reviewed, being attentive to not discuss the client or client information in open spaces, etc. Demonstrating professional behaviour in all interactions with clients through proper business etiquette, communicating in a professional manner (written and other), being respectful towards the client and displaying appropriate behaviour on electronic and social media. 	<ul style="list-style-type: none"> Trainees could demonstrate ethical behaviour by: <ul style="list-style-type: none"> Applying the organisation's values in all interactions (assuming that the values are sound). Adhering to the relevant codes of conduct, policies, procedures, etc. in interactions Being straight forward and honest in communicating negative/difficult information or feedback. Ensuring that interactions do not discriminate against or degrade anyone (racism, sexism, etc.) Allowing for diversity of thought and considering dissenting opinions. Being transparent in all communication. Completing work with due care. Complying with laws and regulations. Following ethical reasoning processes to respond to laws, regulations, policies that are considered unethical. Situations where this value could be applied, include: <ul style="list-style-type: none"> Deciding on marketing strategies and content. Supplying factual and honest feedback on products (e.g., nutritional labels). Participating in decisions about restructuring and retrenchments. Compiling company profiles.

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			Training through client engagements	Training through rotations
		stakeholders.	<ul style="list-style-type: none"> Demonstrating due care by, e.g. adhering to deadlines, completion of allocated tasks, communicating any potential roadblocks or delays and responding to correspondence and emails in a timely manner. Demonstrating integrity by being accountable for the completion and quality of their own work, and taking ownership of their responsibility for all their actions Demonstrating professional competence by taking responsibility for all aspects of their own development and learning, including complying to all policies and procedures regarding assessments (formal or informal). Demonstrating objectivity by not compromising their professional judgment because of bias, conflict of interest or undue influence of others. This can be demonstrated by not picking a different sample because the client is unable to find supporting documents, applying professional scepticism when evaluating client evidence, and not accepting explanations at face value but corroborating client statements with additional evidence. 	<ul style="list-style-type: none"> Providing customers with information so that they can make informed decisions. Compiling and implementing company policies, ensuring that they are fair and do not discriminate. Evaluating and applying procurement processes. Negotiating and dealing with suppliers on pricing and payment terms. Evaluating and implementing changes in business processes that require automation and may lead to job losses. Presenting information to auditors and regulators. Valuations of companies/ business units that are being sold. When billing customers.
I3 Professional ethics: <i>refers to the fundamental ethical principles and values applied by a professional CA to decision-making, conduct and the relationship between the professional, its stakeholders and society.</i>				
3	a) Apply the following fundamental ethical principles when rendering services: (i) integrity, and (ii) objectivity, and (iii) professional competence and due care, and (iv) confidentiality and (v) professional behaviour (including personal branding, business etiquette and use of communication channels such as social media and the ability to control and express emotions appropriately).	The Code of Professional Conduct requires trainees to understand the fundamental ethical principles and behave in a way that enhances and promotes the profession both in personal and professional dealings by demonstrating and living the principles.	Trainees could demonstrate this value by: <ul style="list-style-type: none"> Identifying potential ethical threats in their daily work and addressing those appropriately (including but not limited to threat analysis (both perceived and actual) from accepting an engagement and identifying appropriate safeguards). Appropriately communicating (e-mails, verbal communication etc.) with the client and colleagues, demonstrating appropriate business etiquette and appropriate expression of emotions, particularly in instances of disagreements, confrontational or difficult situations. Consciously restricting communication of confidential information or expressing frustration with the client/ work environment on social media; demonstrating an awareness of the public platform and access by various parties. Demonstrating an appreciation of the confidentiality of information, i.e. by not leaving sample documentation lying around the audit room, and taking samples back to the client once documentation is completed and the working paper is reviewed. 	Trainees could demonstrate this value by: <ul style="list-style-type: none"> Continuously and consistently conducting themselves in a manner fitting to the profession and avoiding any conduct which could be perceived to bring the profession in to disrepute. Thoroughly understanding of the fundamental principles within the Code (Integrity, Objectivity, Professional Competence and due care, confidentiality and Professional behaviour) by: <ul style="list-style-type: none"> being straightforward and honest in all business and professional relationships; identifying and adequately responding to potential ethical dilemmas; carrying out work with due care; not allowing bias, conflict of interest or undue influence of others to override professional or business judgement; respecting and protecting the confidentiality of information; and maintaining and enhancing the profession's reputation.
3	b) By way of general conduct, demonstrate a commitment to the ethical values upheld by the profession	Demonstration of a commitment to professional ethical values requires trainees to fully understand the societal trust the profession carries and in turn what this means for them to demonstrate trustworthy professional behaviour. This also requires trainees to be able to identify ethical dilemmas, understand the ethical principles that apply to those situations and respond appropriately. Trainees are expected to behave in a manner that demonstrates an awareness and commitment (as	Trainees could demonstrate this value by continuously and consistently conducting themselves in a manner fitting to the profession and avoiding any conduct which could be perceived to bring the profession in to disrepute, including: <ul style="list-style-type: none"> Being straightforward and honest in all business and professional relationships. Identifying and adequately responding to potential ethical dilemmas. Carrying out work with due care. Not allowing bias, conflict of interest or undue influence of others to override professional or business judgement. Respecting and protecting the confidentiality of information. Maintaining and enhancing the profession's reputation. 	Trainees could demonstrate this value by continuously and consistently conducting themselves in a manner fitting to the profession and avoiding any conduct which could be perceived to bring the profession in to disrepute, including: <ul style="list-style-type: none"> Being straightforward and honest in all business and professional relationships. Identifying and adequately responding to potential ethical dilemmas. Carrying out work with due care. Not allowing bias, conflict of interest or undue influence of others to override professional or business judgement. Respecting and protecting the confidentiality of information. Maintaining and enhancing the profession's reputation.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
		evidenced by a thorough understanding) of the ethical values upheld by the profession (with particular reference to the Code). This conduct should be applied in all situations.		
II. CITIZENSHIP, VALUES AND ATTITUDES				
“Citizenship” is most often used to indicate nationality and explain the rights and responsibilities attached to “membership” of a nation state. Although it is the individual/the person who is a citizen, a citizen cannot exist without belonging to a state.				
II1 Personal citizenship: <i>is used to indicate that there are rights/responsibilities to being a member of multiple communities.</i>				
3	a) Demonstrate a responsive, valuing and tolerant approach to cultural diversity (local or global) and individual differences	<p>Trainees must be able to recognise and respect others' values and differences and express a positive attitude towards all individuals regardless of race, gender, age, ethnicity, religion, sexual orientation, socioeconomic status, nationality, etc.</p> <p>Demonstrate, through conduct and communication with others, an appreciation and acceptance of all colleagues and clients, particularly with regards to responses to input received from these individuals/ responses to queries raised or input sought by these individuals.</p> <p>In instances of differences encountered as a result of cultural diversity, demonstrate an open-minded, respectful response.</p>	<p>Trainees could demonstrate this value:</p> <ul style="list-style-type: none"> On a daily basis, in all communication and interactions with colleagues and clients, without prompting or encouragement from managers. When functioning as part of a multi-cultural team, respecting the diversity of the individual team members and encouraging inclusion (i.e. encourage participation from all team members). By seeking information and clarity from colleagues/ clients and respond with respect and tolerance. When reporting to group auditors globally, demonstrating an awareness of differences in communication styles and responding appropriately. 	<p>Trainees could demonstrate this value by:</p> <ul style="list-style-type: none"> Promoting and creating an inclusive culture within the team, being aware of cultural/ religious practises and accommodating individuals accordingly. Embracing differences, identifying how these strengthen the team and using the respective strengths to achieve efficiencies, e.g., multilingual trainees could assist with translating for other team members in certain situations Explaining certain customs that are followed which flow into the workplace etiquette so that all team members are aware etc. Participating in interventions and events within the organisation that raise cultural awareness, e.g. heritage day celebrations, providing insight into practices, behaviours or protocols, mentoring younger/junior colleagues and providing honest feedback on performance, etc.
3	b) Evaluate , for a specific course of action, its impact on the community in which you live and work, and on the local environment	<p>Trainees could identify how their actions contribute to and/or influence the community around them, their place of work and the environment.</p> <p>This learning outcome demonstrates that an individual, organisation, or collective can impact the environment/community positively or negatively dependent on the actions taken.</p>	<p>Trainees could demonstrate this value by:</p> <ul style="list-style-type: none"> Promoting and creating an inclusive culture in an audit team, respecting religious, language and mental health needs. Identifying and supporting any member of the team that is showing signs of struggling with mental health/ socio-economic factors or any other issues impacting their performance. Actively providing honest feedback and managing the development of team members in order to improve performance. Identifying, implementing and/or demonstrating practices that promote the green initiative and have a positive impact on the environment. Identifying and documenting the impact of political/ economic decisions on a client and documenting the risks to the business, e.g. the impact of lockdown or remote working. 	<p>Trainees could:</p> <ul style="list-style-type: none"> Consider actions taken by themselves (or others) that contributed positively to the greater good, e.g. assisting in a clean-up drive in the local community, volunteering at an event, donating blood or maintaining Covid-19 protocols. Evaluate the impact of a particular action (either their own action or another person's action), e.g. payment (or non-payment) of taxes, being a mentor to an individual in the community, assisting with extra tuition classes etc. Identify and implement or demonstrate practices that promote the green initiative and have a positive impact on the environment. Identify and document the impact of political/economic/strategic decisions of the organisation and document the impact on society, e.g.: remote working impact on reduced travel and decreased emissions, automation/outsourcing of certain activities and resultant redundant posts, removal of trees to provide more living space for people, etc.

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			Training through client engagements	Training through rotations
II2 Corporate citizenship: relates to the corporation's responsibilities/rights in society which has long been part of the field of business ethics				
3	a) Identify relevant stakeholders in your business environment (for either a client or your training office)	Identify and indicate the stakeholders (parties with vested interest, including but not limited to investors, shareholders, employees, customers, suppliers and regulatory authorities) applicable to an engagement or organisation.	On any engagement, trainees could: <ul style="list-style-type: none">identify Internal (internal auditors, integrated reporting team, company secretary, business unit leaders, employees, juniors, seniors) and external stakeholders (suppliers, clients, banks shareholders, external auditors, general public), that that can affect or be affected by the business.Consider the emergence of new stakeholders .	During any rotation or business unit, division, company that trainees perform work for, trainees could: <ul style="list-style-type: none">Identify Internal (internal auditors, integrated reporting team, company secretary, business unit leaders, employees, juniors, seniors) and external stakeholders (suppliers, clients, banks shareholders, external auditors, general public), that that can affect or be affected by the business.Consider the emergence of new stakeholders
2	b) Weigh up short-term financial benefits against the long-term strategic and/or societal impact of a decision	<p>This competency is closely linked to ethics and the fundamental principles in the SAICA code of conduct. Although there is a separate competency for ethics, it can never be divorced from citizenship.</p> <p>This objective is closely linked to the Business Activities technical competencies (B. Stewardship of capitals: business processes and risk management and C. Decision-making to increase, decrease or transform capitals). When trainees are exposed to these competencies, they will have the opportunity to evaluate and assess what the best approach should be in terms of assessing the benefits of short term financial benefits and long terms strategic impact.</p>	<ul style="list-style-type: none">Where trainees perform an audit on performance objectives and identifies that a client's performance appraisals are only linked to KPIs that are related to profit-generation, they have the opportunity to determine the impact on the long-term strategic objectives of the organisation,In the process where the audit fees of a client need to be approved, trainees could evaluate whether the hours required to complete the audit are sufficient, what efficiency can be brought forward from the previous year, etc. This will give trainees the opportunity to assess the short-term benefits of having enough hours to complete the audit, versus the long-term strategic planning of whether the audit of the client is sustainable and to apply due care in planning for the audit.	<ul style="list-style-type: none">Examples of situations where trainees would be able to demonstrate in more simple contexts would be as part of a team:<ul style="list-style-type: none">Considering whether to offer financing or discounts to individual clients.When negotiating or signing contracts with smaller suppliers (Rent or buy/ pricing decisions) and the impact on the supplierWhen performing a capital budget, considering the strategic and societal impact of the decision over and above the financial aspect of the decision.Examples of situations where trainees would be able to demonstrate in more complex contexts would be as part of a team considering:<ul style="list-style-type: none">Automation versus manual labour.Covid-19 decisions made by companies around sustainability.Short-term financial gain versus long-term environmental destruction.Lucrative deals versus reputational damage (deal evaluation/ consideration).Looking at strategic options - e.g., low profits on a particular deal/ transaction for securing a strategic long-term relationshipDecisions to outsource and import or to rather source locally and support community upliftment and education
3	c) Evaluate the extent to which a business demonstrates a responsive, valuing and tolerant approach to cultural diversity and individual differences	Trainees need to have an awareness of and appreciation for cultural diversity and how it can be leveraged. This will stem from the demonstration of personal and business ethics.	Trainees could consider and provide evidence of the following when evaluating a client as part of planning: <ul style="list-style-type: none">Implementation of policies to promote equal opportunities and employment equity in the organisation.Compliance with Employment Equity legislation and regulations.Steps undertaken to resolve any conflicts/ misunderstandings as a result of any differences; in a responsive, valuing and tolerant manner.Involvement in organisations with beneficiaries of different races, cultures, languages, genders etc. as part of CSR projects.Contributions to open discussions to promote diversity.Inclusive corporate branding messages.	Trainees will have the opportunity to evaluate and suggest improvements/changes when: <ul style="list-style-type: none">Working in teams and interacting with colleagues, considering how teams are formed and decisions are made and communicatedDealing with differences of opinion, reporting issues and sharing dissenting views e.g. obtaining feedback from vulnerable/minority groups.Considering opinions from people outside the business through customer services, social media. etc.Applying laws, regulations, policies and procedures, (e.g. procurement, recruitment, occupational health and safety.)Discussing company policies, procedures, values, codes of conduct and practices. These could cover, e.g. religious and cultural holidays, intolerance of racism, forums to allow diverse groups to voice opinions etc.Considering Environmental, Social and Governance and SDGs.Reviewing the integrated report, specifically corporate governance disclosures and whether the board of directors shows diversity of gender, race and culture which will result in better decision-making.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
2	d) Evaluate an organisation's strategy and business model in the context of how it aligns with SDGs .	This could be considered in the context of the Training Office itself or an external organisation.	Trainees could demonstrate this value by gathering information and identifying inherent risks, the business's strategy and the business model in the context of how these align with the SDGs.	<ul style="list-style-type: none"> Trainees could demonstrate this value when: <ul style="list-style-type: none"> Preparing management accounts and reports (budget versus actual, ratio analysis, stakeholder analysis). Participating in the tailoring of an organisation's measurements (KPIs). Evaluating suppliers' and clients' strategies and business models as part of conducting business/concluding deals. Trainees could consider existing reports or create reports to evaluate the organisations' strategy, business model and alignment with goals, and then build on the report year on year based on historical information, internal and external events, and changes in strategy and business models.
2	e) Contribute to the community at large through, for example, acts of philanthropy, social responsibility and environmental stewardship	This could take the form of initiatives within and outside the Training Office.	<p>Trainees could demonstrate this value by identifying needs in the community and taking action or presenting a proposal to the training office/ team for consideration, e.g.:</p> <ul style="list-style-type: none"> Enterprise development through: <ul style="list-style-type: none"> Skills development projects. Providing Mentoring and coaching. Providing free/cheap business services. CSR projects, such as: <ul style="list-style-type: none"> Building projects. Supply of food and basic essentials. Supply of school essentials. Repairs to infrastructure. Environmental stewardship projects, such as <ul style="list-style-type: none"> Community clean-ups. Investment in reduction of carbon footprint/ sequestration of carbon. Waste reduction projects. Recycling projects 	<ul style="list-style-type: none"> Creating or participating in the organisation's CSR interventions. Writing course material/ presenting sessions/ mentoring/ tutoring and evaluating the impact of these interventions. Providing ideas for and participating in projects and innovations that positively impact the community at large (e.g. sourcing food from small farmers, assisting with vaccination sites and writing off loans for businesses impacted by looting). Identifying needs in the community and presenting them for consideration.
II3 Professional citizenship: <i>is used to indicate that there are rights/responsibilities to being a member of multiple communities.</i>				
3	a) Perform work in a manner that protects the public interest .	<p>This learning outcome requires trainees to:</p> <ul style="list-style-type: none"> Understand and value the public as a key stakeholder. Understand the effect business and professional decisions have on the public and demonstrate this consideration when making professional/business decisions. Ensure value is created for all stakeholders and to not be driven by self-interest. Understand the importance of building the trust of the public and public confidence. 	<ul style="list-style-type: none"> All engagements and related work should be undertaken demonstrating an understanding of and conduct in terms of the Code of Professional Conduct, and an awareness of the Auditors' responsibility to protect the public interest (considerations affecting the good order and functioning of the community – the “common good”). Trainees should apply the Code of Professional Conduct while preparing all working papers. Trainees should assess any issues in terms of NOCLAR and be cognisant of any matters which may represent Reportable Irregularities (to be discussed with the Audit Manager). 	<p>Performing work in a manner that protects public interest includes performing work in a manner that upholds the Code of Professional Conduct demonstrating the following behaviours:</p> <ul style="list-style-type: none"> Due care. The profession requires its members to deliver work of the highest quality as there is a reliance on the work to make business decisions that ultimately would affect the public. Competence. It is important for the members of the profession to evidence technical competence as they are trusted on by the public to be subject matter experts. Ethical behaviour. The public relies on the profession to be the cornerstone of ethics by behaving ethically and bringing unethical behaviour to light.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
2	b) Evaluate the impact of an action taken by a professional individual (yourself or someone else), on the profession and on society.	<p>As with II3a above, this learning outcome requires trainees to:</p> <ul style="list-style-type: none"> Understand and value the public as a key stakeholder. Understand the effect business and professional decisions have on the public and demonstrate this consideration when making professional/business decisions. Ensure value is created for all stakeholders and to not be driven by self-interest. Understand the importance of building the trust of the public and public confidence. 	<ul style="list-style-type: none"> Trainees could demonstrate awareness of corporate scandals and the loss of faith in the profession (e.g. disciplinary action taken against members made public by SAICA/ IRBA) and correlate the impact of the actions taken by the individuals involved, with the negative publicity and public outcry which ensued. Trainees could document considerations of planned courses of action, and determine any potential impact which this may have on the profession and on society. 	<ul style="list-style-type: none"> When strategic decisions are made, trainees could map out the impact, effect and all considerations including public impact and effect. Their considerations should evidence understanding and assessment of public interest. Trainees could be the public interest champions for all business decisions and bring in that perspective to any decision-making process.
III. LIFELONG LEARNING VALUES AND ATTITUDES				
Life-long learning refers to the process of self-initiated education aimed at self-development and acquiring an adaptive and agile mind set.				
III1 Self-development: <i>refers to the planning and management of personal development and an appreciation of how personal strengths and weaknesses may impact work, learning and goal attainment.</i>				
3	a) Demonstrate life-long learning by staying abreast of current trends and emerging issues including in relation to digital developments.	<p>Trainees must display a commitment to staying up to date on current developments and emerging issues including the digital aspects.</p> <p>Life-long learning is a self-initiated deliberate act, focused on improving knowledge, skills and competence (personal, professional and technical.)</p> <p>Reading, listening and observing are part of the building blocks of learning and trainees will have the opportunity to do all of these daily in their work.</p> <p>Using technology (digital acumen), in the current era is a skill that needs to be mastered to ensure life-long learning initiatives are achieved.</p> <p>A key skill to be acquired is the relational acumen which is an integral to a well-rounded professional.</p> <p>Training offices assist trainees to cement the principles of life-long-learning through on-the-job training and targeted training interventions.</p> <p>Another integral part of life-long learning is that the skills acquired through studies, training courses etc.</p>	<p>Trainees could demonstrate this value as follows:</p> <ul style="list-style-type: none"> By using technology (Excel/ Access/ other relevant data analytic software) when selecting a sample/ performing audit procedures/ extracting data during the audit. Digital acumen will be built throughout the training contract where the complexity of the subject matter and context will progress over the years of the training contract. This will in turn require ongoing learning. Where trainees have been exposed to an engagement where unfamiliar accounting treatment principles were identified, they can formally capture the scenario and present it to their peers. By taking the lead in implementing updates and providing guidance on technical matters, where new technical updates are available. 	<p>Trainees could demonstrate this value by:</p> <ul style="list-style-type: none"> Identifying areas of improvement whilst planning future rotations and reflecting on past performance, including consideration towards using technology more efficiently. Trainees should identify ways in which they can upskill themselves, e.g. requesting specific exposure or training. Registering and successfully completing courses/ updates/ talks (online or in person) that address identified development areas or new standards/ legislation, e.g. attending technical updates, completing professional courses on project management or coding for beginners. Identifying new developments and providing commentary/ inputs on exposure drafts or green papers.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
		should be put into practice to ensure the trainees retain what has been learned. This is where line managers and mentors of trainees will play a vital role in providing deliberate opportunities for trainees to put the skills acquired into practice. Trainees also have a responsibility to drive these initiatives.		
3	b) Demonstrate responsibility for your own development needs and opportunities and set and monitor personal learning and development objectives	<p>Trainees should demonstrate a positive attitude towards their training contracts and take responsibility for their development by seeking learning opportunities, as well as on-the-job or other experiences to address personal, professional and technical development needs.</p> <p>It is not enough to rely on their training office to recommend or determine their personal development needs and opportunities.</p> <p>After self-assessment or receiving input from a senior, trainees could take responsibility for their personal development needs by taking charge and being accountable, identifying and seeking opportunities for development and managing their own development plan, including self-reflection, assessment and determination of level of achievement of their development objectives.</p>	<p>Trainees could demonstrate responsibility for their own development by:</p> <ul style="list-style-type: none"> • Attending all mandatory training courses. • Actively participating in learning opportunities such as training courses and feedback sessions. • Booking themselves on non-mandatory training courses (e.g., digital upskilling/ industry specific training) where they want to expand their knowledge in areas which they are interested in. • Actively seeking opportunities to work on engagements where they can demonstrate and get exposure to specific competencies. • Actively pursuing their academic studies and making academic progress a priority at each level of study: undergraduate/ postgraduate/ ITC/ professional programme and APC. • Taking job assignments seriously and attempting to get maximum benefit from each project and task that they are given. • Focusing on specific development points that are communicated to them in their assessments and seeking to improve in those areas before the next assessment. • Completing performance appraisals and SAICA assessment forms on a timely basis. • Requesting feedback from supervisors and managers on the work they perform. 	<p>Trainees could demonstrate responsibility for their own development by:</p> <ul style="list-style-type: none"> • Attending all mandatory training courses. • Actively participating in learning opportunities such as training courses and feedback sessions. • Booking themselves on non-mandatory training courses (e.g., digital upskilling/ industry specific training) where they want to expand their knowledge in areas which they are interested in. • Actively seeking opportunities to work on engagements where they can demonstrate and get exposure to specific competencies. • Actively pursuing their academic studies and making academic progress a priority at each level of study: undergraduate/ postgraduate/ ITC/ professional programme and APC. • Taking job assignments seriously and attempting to get maximum benefit from each project and task that they are given. • Focusing on specific development points that are communicated to them in their assessments and seeking to improve in those areas before the next assessment. • Completing performance appraisals and SAICA assessment forms on a timely basis. • Requesting feedback from line managers on the work they perform.
III2 Adaptive mind-set and agility: <i>refers to taking initiative to improve performance and well-being by reviewing and reflecting on work performance.</i>				
3	a) Acquire new knowledge, skills and experiences to remain relevant and find opportunities to empower others by transferring this knowledge, skills and experience to others	<p>Trainees should actively consider the knowledge and skills required to be high-functioning in their professional role.</p> <p>The knowledge and skills should both be broad enough to upskill themselves in general terms, but also specific to the industry, circumstances or challenges.</p> <p>Trainees should then plan and find opportunities for learning, through self-paced independent research, using resources available to upskill themselves, online digital learning or</p>	<p>Trainees could demonstrate this value as follows:</p> <ul style="list-style-type: none"> • Preparing their own development plan and updating this on a regular basis to identify learning opportunities, relevant experiences and other activities which will enable them to remain up to date but also acquire new skills and knowledge to perform their work. The development plan could consider their academic progress, specific client requirements such as industry knowledge, pervasive skills such as effective communication and critical thinking and well as skills and knowledge to address specific development needs identified. • Demonstrating that they took responsibility for their development by seeking learning opportunities, as well as on-the-job or other experiences to address the development needs included in their development plan. • Not simply relying on their training office to recommend or determine their personal development needs and opportunities. 	<p>Trainees could demonstrate this value as follows:</p> <ul style="list-style-type: none"> • Preparing their own development plan or life-long learning plan and regularly conducting self-driven learning reflection against the plan and goals they have set. • Evidence proactive self-driven efforts to upskill themselves using resources and avenues available to ensure they have relevant and current knowledge and skills to be competent subject matter experts in their professional roles. • Using multiple avenues to obtain new knowledge, e.g. research, reading, discussions, webinars, forums, summits, volunteering time to new projects, accepting new ideas and requesting further exposure. • Taking responsibility to learn including within their on-the-job exposure. • Sharing knowledge by, e.g.: <ul style="list-style-type: none"> - Hosting training or discussion sessions.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
		<p>seeking on the job experience or coaching from others to obtain the identified knowledge and skills.</p> <p>Trainees should also actively coach others to perform tasks, learn new skills or transfer the application of the knowledge they have gained.</p>	<ul style="list-style-type: none"> Demonstrating that they empower themselves and others through requesting coaching, coaching others, keeping a record of such activities and, where appropriate, getting feedback from others (360' feedback) regarding the effectiveness of knowledge or skills transferred. 	<ul style="list-style-type: none"> Q&As with their team or other trainees. Mentoring, supervising or showing others by doing.
3	b) Work in an agile way by adapting and responding to changing practices, roles and work contexts	<p>Trainees need to evidence agility by being able to work within guidelines (of the task) but without boundaries (of how they achieve it).</p> <p>Trainees should be able to adapt to changing environments in an effective manner that allows for productivity and achievement of end goals within reasonable timeframes.</p> <p>Agility reflects an ability to think quickly, to be mentally aware of circumstances, and to then respond appropriately.</p> <p>This skill is not unique to any single technical context and would apply equally across and within all of them.</p>	<p>Trainees could demonstrate agility by:</p> <ul style="list-style-type: none"> Responding to changes in legislation or standards that require a change in the way things need to be done or approached. Responding to changes in technology (hardware or software) that require the need to learn new and better ways of doing things. Being exposed to new people who require things to be done in new or different ways. Encountering new industries with different transaction cycles and information systems that need to be learnt. Adapting to changes in an audit or accounting standard that requires different procedures to be designed and performed. Moving into a new client industry that requires new knowledge or business practice and acquiring the required knowledge and adapting to the different business practices. Encountering a new transaction, gaining an understanding of it and auditing it. 	<p>Trainees could demonstrate agility by:</p> <ul style="list-style-type: none"> Collaborating across different teams on a single project. Leveraging multiple processes, resources, people, knowledge and skills to solve a problem/ complete a task/ achieve an objective.

3. Acumens (Enabling Competencies)

3.1. Competence in the Acumens (Enabling Competencies) is measured in three levels of proficiency with reference to four dimensions:

Dimensions	Levels of competence		
	1 - Foundational	2 - Intermediate	3 - Advanced
ENABLING COMPETENCIES			
Proficiency is demonstrated by the ability to apply the acumens during technical task performance and is measured in four dimensions: (i) level of task understanding, (ii) task completion, (iii) guidance and (iv) dependencies.			
a) Level of task understanding	Displaying a basic understanding of the task (key ideas and principles)	Displaying an intermediate understanding of the task (using some analysis/ evaluation)	Displaying an advanced understanding of the task (thorough analysis/ evaluation and making useful recommendations)
b) Task Completion	(i) Following pre-determined steps to perform the task (ii) Using limited knowledge and skills	(i) Initiating tasks and performing them (ii) Using multiple knowledge sources and skills in some areas, and (iii) Using limited knowledge sources and skills in other areas	(i) Initiating tasks and performing them (ii) Integrating multiple knowledge sources and skills in all areas
c) Guidance	Requiring frequent guidance	Requiring limited guidance	Requiring little or no guidance
d) Dependencies	(i) Working under supervision and (ii) Carrying out tasks with a low level of risk and complexity using established processes	(i) Working as part of a team and (ii) Carrying out some tasks independently, being responsible for the quality of own work	(i) Managing own work and being responsible for the quality and quantity of the work done (ii) May be responsible for leading a team and managing certain functions

3.2. Guidance to help Training Offices understand the learning outcomes. Trainees will gain experience in and develop the Acumens in the technical context.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
Z. BUSINESS ACUMEN				
Business Acumen refers to the ability to make quick correct and/or focused strategic decisions and good judgements in a business or business division.				
Z1 Business internal environment: Using your understanding of the business’ internal operations, make quick, correct and/or focused strategic decisions and good judgements in a business or business division.				
3	a) Evaluate whether the business model of a client or your training office is primarily driven by business success (e.g. profitability, cash flow and market orientation) or by value creation (with reference to the six capitals).	<p>Evaluate the business model and strategy of the training office or of a client and evaluate whether it is driven primarily by financial capital or whether by other factors such as the environmental and social. An assessment of the six capitals and how they contribute to value creation should be considered</p> <p>King IV defines a business model as being “an organisation’s system of transforming inputs through its business activities into outputs (products, services, by-products, and waste) and outcomes (internal and external consequences, both positive and negative and including the impact on the triple context – the economy, the environment, and society) that aim to fulfil the organisation’s strategic purposes and create value over the short, medium, and long term”.</p> <p>King IV references the term “inclusive capitalism”, arguing that this value</p>	<ul style="list-style-type: none">• Trainees could:<ul style="list-style-type: none">- Perform an evaluation of a client’s business model in the context of how it uses the six capitals to generate its outputs and outcomes to create value over the short, medium, and long term. In doing this, trainees would need to define the inputs, outputs, and outcomes of the client’s business model.- Approach this learning outcome by researching King IV together with the client’s business strategy documents, researching successful business models in the client’s industry and discussing the business model with the business owner. This acumen is likely to be demonstrated when obtaining an understanding of the entity in which ISA 315 requires an understanding of the entity’s business strategy.• This acumen may require discussions with business owners who may not be familiar with King IV or the principles behind inclusive capitalism. Trainees will need to be conscious of the nature of the entity concerned and will need to apply professional judgment when evaluating the degree to which the business model uses current thinking in the context of value creation.	<p>Trainees could:</p> <ul style="list-style-type: none">• When evaluating the Director's Report and other non-financial information in the financial statements, assess whether the business model of the organisation is driven by business success or value creation.• Identify and document whether the training office or customer places emphasis on integrated reporting (as opposed to the sustainability report, annual report and financial statements) and document the extent to which the business model is aimed at creating environmental and social sustainability versus financial success.• Evaluate and document the extent that the training office or customer includes within its strategy financial capital versus the other capitals to generate its outputs and outcomes to create value. In doing this, trainees would need to understand the value creation process including the capital inputs, outputs, and outcomes and be able to identify these elements of the client’s business model.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
		<p>creation in a business takes account of not just financial capital (the more traditional thinking behind value creation for a business), but also manufactured, intellectual, human, social and relationship, and natural capital (the six capitals).</p> <p>This acumen does not correlate to a specific technical competency but rather is aimed at demonstrating an understanding of the entire value creation chain.</p>		
3	b) Distinguish between different types of entities (profit, non-profit and public sector) and the roles they play in society.		<p>Trainees could distinguish between different types of entities (profit, non-profit and public sector) and the roles they play in society e.g.:</p> <ul style="list-style-type: none"> Profit Company – private sector business for both value creation and business success. Non-Profit company – goals are usually related to performance measurement other than business success and could include value creation goals e.g., number of beneficiaries and community service goals. Public sector – national, provincial and local government goals could include: <ul style="list-style-type: none"> Spending targets (ability to spend amounts allocated to the department). Reductions in fruitless, wasteful or unauthorised expenditure. Service delivery targets (number of beneficiaries etc.). Budget control (surpluses and deficits). 	<p>Trainees could:</p> <ul style="list-style-type: none"> Identify the different types of entities, and the impact they have on society. Evaluate accounting officer report/ annual financial statements/ annual report and conclude whether disclosures are sufficient with reference to the role of the entity in society.
3	c) Evaluate how an organisation creates value through the business model.	<p>Gain an in depth understanding of the training office's or client's business model and value creation process including its capitals, inputs, business activities outputs and outcomes. Evaluate how these applied in conducting business create value.</p>	<p>In evaluating how an organisation creates value through the business model, trainees could be involved with the following processes:</p> <ul style="list-style-type: none"> Understanding the entity including the strategy, business and organisational goals and values considering the value which has been incorporated into these aspects. Understanding and documenting the end-to-end transactions of business processes and understanding the value added within these specific processes. Understanding the internal control framework and the business models incorporated to add value. 	<ul style="list-style-type: none"> Trainees will need to thoroughly understand the training office's or client's business model and value creation process. Specifically, trainees will need to identify and document how the six capitals contribute to adding value to the organisation, e.g. an analysis of human capital may highlight how important a role its employees play in the organisation and how dependant the organisation is on its employees in achieving its objectives. Trainees could: <ul style="list-style-type: none"> Assess the organisation's business model as a vehicle for the implementation of its business strategy. Obtain a detailed understanding of the business model of a particular entity to comply with relevant taxation principles. Obtain an understanding of the business model of the entity to understand how the entity creates value and makes a profit. This will be demonstrated by documenting the value creation process of the business.
3	d) Evaluate an organisation's business model taking cognisance of its various capital resources used to optimise value creation for stakeholders (e.g. customers (provide revenue by buying products), shareholders (provide	<p>Gain a good understanding of the organisation's business model including all the components that contribute to value creation. Identify and evaluate the various capitals that the organisation uses to optimise value creation.</p>	<p>Trainees could:</p> <ul style="list-style-type: none"> Demonstrate an understanding of a client's business model when considering risk factors (e.g. supply issues created by the Covid-19 lockdown and the impact on profitability and going concern). Evaluate the client's internal controls and identify any control deficiencies. Suggest mitigating controls and process improvements. 	<p>Trainees could:</p> <ul style="list-style-type: none"> Evaluate possible sources of funding available to the organisation taking into consideration its size and stage of development (e.g., crowd sourcing for start-up businesses) and identify the most appropriate sources of funding to achieve its business strategies and objectives, including value creation for stakeholders. In relation to integrated reporting:

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
	capital), employees (provide talents and skills) and suppliers (provide products and services).	Trainees should be able to understand the various aspects of a business model and not just be able to understand the technical accounting.	<ul style="list-style-type: none"> Identify improvements to the audit process, thereby creating greater value for the engagement resulting in efficiencies and cost saving. Evaluate and document the various aspects (e.g. covenant breaches, changing credit terms, reduced profitability) of the client's going concern such as budgeting and forecasting. Identifying impacting factors such as Brexit or Covid-19. Consider how this could be evidenced within the practice as well as for clients. E.g. identify improvements in recruitment strategies such as referring excellent candidates. (Refer trainees to the program by using various connections). 	<ul style="list-style-type: none"> Analyse relevant financial and non-financial information to identify analytical comparisons (e.g., sales versus emissions). Display integrated thinking to evaluate value creation in the short, medium and long term by taking cognisance of the organisation's strategy, governance, performance and prospects in the context of its external environment. Integrate information and data to assess the relationships between the different capitals used in the organisation's integrated report and how these are used to create sustainable value for stakeholders. Perform a SWOT analysis and Porter's Five Forces on the training office or an entity.
3	e) Use a holistic perspective to analyse an organisation's business processes (including how it serves stakeholders such as customers, employees, surrounding <u>community</u> and investors).	Gain an understanding of the organisation's business processes, key stakeholder's and how the organisation serves its stakeholders.	Trainees could identify and document an organisation's key stakeholders, their roles and responsibilities in the organisation's business plan and in the execution of its business strategy. This will include documenting the responsibility the organisation has to its various stakeholders.	Trainees could identify and document an organisation's key stakeholders, their roles and responsibilities in the organisation's business plan and in the execution of its business strategy. This will include documenting the responsibility the organisation has to its various stakeholders.
Z2 Business external environment: <i>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</i>				
2	a) Evaluate the effect of local and global influences (including stakeholder relationships and the SDGs) on measures of business success and value creation.	<p>Global and local influences include political, legal, technological and social factors, global economic market indicators, local economic indicators and exchange rates etc.</p> <p>Business success is dependent on societal success. The SDGs are geared to create joint societal success thus the expectation is that businesses also measure themselves against the SDGs.</p>	<p>Trainees could demonstrate this acumen as follows:</p> <ul style="list-style-type: none"> As part of gaining an understanding of the client's external environment, assess local influences (local factors that affect the client, such as legislation, stakeholder expectations, regulatory environment etc.) and global influences (global factors that affect the client such as general economy, foreign competition, emerging trends, foreign exchange etc.) on measures of business success and value creation (governance, business processes and risk management, decision making, reporting, compliance and the assurance (and related) services provided). Use information obtained and evaluate the effect of the various factors identified applicable to the client, in terms of measures of business success and value creation (the 6 capitals - governance, business processes and risk management, decision making, reporting, compliance and the assurance (and related) services provided) This task Could be performed in the planning and risk assessment phase of an assurance engagement. Trainees would have to apply professional judgement with regards to evaluation of factors identified, and potential risk of material misstatement resulting from these influences. 	<p>Trainees could:</p> <ul style="list-style-type: none"> Evaluate the organisation or business unit's strategic plans and key performance drivers and identify the alignment of those strategic goals against external (local and global) influences and stakeholders. Assess the measures of value creation for a business or business unit. Evaluate the alignment of strategic plans to SDGs, the National Development Plan or Provincial Growth and Development Plan etc. and assess the key performance drivers of the entity or business unit. Trainees could identify the impact in any performance report, or even the allocation of budget for value creation.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
2	b) Evaluate the influence of the external environment (political, economic, tax policy, social, technological, legal, and environmental) on an organisation's strategy, business model or processes.	Trainees should be able to identify how any external forces impact the organisation's strategy, business model or processes for the training office, business unit or a client.	<p>To demonstrate this acumen, trainees could:</p> <ul style="list-style-type: none"> Identify which resources are required to evaluate the influence of the external environment. Where it is a public entity, trainees will be required to identify that media articles, relevant legislation is some of the sources and perform industry specific research. Identify influences from the external environment through reading news articles, reading/ listening/ observing to obtain information relevant to the industry regarding policies, legislation, technological impact and performance objectives and conducting industry specific research. Trainees will need to document these observations in the overall understanding working paper and identify any risks impacting the audit and design appropriate responses for the risks identified. Identify how the current economic environment and rapid technology changes impact their audit firm in terms of how they perform their audits effectively. Obtain information relating to the training office, including what the financial impact has been on the organisation's staffing requirements based on the impact the current economic climate has had on the office. When conducting analysis, decide what information is relevant and should remain in the analysis which will provide the necessary information to make an informed decision of the impact on the firms business strategy or processes. 	<p>Trainees could demonstrate the acumen through:</p> <ul style="list-style-type: none"> Evaluation of the external environmental factors and resulting impact on the key performance targets, budget allocations, reprioritisation of resources, strategy etc. Preparation of a strategy roadmap for the business unit, preparation of budget or preparation of process planning whilst considering external factor impact. Business unit or entity strategy KPIs analysis against external factor impact, this analysis can be done with integrated reporting.
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 evaluate an organisation's business model.	Trainees should be able to evaluate/analyse the impact of external factors on the training office or a client.	<p>Trainees could evaluate the organisation's business model, using a broad perspective together with the organisation's mission/strategy and document the following:</p> <ul style="list-style-type: none"> Competitive advantage created for the organisation. Threats identified and how to respond to those. Industry trends. Emerging technology available in the market and the cost thereof. Industry disruptors and how it can affect market share. Market opportunities due to innovation, intellectual property unique to the organization. Stakeholder focus. 	<p>Trainees could complete:</p> <ul style="list-style-type: none"> A performance management audit, identifying whether KPIs and targets are in line with the organisation's mission/value. Full analysis of an entity. Along with financial analysis, evaluate the entity in full assessing the business model, mission and company strategy. (In banking, trainees could consider this competency when assessing the credit applications of entities etc.)
Z3 Innovation and creativity: <i>Developing new concepts, innovative ways or new ideas promoting a business success or wide-spread use, using a questioning or inquisitive mind-set.</i>				
2	a) Recognise the need to address a problem or situation from a fresh perspective and challenge existing paradigms and ways of doing business.	<p>Identify other more effective methods of completing routine tasks or create efficiencies within current processes, considering the use of technology and limited resources.</p> <p>Challenge the status quo by providing alternate methods of doing business not only considering current objectives (profit, cost cutting or service delivery) but also creating value and sustainability of business processes (e.g. aligning with SDGs, considering impact on community, environmental sustainability etc.).</p>	<p>Trainees could provide evidence of how a problem or situation should be addressed from a fresh perspective, when:</p> <ul style="list-style-type: none"> Actual results are not in agreement with anticipated results. Changes in systems require a change in approach. Threats are identified that may require a different approach. Opportunities may be lost. New information systems are being implemented. There may be losses/penalties/fines due to legislative NOCLAR. There have been changes in legislation impacting on the way business is conducted e.g. implementation of POPI meaning that in certain financial leads can no longer be used. 	<p>This could include:</p> <ul style="list-style-type: none"> Identifying and recommending controls which could be preventative in nature, rather than detective. Considering changes in regulations, and stipulating processes to align to new requirements. Identifying manual processes which could be improved with the inclusion of an automated element or with the use of technology. Evaluating the impact of including local people/vendors on projects, addressing SDGs whilst managing organisation's objectives.

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			Training through client engagements	Training through rotations
1	b) Describe an innovative solution you came up with to address a business problem and how you implemented this solution.	Document a detailed original concept indicating the background, problem addressed (inefficiencies or value creation), solutions proposed, and implementation plan/schedule completed. Could be a new idea promoting business success using a questioning and inquisitive mind-set.	Trainees could describe an innovative solution they came up with to address a business problem and how they implemented this solution as evidenced in the Report to Management. Trainees could, e.g.: <ul style="list-style-type: none">Evaluate the current system or process, and suggest a method to automate the process.Create a better working paper with data validations or other inclusions to reduce risk of error, minimise time spent, etc.Describe an innovative solution they came up with to address a business problem and how they communicated this solution in the Report to Management.	Trainees could: <ul style="list-style-type: none">Evaluate the current system or process, and suggest a method to automate the process.Create a better working paper with data validations or other inclusions to reduce risk of error, minimise time spent, etc.Review the Supply Chain Management or monitoring process and make recommendations on dealing with anomalies or deviations.Identify any business problem and provide suitable, possible solutions.
1	c) Empower and develop others by acting as a role model and by providing advice, support and mentorship.	Support, guide, advise and provide opportunities for team members or juniors (or even other members of community), on both professional and technical aspects and allowing them to then grow and expand in their roles. Mentor others not only by guiding what they should do, but also portraying a good example through own actions and behaviours.	Trainees could: <ul style="list-style-type: none">Facilitate a structured process of providing opportunities for improvement/growth of team members, offer guidance and give informed feedback on achievements.Offer mentoring sessions to discuss areas for improvement and feedback on performance.Develop training on difficult or new processes to share with peers or juniors to better facilitate the handover process or to provide guidance.Display professional behaviour in their own work and interactions to set a good example for those around them.	Trainees could: <ul style="list-style-type: none">Facilitate a structured process of providing opportunities for improvement/growth of team members, offer guidance and give informed feedback on achievements.Offer mentoring sessions to discuss areas for improvement and feedback on performance.Develop training on difficult or new processes to share with peers or juniors to better facilitate the handover process or to provide guidance.Display professional behaviour in their own work and interactions to set a good example for those around them.
Y. DECISION MAKING ACUMEN				
This competency area refers to cognitive processes to decide on actions or between alternatives and includes analytical/ critical thinking, integrated thinking, problem-solving, judgement and decision-making and professional scepticism.				
Y1 Critical thinking: <i>Research, investigate, critically analyse, reflect and apply professional judgement to the evaluation of data and information from a variety of sources and perspectives.</i>				
3	a) Select and manage information (quantitative as well as qualitative) from multiple sources and perspectives through research, analysis, synthesis and integration.	Trainees will need to be able to obtain information – both quantitative (numerical) and qualitative (non-numerical) from various sources, e.g. documents, people, and/or the internet. Research involves the creative and systematic collection, organisation, and analysis (the detailed examination of the underlying elements or structure of something) of this information to increase an understanding of a topic or issue. Synthesis and integration of information involves the combination of components or elements to form a connected whole – the ability to see the bigger picture presented by the information obtained. This acumen is not limited to specific technical contexts and is applicable throughout the value chain.	<ul style="list-style-type: none">Trainees will need to design appropriate procedures to obtain the information necessary to facilitate the relevant decision-making that will be required from obtaining the information. Having designed the procedures, trainees would then perform these procedures making use of other enabling acumens e.g. questioning skills, delegation of tasks to others, effective use of the internet etc.When obtaining an understanding of an entity during the planning phase of an audit, trainees will need to conduct research to identify relevant factors (internal and external and quantitative and qualitative) that may have affected the entity. This research could involve obtaining information from multiple sources such as relevant websites, discussions with relevant entity staff, and through reviewing relevant documentation (such as industry journals, internal reports or minutes of meetings). Trainees will need to consider the reliability of the source from where they obtain this information and will need to analyse this information to enable them to identify possible risks of material misstatement that may arise based on this understanding.This acumen could be used when obtaining an understanding of account balances and classes of transactions that need to be audited. This will require a review of supporting documentation, system descriptions, prior year working papers together with discussions with relevant client staff members.	<ul style="list-style-type: none">Management Reporting Process - trainees will need to identify financial and non-financial performance indicators key to the entity or business unit. This includes conducting research on competitors/peers in the market.Budgeting process - trainees will need to obtain an understanding of the budget assumptions and understand the relationship to the business strategy. By varying the key assumptions, trainees could perform a sensitivity analysis on key budgets.Integrated Report – trainees will need to obtain information (quantitative as well as qualitative, non-financial as well as financial etc.) from various sources to evaluate or prepare the integrated report. Thought should be given to benchmark against international examples of integrated reports.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
3	b) Identify, and question/challenge information or assumptions and potential bias behind received and discovered information to interpret the results or analysis.	Recognise and detect information, and interrogate the underlying information or assumptions (either supplied or discovered) for potential prejudice and understand/ evaluate the impact that this may have on the results.	<ul style="list-style-type: none"> • Trainees should apply professional scepticism and judgement after requesting and obtaining information on management estimates while on audit. • Trainees could test the underlying assumptions for management bias, by comparing these to industry norms, historic estimates and outcomes, etc. • Trainees could assess assumptions and outcomes of calculations, against the conclusion which would be drawn by a reasonably informed third party (documenting the findings in an audit working paper). 	<ul style="list-style-type: none"> • Investment decisions – during the due diligence review process trainees should not accept information at face value or allow bias to influence their business decisions. Trainees should question obtained information and check for reasonability. • Internal Audit – trainees should question and challenge all information that is received and not allow bias to influence their business judgement. • Budgeting process – trainees should obtain an understanding (questioning and challenging of information) of the budget assumptions and understand the relationship to the business strategy. By varying the key assumptions, they could perform a sensitivity analysis on key budgets.
2	c) Use critical analysis and reasoning strategies or techniques to uncover key and/or underlying issues, and identify connections or patterns across diverse situations.	This could be used in any task that requires analysis or identification of connections or patterns.	<p>Trainees could use critical analysis and reasoning strategies or techniques to uncover key and/or underlying issues, and identify connections or patterns across diverse situations, e.g.:</p> <ul style="list-style-type: none"> • Where there are multiple cost drivers and the incorrect one may have been used. • Where critical information/subsequent events were ignored. • Where contingent liabilities were not recognised fully. • In the recording of non-routine transactions. 	<ul style="list-style-type: none"> • Internal audit – trainees will need to Interrogate information received, by questioning and challenging information, not allowing bias to influence their business judgement and suggesting mitigating controls where necessary. • Investment decisions - during the financial modelling process, data will be analysed and trainees could consider whether it is a viable investment, uncovering key issues and providing recommendations to ensure viability. • Cash management – trainees will prepare and/or evaluate the cash flow forecast and working capital considering all assumptions. Trainees could interpret the results of the cash flow forecast being able to understand major movements and extraordinary items. Trainees should be able to provide solutions with regards to funding needs where necessary. • Management reporting – trainees will need to obtain financial information from various business units for consolidation purposes and evaluate the information using financial analysis, ratio analysis and/or trend analysis. They can use this to identify any areas of concern and provide recommendations where necessary.
Y2 Integrated thinking: <i>Integrative thinking is a decision making approach for complex problems based on finding new, creative solutions rather than merely choosing the best solution from a list of alternatives</i>				
3	a) Synthesise and make sense of ideas and information from a variety of sources to create a design, formulate a plan, arrive at a viable solution to a problem, obtain a broader understanding of an issue etc.	Trainees will be required to demonstrate that they are able to use various sources of information to find a viable solution for a problem.	<ul style="list-style-type: none"> • In the process to develop an audit approach for a specific client, trainees will consider various factors, such as the control environment, governance model and specific risk considerations to determine the appropriate audit approach. • Trainees will use audit findings from the previous year, changes in policies, procedures and processes in the current year and perform an analysis of how the circumstances have changed to identify what audit approach should be followed. Based on their review of all relevant information, trainees will be required to determine what the impact on the audit approach will be. • If the control environment was not adequate in the previous year, but management implemented new controls to mitigate the risks of misstatement, trainees will be required to identify this when completing the process and develop responses to the risks. • When trainees are allocated different components on the financial statements to audit (e.g. PPE and deferred tax), they will be required to identify where components overlap and where synergy can be achieved. • Trainees will be required to identify how procedures need to be designed and performed to ensure the audit is performed effectively, i.e. they will need to evaluate the audit strategy. To do this, trainees need to have knowledge of the clients' operations. 	<ul style="list-style-type: none"> • Cash management – trainees will prepare and/or evaluate the cash flow forecast and working capital considering all assumptions. Trainees could interpret the results of the cash flow forecast being able to understand major movements and extraordinary items. Trainees should be able to provide solutions with regards to funding needs where necessary. • Management reporting – trainees will need to obtain financial information from various business units for consolidation purposes and evaluate the information using financial analysis, ratio analysis and/or trend analysis. They can use this to identify any areas of concern and provide recommendations where necessary. • Management reporting – trainees will obtain an understanding of a department or business through questioning a variety of stakeholders and, based on their understanding, identify key financial and non-financial performance indicators. • Budgets – trainees could consolidate information from various departments for budget purposes, interrogate whether information is in line with budget assumptions and make recommendations for cost control and cost efficiency. • Financial Reporting – during evaluation or preparation of the integrated report, trainees will need to obtain and understand information from a

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
			<ul style="list-style-type: none"> • Trainees could demonstrate integrated thinking in knowing that there are certain procedures e.g. between PP&E and deferred tax that can be performed simultaneously. Therefore, the manner in which the audit procedures and their audit plan is set up will have to make provision for this. • Trainees could identify team members who are responsible for other components linked to their components where synergy can be achieved, and work with them to develop adequate procedures. • Trainees will have to demonstrate that they are able to guide the team and conclude what the best approach will be to design and perform the procedures. • Towards the end of the audit, trainees may be responsible for consolidating the findings and drafting the management letter for a client which includes providing recommendations, identifying the root causes for findings and providing a draft audit opinion based on the current circumstances on the audit where other trainees are responsible for various components. • Trainees will be required to plan adequately in terms of timelines, allocation responsibilities to other team members, requesting input from other team members, and familiarising themselves with all other components on the audit. • Once all information has been consolidated, trainees will have to demonstrate that they have the ability to take stock of the current situation and make a judgement call on what the outcome of the audit is. Even though the audit might not be at the final stage, they need to demonstrate that they are able to make an informed decision on what the impact of other team members audit work is on the audit opinion. 	variety of sources and ensure that the integrated report contains all relevant information for external stakeholders.
2	b) Use the above in the interpretation, analysis and evaluation of financial and non-financial information for decision-making.	Trainees will be required to demonstrate that they are able to use various sources of information gathered to find a viable solution for a specific problem encountered as an input into the decision-making process.	<p>Trainees could use the what they have done in Y2a, above, for the interpretation, analysis and evaluation of financial and non-financial information for decision-making e.g.:</p> <ul style="list-style-type: none"> • Use the materiality, risk assessments and audit plan to design sufficient and appropriate audit procedures. • Evaluate aggregate and individual misstatements based on their determination of materiality and the consideration of both qualitative and quantitative factors. • Consider/evaluate the appropriateness of the audit opinion based on the misstatements identified. • Determine if a specific transaction meets the recognition criteria and determine the most appropriate disclosure and accounting policy in terms of the relevant Accounting Framework • Based on the evidence provided in the conclusion section of the audit work programmes, determine if sufficient and appropriate audit evidence was obtained to support the audit opinion. 	<p>Trainees could use the what they have done in Y2a, above, for the interpretation, analysis and evaluation of financial and non-financial information for decision-making e.g.:</p> <ul style="list-style-type: none"> • Cash Management – provide solutions with regards to funding needs where necessary. • Management Reporting – identify areas of concern and provide recommendations where necessary. • Budgets - make recommendations for cost control and cost efficiency.
Y3 Problem Solving: Collate and compare information from multiple sources to correctly define a problem, assess alternative solutions against decision criteria and make the optimal decision.				
3	a) Use a questioning mind-set during problem identification, analysis and resolution.	<p>The key to critical lies in questioning:</p> <ul style="list-style-type: none"> • Questions define the agenda of thinking. 	<p>Trainees could provide evidence of:</p> <ul style="list-style-type: none"> • Possible problem areas identified by discussion with management during the planning stage and planning performed to avoid issues. 	<p>Trainees could provide evidence of:</p> <ul style="list-style-type: none"> • Probing questions asked in their process of problem-solving e.g. through seeking clarity during meetings, data-collection using created custom forms (with many stakeholders answering questions) etc.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
		<ul style="list-style-type: none"> They determine what information we seek. They lead the direction of thinking. <p>Questions are, therefore, a crucial part of problem-solving.</p> <p>As problems arise within the general scope of trainees' exposure, trainees should be empowered to problem solve and not rely fully on manager intervention.</p>	<ul style="list-style-type: none"> Problems that arose during the audit i.e. Changes in IFRS or circumstances that require valuations to be done whereas cost model was applied in previous periods. Staffing problems that arose and how these were addressed. Budget issues that arose and how these were addressed. Missing information or scope limitations that arose and how these were addressed, including instances where: <ul style="list-style-type: none"> Information was not retained. Inventory/assets were destroyed by fire. No audit trail was maintained. IT systems overwrite evidence on a daily basis No procedures were performed to obtain sufficient and appropriate evidence Changes in the accounting systems or breakdowns that occurred and how these were addressed to prevent a qualification/ disclaimer/ adverse opinion. Subsequent events identified that required adjustment. Contingent liabilities identified during the engagement that required valuation/estimates. Identification of fraud or instances where a lack of management integrity were identified Instances where conflicting evidence has been received e.g.: <ul style="list-style-type: none"> Management Representations differ to other documented evidence. Legal practitioner annual statement differs to the audit evidence. The sustainability report evidence is in disagreement with audit evidence. 	<ul style="list-style-type: none"> How information sourced through questioning has informed their problem-solving process. How they did not accept information at face-value but rather critically assessed the information before using it in their problem-solving process.
3	b) Seek assistance from experts/specialists to expedite problem-solving, decision-making and/ or reaching conclusions.	<p>Subject matter expert intervention can create efficiency in business processes and provide additional credibility of information and insight.</p> <p>Trainees should be able to identify the need for use of an expert and effectively communicate this to management. When information is received from the expert they need to be able to use the information to reach a conclusion.</p>	<p>Trainees could provide evidence of how they:</p> <ul style="list-style-type: none"> Identified the need of an expert for complex accounting advice, complex IT issues or audit inputs such as actuarial assumptions or cyber security. Actively communicated the assistance required and procured the required expertise. Once the information was received, applied the outcome to the audit procedures and reached a conclusion. Identified and managed any follow up work required. (Less complex) Identified the need for senior management decision-making or sign-off and proactively managed the requests and documentation of conclusions 	<p>Trainees could evidence proactive inclusion of expert/specialist input in their work, e.g.:</p> <ul style="list-style-type: none"> Valuations – obtaining actuarial valuations, property valuations etc. where necessary to perform reasonability checks or to aid in the valuation process. Annual Financial Statements – when preparing the notes to the Annual Financial Statements, obtaining information from experts such as actuarial valuations for employee benefits, banking institutions with regards to guarantees, lawyers with regards to contingent liabilities etc. Deal structuring – identifying when to seek tax expertise for the tax implications to expedite deal structuring.
Y4 Judgement and decision-making: <i>The ability to make considered and effective decisions, come to sensible conclusions, perceive and distinguish relationships, understand situations, and form objective opinions.</i>				
3	a) Only exercise judgement and make decisions based on sound and logical reasoning in collaboration with affected stakeholders.	<p>Trainees will need to be able to:</p> <ul style="list-style-type: none"> Identify events, tasks, situations or problems that are not clearly defined and/or are open for interpretation and obtain an understanding of the key underlying issues. Gather all relevant information and identify all possible outcomes, whilst collaborating with a team. 	<p>Trainees could:</p> <ul style="list-style-type: none"> Demonstrate how the decisions they made about the most effective response to identified risk of material misstatement were sound and logical. This could include how the competing alternatives (substantive versus combined and/or tests of detail versus analytical review) were considered with respect to efficiency (time and cost) and effectiveness (practicability) in making an informed choice about the best one to adopt. This might have been done in collaboration with more senior audit personnel to ensure that the optimum solution is found. 	<p>Trainees could:</p> <ul style="list-style-type: none"> Document a professionally structured response to a problem with clearly defined issues, assumptions and the legal, ethical and technical bases for the assumptions and decisions taken. Debate and resolve audit findings which are subject to judgement, have room for different interpretations and may not have a clearly defined outcome, in a logical and professional manner while using technical competencies to enhance the debates/arguments and collaborating with colleagues, management and the audit team.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
		<ul style="list-style-type: none"> Use best practices, be aware of personal and unconscious biases and apply a methodical and logical approach towards resolving issues presented. Consider legal, ethical and technical elements whilst reflecting on affected parties' interests such as the business, investors, communities, suppliers, regulators etc. <p>Decision-making is not unique to a particular technical context and is applied in and across all aspects of the value creation chain.</p> <p>Decision-making should be informed and should be based on a full understanding of relevant information and circumstances.</p> <p>Decision-making often affects multiple stakeholders (such as employers, clients, or colleagues) and effective decision-making should be done through consultation, and in collaboration with these stakeholders.</p>	<ul style="list-style-type: none"> Conduct research and obtain the necessary information (including possible collaboration with affected stakeholders) to then weigh up alternative courses of action. They should then present their informed choice of action to their senior, together with their reasoning behind why this would be preferable to other alternatives. Demonstrate how they applied professional judgement when evaluating alternate courses of action that have differing benefits and costs, e.g. one solution may take less time for the auditor but may be time-consuming for the client, while another option may take longer for the auditor but would be more practical for the client. 	<ul style="list-style-type: none"> Using case law, industry best practises, corporate governance principles etc. to present arguments for decisions taken for issues and problems that are open for interpretation (with more than one alternative as a solution). Apply tools such as, Mendelow's Power/ Interest Matrix/ Stakeholder Mapping to understand the interest of all stakeholders affected and take the appropriate decision based on the mapping. Evaluate cost allocation options or methods in or across divisions by obtaining sufficient information from relevant stakeholders with respect to most appropriate cost drivers, inputs and understanding of the external environment.
3	b) Determine for each alternative course of action : <ul style="list-style-type: none"> (i) likely outcome (ii) apparent effectiveness of addressing the root causes of problems (iii) feasibility of effective implementation (iv) stakeholder support for effective implementation (v) ranking in relation to the other identified courses of action 	Trainees will need to: <ul style="list-style-type: none"> Critically analyse proposed/ suggested solutions to problems in a logical manner (as indicated). Possibly use a decision matrix to deliberate on multiple options against pre-defined criteria to clarify important factors, decrease subjectivity and incorporating a systematic approach. Consider principles of responsible and ethical leadership in decision-making. This can be done by ensuring that the solutions are analysed in terms of impact, rationality, validity, fairness, accountability, equality and respect in the given circumstances and that they contribute meaningfully to 	This learning outcome could be demonstrated by trainees identifying a problem and assessing the various responses which may apply. Trainees would have to present a coherent thought process, clearly outlining the process followed to obtain the proposed course of action.	Trainees could: <ul style="list-style-type: none"> Evaluate alternate solutions to problems within the context of new industry developments, value chain of the business industry and impact of such solutions in the value creation process (six capitals). Assess the rationale and validity of proposed solutions during the budgeting process while considering the limited resources on hand and sustainable value creation process. When addressing repeat audit findings, evaluate the validity and appropriateness of suggested solutions, considering the practicality of implementation and preventing recurrence of further findings.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
		<p>promoting sustainable value for stakeholders.</p> <p>Trainees must demonstrate a coherent approach to making a decision, following the listed, structured approach, adequately presenting the process followed.</p>		
3	c) Use evidence, experience and technical competencies to solve problems or make insightful decisions through an interrelated process.	<p>Demonstrate application of a multi-disciplinary approach through a combination of technical skills, enabling competencies and professional values and attitudes in solving day to day problems.</p> <p>Analyse the impact of the problems and possible solutions across the technical multi-disciplines that exist in the business environment and take appropriate decisions and make insightful recommendations to problems.</p>	<ul style="list-style-type: none"> Trainees should be able to explain their thought process and demonstrate their approach to problem solving. During this process it is expected that in most instances trainees would be able to analyse a problem in order to determine the source or root cause. Once they can show that they fully understand the problem, they could break down the problem into a manageable process or steps in which they are able to identify: <ul style="list-style-type: none"> What evidence would be needed and how to use the evidence obtained. How they would leverage their own experience or seek coaching to gain the required experience. What technical competencies they would need to have or engage to effectively solve the problem facing them or to make insightful decisions through an interrelated process. In solving problems or making insightful decisions, trainees should be able to demonstrate their process to: <ul style="list-style-type: none"> Determine the scope of the matter/problem. Collect and verify relevant financial and non-financial information needed to make an informed judgement or decision. Apply their experience and technical competencies to the evidence obtained in order to critically assess and weigh the relevance and accuracy of information obtained; challenge assumptions, and probe for detail. Apply accumulated knowledge and experience to make use of appropriate concepts, principles, and procedures while also responding appropriately to statutory and professional requirements, regulations and policies (with due recognition of stakeholder interests, and protection of public interest), to investigate a context-based course of action. Negotiate and reconcile differing views to find acceptable compromises leading to agreement where possible. Recommend, justify and prioritise the decision, solution, conclusion or course of action based on degree of urgency or some other appropriate criterion. Recognise the wider potential impact of decisions and the potential internal and external responses. 	<p>Trainees could:</p> <ul style="list-style-type: none"> Apply various problem-solving techniques such as brainstorming, force-field analysis etc. in reaching potential solutions to problems that have been identified within the operations of the organisation. Consider the legal and ethical implications of strategies adopted by the business and provide insights based on research, experience and/or technical understanding as to whether the execution of the strategy will be successful and sustainable. Consider the financial reporting, tax, legal and ethical implications of capital investment decisions and the impact on operations, stakeholders and environment.
Y5 Professional scepticism: <i>Having a questioning mind, being alert to anything that may indicate misstatement due to error or fraud, critically assessing audit evidence.</i>				
3	Apply a diligent and impartial mind-set when making decisions, making enquiries or questioning others.	Perform tasks (making decisions, making enquiries or questioning others) in a manner that demonstrates an unbiased and objective mind-set, and an attitude that	<p>Trainees could:</p> <ul style="list-style-type: none"> Perform a critical assessment of evidence, and be alert to conditions which may indicate possible misstatement due to fraud or error. Demonstrate a questioning mind-set, and document considerations applied when making enquiries and questioning clients. 	<ul style="list-style-type: none"> Investment decisions - during the due diligence review process trainees should not accept information at face value or allow bias to influence their business decisions. Trainees should question obtained information and check for reasonability.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
		includes a questioning mind, and being alert to conditions which may indicate possible misstatement.	<ul style="list-style-type: none"> • Demonstrate how they are professionally sceptical", neither trusting the client implicitly nor mistrusting the client but rather reflecting neutrality (an impartial mind-set). • Trainees could provide evidence of: <ul style="list-style-type: none"> - Obtaining adequate and relevant information. - Obtaining sufficient audit evidence to substantiate the audit report. - Performing research to corroborate evidence. - Agreeing evidence with written/documented supporting evidence and not merely accepting it. - Obtaining sufficient management representations where necessary. - Not placing undue reliance on IT controls. 	<ul style="list-style-type: none"> • Internal Audit - trainees should question and challenge all information that is received and not allow bias to influence their business judgement. • Budgeting process - trainees should obtain an understanding (questioning and challenging of information) of the budget assumptions and understand the relationship to the business strategy. By varying the key assumptions, they could perform a sensitivity analysis on key budgets.
X: RELATIONAL ACUMEN				
Relational acumen is defined as the “art of developing relationships” (Churchley, Neufeld, Purvey, 2013). It is the ability to develop, maintain and adapt relationships and stakeholder networks to ensure facilitation of required action; the delivery of relevant feedback and the development of relational trust				
X1 Communication Skills: <i>Effectively convey information and ideas to individuals and groups in a variety of situations in a focused way using verbal and non-verbal techniques and skills</i>				
3	a) Apply effective listening, interviewing and discussion techniques to obtain and clarify relevant information.	<p>Effective communication can be demonstrated by trainees in various departments and roles. Communication will be between various stakeholders both within and external to the organisation.</p> <p>Effective listening is a skill that essentially involves active listening techniques (being empathetic, expressing interest, and keeping an open mind to what is being said) to fully understand the information being imparted by the speaker and then following this up by providing feedback (clarification) to the speaker about what has been said.</p> <p>This acumen is not unique to a particular technical context and can be applied across all aspects of the value-creation chain when seeking to obtain information relevant to that competence.</p>	<ul style="list-style-type: none"> • When obtaining information from a client about something, trainees: <ul style="list-style-type: none"> - Show interest in the content being imparted and encourage the speaker to relay the information being requested. - Do not interrupt the speaker and do not attempt to impose their own views about what is being said. - Take notes (mentally or in writing) about what is being said and then confirm/ clarify their understanding of what was said with the speaker. • When leading teams and managing others, trainees could encourage their colleagues to apply effective listening techniques when speaking with them by encouraging them to repeat back their understanding of what was conveyed. 	<ul style="list-style-type: none"> • In deal structuring/credit roles, the trainees' role is to prepare a credit paper (as analysts in the team). Trainees would be part of a deal initiation team that unpacks, structures and executes the deal. All the information is to be captured by trainees in preparation of the credit paper. Thus, trainees would need to: <ul style="list-style-type: none"> - Come to the meeting prepared. - Apply effectively listening techniques in those deal structuring meetings by: taking down notes (paying attention), relaying a summary to the deal team of what they have understood to have been discussed, leaving the meeting having understood the key take outs of the meeting. - Apply interview techniques in those deal structuring meetings by: asking probing questions, avoiding making assumptions by testing assumptions being made in the discussion - Apply discussion techniques in those deal structuring meetings by: contributing to a focused concise discussion, adding value to the discussion, keeping an open mind (deferring judgement) and showing interest in the discussion • This skill is constantly required when trainees are: <ul style="list-style-type: none"> - Being briefed on new work to be done in any rotation for any type of work. - Obtaining information from various stakeholders to be consolidated into one piece of work. - Participating in meetings etc. • This is also demonstrated by trainees not requiring a material amount of clarity post the initial meeting on pre-discussed content and by trainees carrying out the task using the information gained in the meeting. • Trainees based in a finance department may need to provide information to the external auditors. Effective listening to the auditors is required to ensure the correct information is provided.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
3	b) Communicate (verbally and non-verbally) using clear and concise messaging, in a professional manner, appropriate to the audience and situation.	Communication can be demonstrated on an ongoing basis both within the organisation as well as with external parties.	<p>Trainees could demonstrate verbal communication with internal and external stakeholders and the correct interpretation of information obtained through:</p> <ul style="list-style-type: none"> • Actively listening. • Confirming their understanding and interpretation of the information obtained. • Following instructions from managers and clients. • Presenting and defending views. • Explaining work performed to a senior or manager. • Participating/ leading in internal and external meetings/ conversations. • On a training course where they might have to deliver a verbal presentation, address a group or defend an idea. • Make a presentation at a project planning, audit-planning or audit finalisation meeting. 	<p>Trainees in a credit/front line environment may need to present deals (in line with prepared credit papers) for consideration by a credit committee. (Credit committees are a very experienced audience that would have read the credit paper and would be ready to engage on the complexities presented in the credit paper.) In this instance, trainees would demonstrate communication abilities by:</p> <ul style="list-style-type: none"> • Ensuring the content is factual and not using hyperbole or exaggeration. • Ensuring the basics are covered (from a grammar, spelling and overall layout point of view). • Ensuring the credit paper has been reviewed and review notes are adequately addressed. • Clearly and concisely positioning the deal and its key terms and conditions to the experienced credit committee (Audience and situation). • Positioning the key risks and mitigating factors of the deal. • Confidently conveying the recommended position. • Answering questions put forward by the credit committee in a manner that shows deal and client understanding. <p>Written correspondence is the order of all business thus all rotations and technical areas should cover this.</p> <p>The above mentioned would speak to verbal communication however non-verbal communication in light of remote working would be demonstrated by:</p> <ul style="list-style-type: none"> • Having your video confidently on to build rapport and have presence. • Ensuring your technology has been tested and you can confidently troubleshoot technical issues. • Having camera (eye) contact. • Ensuring your background and physical space are not distracting in the video. <p>This is one example, however all rotations across all functions require communication and presentation to a specific audience.</p>
3	c) Present information appropriately to improve your audience's processing and digesting of that information.	This learning outcome can be demonstrated on an ongoing basis both within the organisation as well as with external parties.	<ul style="list-style-type: none"> • Trainees could demonstrate written communication by: <ul style="list-style-type: none"> - Writing reports, letters and memoranda and preparing information in a presentable format. - Presenting information (formal and informal) to internal and external stakeholders e.g. financial results. - Preparing working papers or similar documentation that record what they have done. In preparing such documentation it is important that they are able to effectively present their views in a written form, and structure their working papers in a logical format. - Corresponding appropriately via email with clients, team members and their managers. • Trainees could provide evidence of: <ul style="list-style-type: none"> - Summaries of discussion points and relevant information extracts. - Charts, graphs and other imagery to present/clarify evidence. - Electronic presentations. - Relevant industry guides etc. to assist clients with interpretation of requirements. 	<ul style="list-style-type: none"> • Trainees may need to present the financial position of a business unit on a monthly basis to a business unit head and the respective business unit team using power point or another visual tool. This presentation could be used to equip the business unit head with information to make financial decisions or review financial spend against budget. • Presenting information appropriately in a way that improves the audience's processing and digesting of that information is demonstrated by: <ul style="list-style-type: none"> - Assessing which financial information your audience regards as critical and important and focusing on showcasing that data (not irrelevant information). - Having a logical flow of the information you wish to present in a way that makes sense for the audience. - Avoiding long paragraphs on the slide (speaking notes should not be on the slides). - Reflecting one theme at a time on a slide. - Using designs, transitions and imagery that are not distracting and enhance the way the audience consumes the information. - Navigating the actual presentation well.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
3	d) Prepare written correspondence following due processes considering any legal, ethical, regulatory and business requirements.	This learning outcome can be demonstrated on an ongoing basis both within the organisation as well as with external parties.	<p>Trainees could provide evidence of any written correspondence that complies with relevant ethical, regulatory and business requirements as well as confidentiality and copyright, such as:</p> <ul style="list-style-type: none"> • Guides made available for general distribution to clients. • Audit reports, Agreed Upon Procedure reports, Sustainability reports etc. • Reports prepared by clients and evaluated for submission to regulatory bodies. • Engagement letters, standard terms and conditions, management representation letters etc. 	<p>Trainees could provide evidence of any written correspondence that complies with relevant ethical, regulatory and business requirements as well as confidentiality and copyright.</p>
3	e) Display awareness of language differences in all cross-cultural communication.	Trainees need to demonstrate knowledge/ perception of language differences in cross cultural communication (exchange of information whether it be verbal or written).	<p>Trainees could demonstrate this across all technical contexts:</p> <ul style="list-style-type: none"> • Trainees could display this awareness by respectfully and patiently communicating with people from different cultural backgrounds (fellow audit team members/ client personnel etc.) and seeking/ providing clarity if the verbal/ written exchange does not lead to immediate understanding. • Trainees should apply professional judgement in the manner in which cross cultural communication is managed (level of technical exchange required, impact which language difference may have on the understanding of the key elements of the exchange etc.) and adjust their approach accordingly (e.g. where written communication may be preferable to verbal communication to facilitate better understanding). 	<p>Trainees could demonstrate this through:</p> <ul style="list-style-type: none"> • Inclusive communication • Making a deliberate effort to ensure that teams are diverse • Tailoring and using language that facilitates a better understanding • Showing an awareness that although English is a business language, it is not necessarily a home language. • Being sensitive to how language differences affect communication, assumptions and the understanding of messages, and then being willing to engage around conflict that might arise. • Using active listening more deliberately when interacting with people who speak different languages. • Identifying people that are not participating in conversations or retreating from interactions. • Ensuring that the essence of points being raised in conversations are not lost even though there may language errors when interacting with people of different languages. • Creating a comfortable/ safe space for communication. • Allowing/ using different platforms for communication to accommodate language differences. • Adjusting project timelines to accommodate languages and allowing time at the start of meetings to align discussions.
X2 Leadership skills: Work with others and manage and lead teams				
2	a) Motivate and facilitate others' efforts to excel.	Trainees will be required to demonstrate this acumen during their daily operations, ranging from motivating peers when they are struggling and leading from the front to being a mentor to junior trainees relating to their studies.	<ul style="list-style-type: none"> • When trainees lead a team, they can create a pleasant working environment where weekly check-in and motivational sessions are set up with peers. • Trainees could set up short sessions with the junior trainees and provide exam tips and motivational messages before a particular exam. • During different stages of the audit: <ul style="list-style-type: none"> - Trainees could engage each of the team members to better understand them as individuals to identify what best motivates them and what difficulties there are that may stifle their learning. - When trainees identify that fellow trainees are having difficulties with their studies which may also in turn hamper their work performance e.g. they can encourage the trainees to attend guidance classes available, or work with the trainees to understand the challenges. • Trainees could lead by example when leading a meeting at a client/ within a team and apply principles of professional behaviour: <ul style="list-style-type: none"> - Researching best practice in acting appropriately during meetings. - Observing how seniors/ line managers lead a meeting. 	<p>Trainees could evidence how they motivate and facilitate others to excel by:</p> <ul style="list-style-type: none"> • Showing an understanding of how different people are motivated whilst leading teams, or proactively assuming a leadership role in an unstructured team. • Getting to know team members. • Fostering alignment between business and personal goals; connecting with empathy. • Creating structures to bring together efforts and facilitate execution. This includes: <ul style="list-style-type: none"> - Creating a project plan that facilitates efforts. - Creating recognition structures for accountability, allocating responsibility, KPIs, performance management etc. • Participating in mentorship programmes which help motivate others to succeed. (Feedback from mentees can help evidence this.)

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
			<ul style="list-style-type: none"> - Ensuring they are well prepared on each topic to be covered during the meeting. - Determining whether to continue with the subject or move on to the next agenda item when the meeting time has been depleted; recognising that all members in the meeting have other deliverables outside the meeting. 	
2	b) Proactively/pre-emptively take the lead to influence others to work towards organisational goals, and to challenge them to deliver quality work that meets high standards.	Trainees could take the lead to influence others to work towards organisational goals, and to challenge them to deliver quality work that meets high standards.	<ul style="list-style-type: none"> • Trainees could demonstrate a proactive approach to leading (by taking action or by managing a situation rather than just responding to it), as follows: <ul style="list-style-type: none"> - Coaching more junior team members on audits. - Reviewing the work of more junior team members. - Delegating tasks to team members, setting clear expectations and following up on the progress of team members as they carry out the task given to them; as well as giving them feedback during and after the process. - Giving performance feedback in a balanced and equitable way to more junior team members. - Preparing and managing budgets and resources for audit clients and other projects - Planning team members to assist with their development - Managing own development (e.g. completion of training and e-learns, assignments on professional program and projects.) - Managing time effectively to ensure completion of jobs within set deadlines at the required standards. - Communicating progress and areas of difficulty with senior/manager and/or partner to ensure that quality work is delivered. - When working on multiple assignments or projects with different deadlines, prioritising tasks relating to each project or assignment that need to be done in a specific order to make sure that the deadlines are met. • Trainees could demonstrate a pre-emptive approach to leading (done before other people can act), as follows: <ul style="list-style-type: none"> - Setting up time for coaching of junior team members on an audit. - Having a discussion with the audit manager prior to the audit to request the opportunity to review the work of more junior team members and managing the process to ensure the work is completed on time and within budget. - Requesting the manager to prepare a first draft of the audit deliverables and managing the process to collect information required for the completion thereof. 	<ul style="list-style-type: none"> • In a leadership role, trainees could evidence influencing others to achieve company goals by managing a project end to end, including: <ul style="list-style-type: none"> - Outlining the goals and scope of project in a way that inspires others to deliver. - Outlining how performance will be measured against standards (KPI setting – together with others). - Throughout the project: managing time, milestone completion, feedback, queries, quality assessment etc. • 360-degree team feedback evaluating the leadership experience can evidence how well trainees performed.
2	c) Empower and develop others by acting as a role model and by providing training, advice, support and/or mentorship.	This is applicable widely. “Others” could be trainees, staff, clients, suppliers, etc.	<p>Trainees could provide evidence of:</p> <ul style="list-style-type: none"> • On-the-job training provided. • Training presentations provided. • Supervision and review provided. • Review and constructive feedback provided. • Mentoring and coaching. 	<p>Trainees could:</p> <ul style="list-style-type: none"> • Participate in mentorship programmes which help motivate others to succeed. (Feedback from mentee can evidence this). • Actively participate or proactively create study/training sessions (e.g. to assist with exam preparation.)

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
3	d) Treat others respectfully, courteously and equitably.	This is applicable widely. "Others" could be trainees, staff, clients, suppliers, etc.	<p>Trainees could provide evidence of:</p> <ul style="list-style-type: none"> • Treating juniors and colleagues with respect and courtesy and equity; • Providing constructive, positive feedback in a respectful and equitable manner; • Being respectful, courteous and equitable when having difficult conversations with trainees regarding work or assessments • Interactions with clients with respect to items to be reported, misstatements and possible Reportable Irregularities. 	<p>Trainees could provide evidence of:</p> <ul style="list-style-type: none"> • 360-degree stakeholder/peer feedback reflecting how others experienced them in professional and team contexts including respect, courtesy and equitable treatment. This can be included in performance discussions. • Participating in or arranging events that are aimed at ensuring the work environment is more courteous, respectful and equitable for all, such as: <ul style="list-style-type: none"> - Diversity and inclusion initiatives. - Events highlighting the voice of marginalised persons. - LGBTQI+ events. • Steps taken to ensure inclusion and respect of others.
X3 People skills: <i>People skills are patterns of behaviour and behavioural interactions. Among people, it is an umbrella term for skills under three related set of abilities: personal effectiveness, interaction skills, and intercession skills</i>				
3	a) Display personal influence and negotiation skills to persuade others and build consensus.	<p>In a professional, respectful and ethical manner, identify situations that require the use of negotiation skills towards achieving the desired outcomes and where appropriate, leverage on existing relationships with people to influence the desired outcome.</p> <p>Build rapport and trust amongst team members encouraging cooperation and establishing oneself as a reliable, transparent, honest and accountable individual who engages in open and welcoming communication.</p> <p>Appreciate the diverse culture of colleagues, clients and community members, and accommodate diversity in negotiations/ engagements process to ensure achievement of desired outcomes.</p>	<p>Trainees could demonstrate this learning outcome by:</p> <ul style="list-style-type: none"> • Persuading others to participate in office team sporting events/CSR projects when their skills are required. • Suggesting changes to representatives serving on committees. • Persuading others to support their idea in a group situation e.g. when planning a function. • Negotiating sponsorship for an event or publication. • Convincing a colleague, manager or anyone else to take a course of action when they were initially reluctant to see their point of view. • Proposing a journal. • Suggesting changes in systems of internal control. • Suggesting a different course of action or ideas and convincing others to support this. This could be in a group setting at university, in the workplace or any other team situation. • Successfully advertising an event. • Building consensus around a possible preferred plan of action to address a lack of audit evidence, scope limitation or difference of opinion. 	<p>Trainees could:</p> <ul style="list-style-type: none"> • Obtain an understanding of team members' behaviours, beliefs and personalities to understand their way of approaching and solving problems and use this insight to obtain buy-in for decisions proposed. • Use personal strengths to guide others towards the desired outcomes by clearly articulating thought processes followed and ensuring that the process is backed by logical arguments. • Appreciate the reasons for differences between team members and use this to build towards a common understanding.
3	b) Display conflict resolution skills to minimise the impact of or resolve conflict.	<p>Identify the existence of differences in opinions and/or priorities within teams and between different teams. Analyse the underlying causes of the differences and negotiate toward common ground.</p> <p>Appreciate the differences that may arise with other stakeholders and consider plausible actions to resolve the differences.</p> <p>Communicate respectfully with parties to arrive at an acceptable solution and decide on contingencies.</p> <p>Conflict can arise when there is a serious disagreement between affected parties about something important.</p>	<ul style="list-style-type: none"> • Trainees could take care to fully understand the differing points of view being expressed (through applying active listening skills) and then apply the appropriate conflict resolution strategy to achieve the desired outcome. Conflict should be resolved in such a way that both parties feel satisfied with the outcome. • Trainees would need to be able to recognise when conflict occurs/ is occurring and would then take the initiative to attempt to work with parties to resolve it. They would need to integrate various acumens to perform conflict resolution (active listening, research, effective communication, avoiding bias, etc.). • Within a team context, trainees could assist with conflict resolution between members within the team or between team members and the client. 	<p>Trainees could:</p> <ul style="list-style-type: none"> • Offer assistance and guidance to team members where appropriate to reach common ground. • Be pro-active in identifying conflict within the team that may jeopardise the achievement of team objectives and apply appropriate conflict resolution techniques. • Acknowledge interpersonal conflicts where they are directly impacted, analyse the underlying differences to identify the root cause and devise appropriate solutions to resolve the conflict.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
		<p>Conflict can arise while undertaking work assignments in and across any technical context.</p> <p>Conflict can arise between colleagues, between juniors and seniors and between auditors and clients.</p> <p>There are various models about how best to approach conflict resolution with one of the most popular ones suggesting 5 alternative strategies to deal with conflict:</p> <ol style="list-style-type: none"> 1. <i>Avoidance</i> (no resolution is obtained). 2. <i>Play to win</i> (at all costs – only one side wins). 3. <i>Accommodation</i> (agree to disagree - usually to preserve harmony but often with unresolved issues remaining). 4. <i>Compromise</i> (each party gives up something to reach a solution but neither party ultimately feels satisfied). 5. <i>Collaboration</i> (working together to find a win-win solution). <p>The optimal strategy will vary depending on the circumstances although the optimum strategy is usually to achieve an outcome that is a win-win for both parties.</p>		
3	c) Consult with others to obtain information, solve problems and/or maximise benefits from opportunities.	<p>Collaborate with others, collecting inputs, ideas and information (using different information obtaining techniques) to achieve the best output, maximising cumulative knowledge and capitalising on opportunities available.</p> <p>Identify when to obtain independent opinions or guidance to solve problems in the most effective manner.</p>	<ul style="list-style-type: none"> • Trainees could provide evidence of consultations with: <ul style="list-style-type: none"> - Client staff and management. - Seniors and engagement directors. - Audit specialists. - Internal auditors. • The purpose of these consultations should be to obtain information, solve problems and/or maximise benefits from opportunities. 	<p>Trainees could:</p> <ul style="list-style-type: none"> • Draft information requests to clients' clearly outlining information required, informing them of reasons and clarifying scope. • Collaborate with colleagues in obtaining inputs and information to be used in the decision-making process, maximising on team members' strengths. • Consider the need to consult with more senior staff in the industry (where appropriate) for insights into problems and obtaining relevant inputs to enhance the quality of the decisions taken.
3	d) Display self-management skills to work independently, and to manage time and work pressure and its impact on others.	<p>Execute tasks in the most efficient manner taking into consideration resources available, personal strengths, priorities, deadlines and the ability to meet the agreed upon deliverables.</p> <p>Managing oneself efficiently, planning and prioritising tasks, managing time and</p>	<p>Trainees could provide evidence of their self-management skills which focus on personal responsibility in the following areas:</p> <ul style="list-style-type: none"> • Organisation skills. • Goal-setting. • Time management using, e.g.: <ul style="list-style-type: none"> - Milestones. - Re-assignment of work where issues were encountered. 	<p>Trainees could demonstrate how they:</p> <ul style="list-style-type: none"> • Adhere to deadlines of the projects and ensure that the planning and all the sub-tasks are completed and submitted within the given deadlines. • Use the Eisenhower Matrix (Urgent-Important Matrix) when they have multiple tasks to manage and deliver within specified timelines.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
		related stresses/pressure whilst effectively communicating with colleagues.	<ul style="list-style-type: none"> - Progress meetings etc. • Self-motivation. • Stress management. • Accountability e.g. holding themselves accountable for work assigned to them and holding others accountable for work they have delegated, in order to: <ul style="list-style-type: none"> - Complete work timeously. - Complete work at the required standards of competence and due care. 	<ul style="list-style-type: none"> • Work without supervision without compromising the quality of work produced, remaining reliable, transparent in activities and accountable for outcomes. • Communicate work progress towards achieving project goals to seniors.
3	e) Adapt to the different management and leadership styles and cultures of an environment.	<p>Appreciate the differences in management and leadership styles and use the ability to adapt to change and ability to deal with diverse backgrounds to adjust to the different environments and thrive in such environments.</p> <p>Maintain and uplift professional behaviour in the different work environments encountered.</p>	<ul style="list-style-type: none"> • Trainees could provide evidence of their flexibility to adapt their management style to the cultural context and/or to adapt to the management style of others. • Trainees could provide evidence of instances where they had to adjust their levels of assertiveness and expressiveness in dealing with different management styles and environments. • Trainees could provide evidence of instances where they had to adjust their style of management between any of the following types: <ul style="list-style-type: none"> - <i>Direct</i> – Direct leaders have high assertiveness and low expressiveness. They tend to lead by taking charge; Also sometimes referred to as an “Autocratic style”. - <i>Spirited</i> – Spirited leaders have high assertiveness and high expressiveness. They tend to lead by inspiring others. - <i>Considerate</i> – Considerate leaders have low assertiveness and high expressiveness. They tend to lead by creating group harmony and encourage co-creation and participation. - <i>Systematic</i> – Systematic leaders have low assertiveness and low expressiveness. They tend to lead by thorough planning. • In providing evidence of how this acumen was demonstrated, trainees could include recognition of the reactions of personnel from different cultures and personality types. 	<p>Trainees could:</p> <ul style="list-style-type: none"> • Demonstrate the ability to adapt in new rotations and divisions under different managers without compromising professional behaviour. • Show ability to work in new teams and clearly understanding team dynamics and overall impact thereof.
X4 Relationship-building skills: <i>Build authentic relationships and effective collaboration across a wide range of teams and stakeholders</i>				
2	a) Seek opportunities to build strategic professional relationships (also cross-functional business partnerships) to achieve common goals.	Business units and divisions have goals that have stakeholder dependencies. This necessitates gathering information from various stakeholders including potential clients and other external stakeholders.	<ul style="list-style-type: none"> • Trainees could provide evidence of instances where they searched for opportunities to build strategic professional relationships to achieve common business/organizational goals by: <ul style="list-style-type: none"> - Attending networking events on behalf of the firm e.g. SAICA functions. - Participating in workplace/inter-office/inter-firm forums to consider matters of mutual concern/relevance. - Contributing content on areas of expertise to in-house publications and upskilling initiatives. - Seeking opportunities to collaborate with others in the profession, e.g. SMEs sharing knowledge regarding SARS issues. - Participating in recruitment interventions to build awareness of the firm in the general marketplace and to promote the services offered and opportunities at the firm. • Attending social inter-office/inter-firm sporting events. 	<ul style="list-style-type: none"> • Trainees could: <ul style="list-style-type: none"> - Identify external stakeholders and build trust, rapport, and relationships via collaboration. - Identify external stakeholder relationships which may be mutually beneficial to the organisation and other party/parties. Trainees will need an understanding of what the stakeholders' goals/needs are and how the organisation fits into their processes. The relationships may be long term with the focus on creating joint value. - Strategise around how to build relationships with seniors, teams, management, clients, one-on-one, etc. - Assist with special projects. - Volunteer unplanned time to assist others. - Actively participating in networking events. • When trainees rotate out of a training area, they could maintain the relationships they built reflecting on how these may benefit future rotations.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
2	b) Identify and apply strategies to proactively build relationships that extend professional networks and alliances.	<p>This could apply to any professional working relationships and networks. Work can only be conducted by building relationships with those whom we interact – clients, suppliers, colleagues, subordinates and senior staff.</p> <p>Trainees should ensure that the strategies comply with the relevant Codes of Professional conduct.</p>	<ul style="list-style-type: none"> Trainees could provide evidence of the, identification and application of strategies to build relationships that extend professional networks. Evidence could include the identification of any of the following strategies: <ul style="list-style-type: none"> Enhanced social media campaigns. Attendance of networking events. Contribution of technical content to periodicals and newsletters made available to peers and clients. Targeted advertising campaigns. Evidence could also include the application of strategies when: <ul style="list-style-type: none"> Creating/updating their social media/LinkedIn profiles. Asking assistance from IT to ensure that their profiles are professional and conform to the company guidelines. Connecting with contacts on LinkedIn, if there is a chance to call on them professionally in the future. Keeping in touch with other professionals to maintain the professional relationship. Attending networking events. 	<p>Trainees could identify key partnerships and apply appropriate strategies to strengthen their relationship with teams, staff in rotations, business relationships and relationships for their own professional development. Strategies could include:</p> <ul style="list-style-type: none"> Being flexible. Communicating clearly and regularly. Gaining trust through delivering on promises made. Staying consistent with messaging. Meeting up with stakeholders. Using data management/communication platforms to allow stakeholders to provide input. <p>This will include relationships with role players in the assessment process and from a training programme perspective.</p>
X5 Teamwork: <i>Interrelated abilities that let you work effectively in an organised group. Teamwork happens when people cooperate and use their individual skills to achieve common goals.</i>				
3	a) Work effectively with others as a resourceful and trustworthy team member.	<p>Documented peer-evaluations and self-evaluations at the close of a project/engagement/rotation can help create self-awareness of how others experience individual trainees as a team members and can help trainees set professional goals to improve on areas of development.</p> <p>Part of being a professional is that trainees need to be able to work and support their teams. This is an acumen that trainees will grow into during their training contracts. They are exposed to this acumen on a daily basis.</p>	<ul style="list-style-type: none"> During the engagement, each team member is allocated their components, and each team member is required to complete their work at the required level of quality and within the required time to ensure the audit is completed within time. It will be critical for trainees to communicate throughout the engagement with the other team members on progress with their components. Furthermore, trainees will have to ensure they complete their allocated work to ensure other team members are not negatively impacted. In an instance where the work of trainees is behind, the trainees will have to communicate to the other team members that their work is behind and what the plan is to catch up on the work. Trainees may be required to assist other team members to complete their work e.g. where one team member is responsible for the risk register on an audit, and another trainee is responsible for the planning of a section – the sequence of actions and impact on each other's deadlines needs to be considered so that the same end goal is achieved. Awareness of team dynamics and collaboration are key principles to an affective team. Where a team is tasked to explore the best approach to a particular accounting treatment of a transaction, and one trainee knows that a team member with the required knowledge has not contributed, the trainee can encourage that team member to contribute to allow better collaboration towards the desired result. 	<ul style="list-style-type: none"> During any kind of collaborative work, team member feedback completed by others (including a self-evaluation) of how each trainee was experienced by others can be used to evidence this learning outcome. To evidence this learning outcome trainees could also consider line manager/team leader evaluations and documented reflection of how they: <ul style="list-style-type: none"> Communicated honestly with team members about abilities, progress on work, issues, etc. Delivered high quality work in a timely manner. Were solution driven being resourceful in a proactive manner. Contributed to a positive work culture.
2	b) Share knowledge and demonstrate cooperation and collaboration to achieve team goals (including interactions within and between multi-functional, multi-cultural and multi-disciplinary groups).	<p>Sharing knowledge entails imparting information on other team members and facilitating cooperation (working together) and collaboration between all individuals within a team, so that each member may function independently to achieve their individual allocated tasks, with the aim of achieving a team goal.</p> <p>This entails working with other team</p>	<ul style="list-style-type: none"> Trainees could demonstrate this learning outcome by: <ul style="list-style-type: none"> Effectively functioning as an audit team member, meeting the defined deliverables and cross referencing all working papers to the applicable sections of the audit. Initiating participation in the team. Preparing working papers that comply with the training office's quality control requirements, and being cognisant of the fact the working papers form part of the audit evidence on which an audit opinion (ultimate common goal) is expressed. 	<p>Trainees could demonstrate this learning outcome by:</p> <ul style="list-style-type: none"> Creating or actively participating in information sharing sessions with other trainees. Bringing know-how to team projects for the benefit of others. Collaborating with colleagues from different backgrounds. Actively engage to evidence cooperation, including: taking on tasks, offering to lead aspects of projects, attending team meetings, providing input without being asked, to help others within the team for the benefit of the team.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
		<p>members to produce an outcome/ achieve a common goal, and distributing knowledge to all members of the team, cognisant of the different functions, cultural backgrounds and disciplines of the different team members.</p> <p>This applies across all technical contexts.</p>	<ul style="list-style-type: none"> Professional judgement would be exercised by the trainees in establishing how knowledge obtained is documented in the working papers, and which knowledge should be communicated immediately to the audit manager and other team member (e.g. Potential RI identified that may impact other areas of the audit). 	<ul style="list-style-type: none"> Participating in cross-functional and cross-disciplinary projects.
3	c) Cooperate and delegate to manage teams and projects effectively, thus ensuring timeous and quality outcomes.	<p>Collaborate (work together with) and assign tasks to team members to successfully meet deadlines and produce quality results.</p> <p>This can be demonstrated across all technical contexts.</p>	<ul style="list-style-type: none"> Trainees could demonstrate this learning outcome by effectively functioning as a team leader, meeting the defined deliverables and assigning components of the engagement to other team members. Trainees could hold team meetings to collaborate with the rest of the audit team and assess progress with delegated tasks. The above tasks would be undertaken to meet the audit deadline for the (ultimate outcome) expression of an audit opinion, and the working papers would comply with the training office's quality control requirements, ensuring a quality outcome. 	<ul style="list-style-type: none"> In a leadership role/project leader role, trainees could evidence delegation, project management end-to-end by: <ul style="list-style-type: none"> Defining goals and objectives to the team. Defining the deliverables. Creating and maintaining organisational alignment. Clearly defining team roles and responsibilities. Communicating the strategy for initiation and execution. Carefully budgeting and scheduling. Identifying and communicating priorities and milestones. Establishing accountability and responsibility. Creating a communication plan. Being transparent. Conducting a risk assessment. Monitoring and measuring progress against milestones and deliverables. Concluding and reflecting. 360-degree team feedback evaluating the leadership experience can evidence how well the trainees performed
3	<p>d) Manage conflict between individuals and across teams:</p> <p>(i) Recognise constructive versus destructive conflict and manage conflict between individuals and across the team</p> <p>(ii) Assume shared responsibility</p> <p>(iii) Value individual contributions by team members</p> <p>(iv) Provide constructive feedback</p>	<p>Good conflict resolution principles also include:</p> <ul style="list-style-type: none"> Identifying the issue. Knowing own response to conflict. Separating the problem from the people. Staying focused. Identifying all options. Looking for precedents. Determining common interest or goals. Developing solutions. <p>Evaluating the results of implemented solutions.</p>	<p>Trainees could demonstrate this learning outcome by:</p> <ul style="list-style-type: none"> Giving constructive performance feedback in a balanced and equitable way to team members. Asking for and being open to receiving constructive feedback from managers and partners on work performance. Operating effectively with others on professional tasks and assignments, working through and resolving conflicts when they occur. Providing coaching to team members and having discussions with team members and managers regarding audit work to be performed to ensure that the team works effectively and efficiently to prevent unnecessary conflict. Resolving personality clashes in a professional way e.g. with colleagues, customers, suppliers. Demonstrating appreciation for contributions by team members e.g. by sending thank you emails. Delegating work to more junior staff members but still taking ultimate responsibility (i.e. not abdicating responsibility.) Respecting differences between team members, being sensitive to any religious, cultural and/ or political differences. Embracing differences and using the opportunity to learn from each other and improve perception and understanding of others. 	<ul style="list-style-type: none"> Trainees will need to deal with conflict and not shy away from it. Introspection will be required to identify whether they are contributing to or resolving conflict, and the extent to which they are actively participating in managing the conflict (considering points i – iv) Trainees could demonstrate mediation and negotiation techniques and participate in forums in which contentious issues are discussed.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
3	e) Oversee team members' progress and performance in the context of tasks, plans, projects or operational activities.	Supervise/ manage a team and assess the progress with conduct of the assignment (audit/ other service) in the technical context of the role.	<ul style="list-style-type: none"> • Trainees could demonstrate this learning outcome by effectively functioning as an audit team leader. • Trainees could hold audit progress meetings to assess progress with delegated tasks, and the audit plan. 	<p>In a leadership role/project leader role, trainees could evidence progress/task and plan management by:</p> <ul style="list-style-type: none"> • Developing milestones for the project and communicating them to the team and obtaining buy-in. • Outlining the different deliverables within the milestones along with assign roles and responsibilities. • Creating a calendar progress meeting plan for feedback and tracking to take place. • Using a digital tool to track progress. • Helping to resolve issues that have the potential to cause delays. • Providing feedback to seniors/managers etc.
X6 Self-management: <i>Plan and manage personal development and appreciate how personal strengths and weaknesses may impact work, learning and goal attainment</i>				
3	a) Work independently, diligently and with persistence.	<p>Working independently entails trainees working with diligence and persistence without continued supervision/ input of their manager, while still delivering work of the required quality and including appropriate content.</p> <p>Some tasks require trainees to work independently, whether or not they are working as part of a team. This could e.g. include a section of a project or an audit which they have to complete individually.</p> <p>Some tasks may also need to be completed without inputs from peers, colleagues, or seniors.</p> <p>Trainees must also be able to continue with certain elements of work, while waiting for review or feedback, ensuring that the best efforts have been put forward to deliver a high-quality product.</p>	<ul style="list-style-type: none"> • This acumen could be demonstrated by trainees during an engagement by completing their work within the allocated timeframes, without supervision and meeting the stated objectives. • Trainees could apply professional judgement to determine to what extent, and how frequently, guidance or input is required from their manager, without compromising the ability to work independently and still deliver work of the required quality. 	<p>Trainees could:</p> <ul style="list-style-type: none"> • Work without supervision without compromising quality of work produced, remaining reliable, transparent in activities and accountable for outcomes. • Be self-driven and motivated to complete tasks without procrastinating (i.e. not waiting until the latest possible time to complete task especially when unsupervised) and delivering high quality outputs maximising the use of resources.
3	b) Display time management techniques to allocate resources and to develop, organise and prioritise tasks (recognising their resource constraints) so as to achieve professional commitments/outcomes.	<p>This includes self-management, efficiently planning and prioritising tasks, managing time and related stresses/ pressure whilst effectively communicating with colleagues.</p> <p>Trainees must be able to prioritise urgent and important tasks, plan for those that are important but can be done later, delegate where required (involve others at the right time when the situation calls for it), remain motivated and avoid being distracted.</p> <p>Trainees should be able to deliver the required outputs within set</p>	<ul style="list-style-type: none"> • To demonstrate this learning outcome trainees could: <ul style="list-style-type: none"> - Clearly identify tasks allocated and communicate effectively on timelines, including articulating delays, providing solutions and reprioritising. - Perform a budget forecast and ensure the effective allocation of resources to the client. (Resource management). - Ensure the resource management system is kept accurate and up to date for the team. - Complete and manage the budget for miscellaneous expenses such as travel and meals. - Identify and manage the tasks to be allocated to the various shared service centres or outsourced to experts including managing the budget, deadlines and outcomes. - Identify any client delays in a timeous manner, adjust the 	<p>Trainees could:</p> <ul style="list-style-type: none"> • Apply the Eisenhower Matrix (Urgent-Important Matrix) when allocated multiple tasks to self-manage and deliver within specified timelines. • Adhere to project deadlines and ensure that the planning and all sub-tasks are completed and submitted within the given deadline. • Provide feedback on work progress towards achieving project goals to seniors.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
		<p>timelines/deadlines and avoid procrastinating on deliverables.</p> <p>This learning outcome seeks to develop business leaders who are able to manage their own time and recognise the business aspects needed to make a business/project work. This includes budgeting, allocating of resources and being able to maximise the skills of a team.</p>	<p>plan/budget in order to deliver an optimal outcome.</p> <ul style="list-style-type: none"> Trainees must be able to avoid interruptions, manage work expectations and cope with the influx of emails/calls/notifications. This could include minimising the use of social media during working hours where this does not relate to the task being completed. 	
X7 Emotional Intelligence: <i>Work with others and manage and lead teams.</i>				
3	a) Display the ability to understand, use, and manage your own emotions in positive ways to communicate effectively, empathise with others, overcome challenges and defuse conflict.	<p>Part of the journey of trainees is to build Emotional Intelligence, which comes with experience and through experiencing different environments.</p> <p>The difficulty in this acumen lies in the fact that as an individual you have your own goals and perceptions and also need to take into account other people and managing daily challenges.</p>	<ul style="list-style-type: none"> Trainees may be asked to assist peers to finish their work for various reasons. In these circumstances trainees will need to demonstrate that they are able to pick up where the previous trainee left off, take responsibility for completing the work and finish their own allocated work. Trainees may encounter any number of challenges which would allow them to demonstrate this learning outcome e.g. where a staff member of an audit client, with whom they have built a good working relationship, asks them to assist to get a finding removed which was raised by another member of the audit team. The trainee must balance the professional relationship with the client and take into account that the other team member may have a valid concern. Once the trainee has confirmed the facts with the other team member, the trainee will have to decide how to approach the matter and either disregard the request or engage the team member and client to resolve the matter. The line manager should be made aware of the situation and outcome. Trainees will regularly be provided with feedback in various forms. They should be able to understand that they are in a training contract and that the feedback provided is to assist them do grow and do better in future and should not be received as a personal attack. Trainees are also encouraged to elicit feedback and engage around development requirements. 	<p>Trainees could demonstrate emotional awareness by</p> <ul style="list-style-type: none"> Acknowledging and appreciating individual strengths and weaknesses. Observing how their emotions and perceptions influence their own behaviour. Observing how their emotions and perceptions of a situation influence the behaviour of others. Deciding on actions that result in positive outcomes. Using their emotional awareness to direct positive actions. Regulating and managing their emotions in order that that they result in constructive results. Using their emotions to communicate constructively.
3	b) Display persistence, resilience and balance in pursuing goals despite obstacles and setbacks.	Refer X7a	<p>Trainees could provide evidence of how they were able to demonstrate:</p> <ul style="list-style-type: none"> <i>Persistence</i> by providing evidence of instances where they had to: <ul style="list-style-type: none"> Repeat their efforts. Change their strategy/ try another approach to solve the issue. Model someone successful. Capitalise on momentum i.e. they kept going until the job was done. Rest and then start again afresh with new vigour, energy and enthusiasm. Stand back and look at the big picture. Reward themselves for small milestones to motivate them further to complete the big job. Stay optimistic despite facing many obstacles. <i>Resilience</i> by providing evidence of instances where they: <ul style="list-style-type: none"> Were adaptable when faced with new/ changed circumstances. Showed optimism despite facing many obstacles or long hours. Provided pragmatic solutions to problems. 	<p>Trainees could demonstrate this learning outcome when:</p> <ul style="list-style-type: none"> Working towards completion of qualifications (PGDA, ITC and APC), attending professional programmes and participating in additional interventions to develop skills. Displaying a growth mind-set in responding to negative feedback from reviewers and development needs by 'viewing' such feedback in a positive light, in one's best interest and good. Communicating appropriate boundaries during rotations that are pressurised and/ or have tight deadlines.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
			<ul style="list-style-type: none"> - Were socially connected and able to empathise with others despite challenges faced. - Were able to demonstrate self-compassion when things did not go as planned. • <i>Balance</i> by providing evidence of instances where they: <ul style="list-style-type: none"> - Said “no” to manage the workload or negotiated manageable timeframes. - Managed multiple engagements and/ or demands from different managers. - Had to give attention to both their work and studies. 	
W: DIGITAL ACUMEN				
This competency area refers to digital topics that influence ways of work and business decisions and includes computational thinking, data knowledge and strategy, data analytics, new developments and protocols, cyber security and user competencies.				
W1 Computational thinking: <i>Computational thinking is a set of problem-solving methods that involve expressing problems and their solutions in ways that a computer could also execute.</i>				
3	a) Decompose a problem into smaller sub-problems.	This can be applied in any context where a problem can be decomposed into smaller sub-components.	<ul style="list-style-type: none"> • Trainees could provide evidence of drawing a sample using CAATs by determining the following sub-components to be calculated and applied to a population: <ol style="list-style-type: none"> 1. Assertions to be tested. 2. Risks associated to each assertion. 3. The highest risk from the different assertions to ensure sufficient evidence. 4. Materiality. 5. From the Materiality determine the Performance Materiality. 6. Tolerances and expected errors using statistical tables and input fields. 7. Determine the assurance obtained from other procedures i.e. <ul style="list-style-type: none"> - Test of controls. - Analytical Review procedures. - Other test of detail procedures. 8. Determine the population by calculating the following: <ul style="list-style-type: none"> - Balance per the ledger account. - Less any items above materiality specifically tested. - Plus any items on the opposite side of the account balance. - Less any items tested elsewhere. 9. Sampling interval. 10. First item to be selected using a random calculator. • Trainees could provide evidence of testing the validity of ID numbers on a payroll file and determining the following sub-components be calculated and compared: <ul style="list-style-type: none"> - ID Number. - Date of Birth. - Gender. - Race. 	Trainees could sort data using information available on demographics (age, income, education, gender, etc.), location, date, key changes (manufacturing output, holiday season, pandemics, natural disasters, etc.).
3	b) Find patterns (similarities, shared characteristics) among the sub-problems.	This can be applied in sorting, filtering and analysis of any information/data.	<p>Examples of patterns among sub-problems that trainees could encounter:</p> <ul style="list-style-type: none"> • Samples: <ul style="list-style-type: none"> - Extrapolate the population by determining all items above performance materiality. - Extrapolate the sample by determining all items already tested elsewhere. • ID numbers: 	<p>Trainees could:</p> <ul style="list-style-type: none"> • Plot data using a scatter graph or histogram to identify trends. • Calculate correlations between different variables such as temperature and sales, days of the week and sales, months and sales, public holidays and sales, etc.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
			<ul style="list-style-type: none"> - All ID numbers must have 13 digits. - First 6 indicates the date of birth. - The next 4 indicates race. - The next 3 indicates gender. - ID Numbers may not appear twice in the population. 	
3	c) Determine relevant characteristics and discard irrelevant characteristics.	This can be applied in sorting, filtering and analysis of any information/data.	<p>Examples of relevant characteristics that trainees could separate from irrelevant characteristics:</p> <ul style="list-style-type: none"> • Samples: <ul style="list-style-type: none"> - Select only cashbook transactions and ignore any journals when these will be tested in detail elsewhere. - Select only transactions on the relevant side of the balance e.g. Revenue – Credits and Expenses – Debits etc. • ID Numbers: <ul style="list-style-type: none"> - Date of birth may be relevant as well as gender. - Race may be irrelevant. 	<p>Trainees could:</p> <ul style="list-style-type: none"> • Determine relevant and irrelevant characteristics by gathering information and insight to thoroughly analyse the problem. • Break the problem down to identify which factors should influence the outcome and which factors could influence the problem. Include all factors that could influence the problem and eliminate statistically insignificant items/ variables.
3	d) Write a basic algorithm to solve a problem, using any programming language (such as Microsoft VBA, Python).	Trainees must be able to demonstrate that they understand what they are trying to achieve with the algorithm, and what value/ impact it has on the audit process.	<p>An example of a scenario where an algorithm could be used is where trainees are faced with a number of transactions in an account they have to audit, e.g. 2 000 purchase invoices where each value represents the quantity purchased (Volume), and amount paid (Quantity). Historically a sampling methodology would be used to extract a sample from the population with the attempt to identify misstatements and project the misstatement over the population to calculate a projected misstatement. This is time-consuming and counterproductive as misstatements could be missed. Trainees could write an algorithm by building a model to identify outliers in the population using historical data and the number of purchases made at a specific price. The model will identify anomalies based on an anomaly rate. By doing this, misstatements can be identified from the outliers. (Similar to this, algorithms can be developed to address fraud risks.)</p>	Trainees could use Excel, Python, STATA, etc. to write an algorithm to eliminate or select data with a specific characteristic (date ranges, Rand amounts, gender, locations etc.) and use the specific data selected to perform a regression, identify loss making stores, calculate Net Present Value/ Internal Rate of Return etc.
3	e) Evaluate the appropriateness of a presented algorithm to solve a problem.	Trainees must be able to demonstrate that they understand what they are trying to achieve with the algorithm, and what value/ impact it has on the audit process.	To evaluate the appropriateness of an algorithm, trainees would have to show how the algorithm appropriately solves the problem: e.g. efficiencies achieved, covering a greater population and reducing the risks of misstatement on the financial statements.	<ul style="list-style-type: none"> • Refer W1(d) above. Data points can be anchoring points – trainees could consider the impact on business e.g. whether it is appropriate, ethical, reviewed by regulators and whether the risk is palatable. • Using test data, trainees could run the algorithm to test the outcome based on expected values and use a different algorithm to verify that the results are consistent.
W2 Data knowledge and strategy: <i>Understanding the types of financial and non-financial information available within an entity, identifying possible relationships between data sets, requesting the required data (including normalisation (clean-up) thereof), understanding the security and privacy risks associated with the use, storage and transfer of data, and understanding the importance of the implementation of sufficient data protection policies and controls. Advanced data management should be performed by expert data scientists and/or IT experts</i>				
2	a) Interpret underlying characteristics of basic data concepts (such as data structures, data files, databases, normalisation of data and metadata), taking cognisance of how these influence and interact with one another.	The acumen is closely linked to technical contexts where trainees are exposed to business systems and processes and/or audits of historical financial statements where trainees will be exposed to evaluating and understanding data concepts. Trainees are required to have an intermediate understanding of different data concepts.	<ul style="list-style-type: none"> • Where trainees audit PP&E, they can validate the normalisation of data by taking the asset register and applying data validation techniques. Trainees could use data validation techniques/ software to identify and remove anomalies and duplicates in the asset register and create links to other databases/ tables which are linked to the PP&E register. This will provide the trainees with an opportunity to demonstrate that they understand how the data concepts are implemented. • Trainees will have to gather information about other databases that interact with the PP&E register and identify synergies that need to be taken into account in the normalisation of the register. Trainees will be required to identify, based on the established objective, to what extent it is 	<p>Trainees could consider:</p> <ul style="list-style-type: none"> • Whether data is structured or unstructured. • The unit of observation. • Data types (Cross Sectional, Pooled Cross Sectional, Time Series or Panel). • The potential use and limitation of the data based on its type and the purposes it was collected for (experimental versus. secondary data).

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
			<p>required to normalise the data in the asset register and which other data tables/ areas have to be integrated to achieve the desired outcome.</p> <ul style="list-style-type: none"> • Trainees could perform a walkthrough/ verification of a specific accounting system to understand how a transaction is generated, the relationship with other data, and how the transaction filters through to the financial statements. This includes what the data structures of the account entail. Trainees will be required to obtain the process flow of a specific financial statement line item and engage the audit client to take them through the process and the structures of the database. Trainees will use this to identify risks in the process that may result in misstatement in the financial statements, assess which risks may result in misstatement of the financial statements and design appropriate responses to those risks. • Trainees could request clients to export data files from their software package in the following formats: <ul style="list-style-type: none"> - ASCII - TXT - RTF - CSV - Excel - Word - PDF - JPEG • Where data was exported to ASCII or CSV – trainees could draw this into Excel • Where data was exported to RTF, TXT or ASCII – trainees could draw this into Word • Trainees could use: <ul style="list-style-type: none"> - Exported files to perform CAATs and draw trial balances into Caseware. - Excel to sort, classify, extrapolate and select/filter data to draw samples, e.g. filter out all negative transactions or journals which do not meet population requirements. 	
2	b) Identify and evaluate sources of data (financial and non-financial, structured and unstructured).	This is relevant and can be applied across any technical context where data is used.	<p>Trainees could:</p> <ul style="list-style-type: none"> • Identify sources of financial data e.g. <ul style="list-style-type: none"> - Payroll. - Accounting records. - Bank Statements. • Identify sources of non-financial data e.g. <ul style="list-style-type: none"> - Employment contracts. - Supplier contracts. - Service Level Agreements. 	<p>Trainees could:</p> <ul style="list-style-type: none"> • Recognise varied and not obvious sources of data (e.g. questionnaires, websites, transcripts of meetings/ conversations and accounting systems). • Evaluate whether they can rely on the source (e.g. consider bias and whether data is ethically sourced, relevant and complete). • Inspect data and identify whether it is quantitative (price, currency, units, etc.) or qualitative (non-numeric, categories, images, etc.) • Consider whether the data is structured (columns that contain variables, rows with units of observation) or unstructured (raw text, audio, video).
2	c) Access and store data (e.g., own location, service provider, cloud, etc.).	This is relevant and can be applied across any technical context where data is stored and accessed.	<p>Trainees could access and store data from/on:</p> <ul style="list-style-type: none"> • Own network. • Removable devices. • Cloud. • External Service providers. • Storage devices e.g. DVDs. 	<p>Trainees could access and store data from/on:</p> <ul style="list-style-type: none"> • Own location (company server). • Service provider (Sage, Pastel, etc.) • Cloud (Dropbox, OneDrive, Google Drive).

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
2	d) Evaluate the risks compliance requirements and consequences associated with the specific environments in which data is stored (including geographical legal restrictions in some areas (e.g., POPI in SA, GDPR).	This is relevant and can be applied across any technical context where data is stored.	<p>Trainees could provide evidence that they have evaluated the rights and risks associated with:</p> <ul style="list-style-type: none"> • Service level agreements and licensing. • Legal requirements e.g. POPI, PAIA etc. • Access controls. • Confidentiality. • Back-ups. • System documentation and training. • Recovery and restoration of data. • Access via VPN, Anydesk, and Teamviewer. • Ability to amend source code and customize reports. • Interruptions e.g. web-based etc. 	<p>Trainees could consider:</p> <ul style="list-style-type: none"> • Data collection processes and whether they comply with relevant legislation such as POPI. • Risks associated with where data is stored such as theft, natural disasters, access-controlled environments etc. • The risk of access to data and relevant consequences.
2	e) Identify and distinguish between the ways in which access to data should be controlled (data classification) and determine the consequent risks if the necessary controls are not implemented.	This is relevant and can be applied across any technical context where data is accessed.	<p>Trainees could provide evidence of control of access by way of the following:</p> <ul style="list-style-type: none"> • Unique usernames and passwords. • Making use of tables of user rights. • Making use of OTPs and other security measures. • Physical access controls. • System logs and notification reports. 	<p>Trainees could:</p> <ul style="list-style-type: none"> • Consider the organisation's data classification policy. • Evaluate the risks, compliance, requirements and consequences associated with the specific environment in which data is stored by considering the type of data belonging to the organisation. • Classify the data according to storage and permission rights e.g., sensitive, public, confidential, or personal.
2	f) Identify and distinguish between the ways in which local data and data-in-transit should be controlled (including data in transit between systems, and the interfaces involved in the process), and determine the risks (including not reaching a business objective) if the necessary controls are not implemented.	This is relevant and can be applied across any technical context where data is transferred.	<ul style="list-style-type: none"> • Trainees could provide evidence of controls for data transfers when using: <ul style="list-style-type: none"> - Programmes such as WeTransfer and Dropbox; - Encryption software and files. - Removable devices. • Trainees could consider confidentiality and security considerations when assessing risks. 	<p>Trainees could demonstrate their understanding of the difference between data at rest and data in transit and consider appropriate encryption techniques based on the vulnerability of the data and risk associated with local, email, or cloud servers.</p>
2	g) Apply/evaluate data strategies that deal with data protection, privacy, intellectual property rights and ethical issues in data management and/or in relation to these matters evaluate policies and test processes.	<p>An entity's data strategy should ensure that data is treated as an asset and that data resources can be used, shared and transferred easily, efficiently, and consistently across multiple projects or applications, as required.</p> <p>A data strategy should establish common methods, practices, and processes to manage, manipulate and share data across the entity in a consistent way.</p> <p>Data strategy should ensure compliance with relevant data privacy legislation such as POPIA and should ensure that data is used in an ethical manner, respecting the rights of individuals and organisations to privacy.</p> <p>Given the integration of data across all aspects of the value creation chain, this</p>	<ul style="list-style-type: none"> • Trainees could obtain an understanding of a client's data strategy through enquiry and review of strategy documentation and then evaluate the degree to which this data strategy protects the privacy of that data and ensures the ethical use of that data. • Trainees might complete this acumen following directions from a more senior (experienced) members of their team. While they would be responsible for producing quality output, this would most likely be produced under supervision of an expert. • Trainees could provide evidence of IT strategies/policies applied/evaluated. 	<p>Trainees could:</p> <ul style="list-style-type: none"> • Evaluate/ apply data strategies to ensure data is encrypted before sharing, e.g. password protected, etc. • Ensure they do not share information that is the Intellectual Property of others or where limited rights were obtained e.g. university related videos, Harvard articles etc.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
		acumen can be applied across varying technical contexts.		
W3 Data analytics: <i>Performing basic data modelling or where necessary requesting advanced data modelling by experts, and then interpreting the results, concluding and reporting/presenting/communicating as applicable. The W2 competency comprises both a technical computer skill and the ability to apply the underlying technical competency</i>				
3	a) Identify the practical challenges of data analytics (e.g., data volume and quality, and privacy, regulatory and ethical issues).	Trainees will need to understand the practical challenges of dealing with data.	<p>Trainees could provide evidence of the practical challenges experienced when designing procedures, e.g.:</p> <ul style="list-style-type: none"> • Volume of transactions. • Quality of information e.g. have all the descriptions been processed completely, can transaction types be distinguished etc. • Privacy, regulatory and ethical issues e.g. POPI, Confidentiality etc. 	<ul style="list-style-type: none"> • Trainees could consider any of the following practical challenges: <ul style="list-style-type: none"> - Is the data structured? - Is the data sorted based on variables and values? - Is the data formatted as text or numbers? - Does the Training Office have access to Excel, JMP, SAS, SPSS, STATA, etc.? • Considerations around the sourcing of the data could include the data collection process: <ul style="list-style-type: none"> - What was the data collected for? - Was it sourced ethically and in accordance with relevant laws and regulations such as POPI? - Was permission needed/ obtained to access or public any information?
3	b) Use processes of inspection, extraction, transformation, loading and modelling data to discover information able to enhance problem solving and decision-making.	With the world becoming more data intensive, a key skill is the ability of the trainees to be able to make sense of large volumes of data.	<p>Data modelling can be applied in various aspects of a business. It could be as simple as a forecast production volume module, to an expected credit loss module, to an impairment assessment or valuation. Regardless of the model being built, the following five steps would be relevant in all scenarios of data modelling, to some extent. Trainees would need to demonstrate their understanding of each of the five steps and <i>how</i> they addressed them:</p> <ol style="list-style-type: none"> 1. <i>Inspection:</i> <ul style="list-style-type: none"> • Inspection of the client source of data, e.g.: <ul style="list-style-type: none"> - Where the data is coming from. - Whether this is a complex system, off the shelf system, custom built program or manually built Excel model calculation. - Accuracy and completeness of the model's input data and assumptions applied. - The model's output as compared to actual transactions. • Appropriate change control policies and procedures exist. • Management uses appropriate skills and knowledge in using the model. • Consider if the model is commonly used by other market participants and has been previously demonstrated to provide a reliable estimate. • Consideration of appropriateness of data in accordance with the Financial Reporting Framework and possible management bias in data selection. 2. <i>Extraction:</i> <ul style="list-style-type: none"> • Develop an understanding of the raw data files you wish to extract. • Identify the files/tables in your accounting system(s) necessary to obtain the data required. • Determine the best method to extract the information. • Map from the available data fields and ensure an understanding of the data therein contained. • Evaluate which data transformation is necessary. • Perform the extraction. 	<ul style="list-style-type: none"> • Trainees could apply the following steps to discover information (from any large set of data) to enhance problem solving and decision-making: <ol style="list-style-type: none"> 1. Inspection 2. Extraction 3. Transformation 4. Loading 5. Modelling • Trainees could Inspect data to identify key drivers/ or predict future values utilising Regression Analysis, What If Analysis, Conditional Formatting, etc. • Trainees could model data using Expected Values, Regression Analysis or Data Simulations.

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			Training through client engagements	Training through rotations
			<ul style="list-style-type: none"> Validate the resulting files. <p>3. <i>Transformation:</i></p> <ul style="list-style-type: none"> Understand the process of how the data is transformed, i.e. from one format or arrangement to another one, editing text strings and joining rows and/or columns, cleansing data by removing nulls or duplicate data, converting data types, enriching the data, or performing aggregations, depending on the needs of the project. Data transformation is essential to activities such as data integration and data management. The data transformation is guided by the understanding of the data extraction in step 2. Various tools are available to assist with data transformation, e.g. Excel, Alteryx, SQL etc. <p>4. <i>Loading:</i></p> <ul style="list-style-type: none"> Copying data from one electronic file or database into another or uploading data to another program. Is the data upload complete and accurate, and did the file format remain consistent, e.g. is the date still a date and not a number? Each time data is transferred, it needs to be considered for completeness and accuracy of the transferred data. <p>5. <i>Modelling data:</i></p> <ul style="list-style-type: none"> Various modelling tools are available to assist with the analysis of data. This includes visualisations built into programs such as Power Bi, Tableau, Excel Graphs, or any other visualisation tool. Important consideration is what information is being visualised, and whether this is a true and fair representation based on the data available. Understand the benefit of uncovering patterns and observations that would not be obvious from reviewing statistics and numbers alone. Understand how visualisation of data shifts the balance between cognition and perception, allowing for greater understanding of the information available. Interactive and automated reporting can convey results to decision-makers in an effective and efficient way. 	
3	c) Use data analytic software tools to analyse data (e.g., ACL, IDEA, advanced Excel™ functions).	Trainees could make use of data analytic tools whilst completing their work.	<p>Trainees could provide evidence of how they use data analytic tools:</p> <ul style="list-style-type: none"> For analytics, generating exception reports etc. To perform CAATs, e.g. Excel Filters and Pivot tables, ACL, IDEA etc. 	<p>Trainees could:</p> <ul style="list-style-type: none"> Analyse data using relevant software to identify Minimum, Maximum, Mean, Median, Standard Deviation, Interquartile ranges, etc. Identify missing fields, outliers, etc. Analyse data using histograms, box and whisker plots, scatter diagrams.
3	d) Interpret the results to solve a defined business or audit problem and suggest further steps to be taken.	<p>It is important to remember the purpose of data analysis and data modelling is to find solutions to challenges experienced and aid in the decision-making process.</p> <p>Once trainees have completed the analysis and fully understand the problem/ challenge being faced, the next logical step would be to interpret and/or evaluate the results of the analysis to</p>	<ul style="list-style-type: none"> Trainees could demonstrate that they that they are able to: <ul style="list-style-type: none"> Interpret and/ or evaluate the results of the analysis to solve a defined business problem or audit problem. Suggest and/ or evaluate further steps to be taken. When interpreting the results of their analysis, trainees will need to: <ul style="list-style-type: none"> Maintain a level of professional scepticism and a questioning mind, in order to fully interrogate the data during analysis. Be aware of potential unconscious bias when interpreting data. Consider all possible scenarios when evaluating the data modules. 	<p>Trainees could:</p> <ul style="list-style-type: none"> Calculate the statistical significance (P-Value) of an item using Anova, T-Test, etc. Interpret the significance and advise on further steps, e.g. identifying statistically significant business drivers such as gender, shopping times, differences in geographical shopping habits, etc. Identify constraints or bottlenecks in a process and advise how to solve these, what the cost implications would be and what value can be added.

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
		solve a defined business or audit problem, and suggest and/or evaluate further steps to be taken.	<ul style="list-style-type: none"> - Scrutinise the estimates and assumptions applied in each data module scenario for reliability, accuracy and potential likelihood. • When finding solutions and suggesting further steps to be taken, trainees will need to remain realistic (not idealistic) in their solutions and consider: <ul style="list-style-type: none"> - Inherent risk such as skills gaps, staff limitations, etc. - Practical implementation; - Affordability of the solution. - Sustainability of the solution. • The above considerations may not result in the solution being unfeasible but will show that trainees have considered the problem and solution holistically to find a sustainable solution and not only a once off patch, e.g. the solution steps might include staff training or an upskilling plan to ensure knowledge transfer, or that additional servers or cloud servers need to be sourced etc. 	<ul style="list-style-type: none"> • Weigh up costs and value and advise on the way forward (quantitatively and qualitatively).
W4 Automation: refers to the technology by which a process or procedure is performed with minimal human assistance				
2	a) Identify processes that lend themselves to automation and modernisation including the benefits and risks associated with the automation of processes.	<p>Identify routine manual tasks that can be executed with the assistance of technology in the business.</p> <p>Devise strategies which can be used to improve efficiencies in the execution of those tasks using technological tools.</p> <p>Demonstrate understanding of the effects/ impact, both positive and negative, of such strategies in the business model of the institution.</p> <p>Appreciate the continuous development of technology and provide inputs on what can be adopted within the institution to improve operations and align business processes to best and modern business practices.</p>	<ul style="list-style-type: none"> • Trainees could provide evidence of processes identified that could lend themselves to automation and modernisation using e.g.: <ul style="list-style-type: none"> - Xero Accounting. - Automated Banking Applications. - Customised interfaces between Point-of-sale programmes and the Accounting software. - Customised interfaces between software that determines the quality and price of products received and sold. - Automated updating of inventory/asset registers e.g. using Hand-held barcode scanners. - Fully integrated ERP systems. - Smart security cameras generate transactions. - Biometric systems that generate payroll information based on attendance. • Trainees could provide evidence of the risks associated with the automation when e.g.: <ul style="list-style-type: none"> - Clients are provided with a specific client reference to use when they deposit monies. What happens if the client uses his own reference and/ or incorrect reference number? - Will transactions that cannot be allocated be placed on an unallocated report to be allocated manually? - What is the volume of these discrepancies given the level of knowledge of users etc.? If there are too many exceptions, it may not be financially viable. 	<p>Trainees could:</p> <ul style="list-style-type: none"> • Use tools such as Power BI, Excel (macros, VBA etc.) to automate routine tasks e.g. routine data collection, processing, creating a basic working paper or schedule, analysis, real time dashboards creation, etc. • Use Power Automate to enhance efficiency and productivity through automation of data collection, sharing, routine tasks alerts/reminders, etc. • Consider the need to introduce automation element to assets counts (including inventory) with a purpose of limiting human error, reduction in count times, etc. • Obtain an understanding of monthly/quarterly/yearly reporting requirements of the institution (including divisions) in respect of financial and non-financial information and introduce technologically efficient ways to enhance the reporting.
2	b) Evaluate the need for cognitive computing systems in the automation process.	<p>Analyse the business processes of the institution and identify areas that can be supplemented and supported by artificial intelligence (including machine learning) and signal processing techniques.</p> <p>Demonstrate the feasibility and need to use these technologies to support day to day operations (e.g., information</p>	<p>Trainees could provide evidence of their evaluations for the need of cognitive computing systems in the automation process including user interventions to:</p> <ul style="list-style-type: none"> • Allocate unidentified receipts. • Manage transactions by exception that require manual release of transactions from exception reports. 	<p>Trainees could:</p> <ul style="list-style-type: none"> • Evaluate the need to use tools such as machine learning, data-mining techniques for customer data (e.g. purchase trends, commonly purchased products etc.) to enhance the customer experience with a view of improving a service or product offering and customer experience (e.g. through suggested products, discounts announcements on commonly purchased products etc.). • Evaluate the use of programming in the production process to use past data, current trends and industry best practises to solve production or

Proficiency level	Learning outcome	What could this look like in practice?	What evidence could a trainee provide to reflect proficiency in this learning outcome? (Examples of how this behaviour could be demonstrated.)	
			Training through client engagements	Training through rotations
		processing, decision making) within the operational context and industry of the institution.		service offering problems as well as improving the production/ service offered. <ul style="list-style-type: none"> Consider the use of customer chat bots to attend to general customer queries on company websites, social media support lines etc.
W5 New developments and protocols (e.g. artificial intelligence (AI), blockchain, Internet of Things etc.)				
2	a) Use new developments and protocols (e.g., identify opportunities to address accounting and business problems, limitations, risks, etc.).	<p>Demonstrate an understanding of new technologies including its capabilities, benefits and risks; and how these can be used in the business.</p> <p>Use the capabilities of the new developments to an extent that this is feasible in day to day tasks.</p> <p>Keep abreast with the new developments and protocols and identify any potential opportunities and threats to business processes in this regard.</p> <p>Trainees should have the ability to understand the resources available to them and to be able to apply these to their work.</p>	<ul style="list-style-type: none"> Trainees could: <ul style="list-style-type: none"> Perform journal testing using a journal mapping tool that will automate the testing and requires trainees to document findings and analyse data. Automate work papers by implementing the use of the audit analytics toolbar and software. Make use of advanced excel techniques to automate testing, such as macros and advanced Excel formulas. Demonstrate an understanding and the application of internal IT and data security protocols. Such as use of OTPs and remote log-ins. Use drones to perform stock counts in agriculture and large scale manufacturing. Trainees could provide evidence of how they identified new developments and protocols which could be used to address accounting and business problems, risks and limitations e.g.: <ul style="list-style-type: none"> Connected appliances like fridges may reduce the number of employees required to monitor kitchen inventory levels and ensure that orders are placed timeously Smart security systems may reduce the need for security checks at the gates/ delivery areas as barcodes can automatically be scanned when leaving the premises and a delivery note issued to the customer electronically. Use of automated farming equipment. Use of wearable health monitors to monitor employee well-being. Use smart factory equipment to reduce capturing errors. Use of wireless inventory trackers to transfer inventory from raw materials to work-in-progress to finished goods, thereby reducing errors in inventory identification and quantities. Use of ultra-high speed wireless internet to process real-time transactions thereby reducing the risk associated with debit balances on legal practitioners trust accounts. Use of biometric cybersecurity scanners to implement data and software security over accounting packages and data. Use of blockchain in procurement processes and financial strategies to ensure immediate payments and procurement security. 	<p>Trainees could:</p> <ul style="list-style-type: none"> Use sensors or counters (internet of things) to collect data that informs business decisions e.g. to measure the click through rate when discount if offered/ not offered, sales based on the number of options offered to clients, etc. Consider the use of big data when making inputs to business plans, proposed solutions and business strategies to ensure meaningful and relevant data is used in the strategic direction of the business. Consider the use of smart contracts with key business partners in the supply chain management process to ensure minimal human intervention and reduce turnaround times. Evaluate the use of programme interfaces and internet of things in the business operations to enhance data integrity. Consider the use of dashboards (e.g. using Power BI) to collate information from different sources that may affect asset values e.g. stock price performances, market performances, which in turn can be used in obtaining information for assets valuations, impairments etc. Consider the use of data integration tools such as data federation to combine information from multiple sources into one (e.g. information from CIPC, SARS, Stock exchange markets etc.) to enhance accurate information processing. Use value chain analysis to identify the key processes that are susceptible to evolving new technologies and make appropriate recommendations for improvements.
2	b) Apply, in a non-complex simulation with semi-structured information general, application and data controls to selected new developments and protocols in order to mitigate risks.	<p>Obtain an understanding of the impact of the new developments in the control environment of the institution and demonstrate how this can affect the business objectives.</p> <p>Appreciate the need to maintain data integrity and business processes when</p>	Trainees could demonstrate the impact of block-chain on an audit – including understanding and execution.	<p>Trainees could:</p> <ul style="list-style-type: none"> Consider the risk involved in the use of the new developments and suggest appropriate preventative or detective control. Use basic programming skills such as inclusion of required fields in data processing.

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			Training through client engagements	Training through rotations
		<p>using these new developments.</p> <p>Analyse the capabilities of the new developments that are susceptible to internal control deficiencies and devise controls and strategies to mitigate the identified deficiencies.</p>		<ul style="list-style-type: none"> Consider the use of appropriate firewalls where developments such as internet of things are used as a tool to process data from multiple data points.
W6 Cyber security: <i>Cyber security is the practice of defending computers and servers, mobile devices, electronic systems, networks and data from malicious attacks</i>				
2	Apply cybersecurity processes, tool and techniques to mitigate cyber risks on the organisation.	<p>Trainees must need to be able to identify cyber risks and apply appropriate processes, tools and techniques to mitigate those risks.</p>	<p>Trainees could provide evidence of identified areas where cybersecurity processes, tools and techniques are applied to mitigate cyber risks on the organization, e.g.:</p> <ul style="list-style-type: none"> Making use of appropriate firewall software. Making use of anti-virus software. Ensuring personal data is not placed on public sites (POPI). Ensuring Virus pattern files are downloaded regularly and updated on the network to identify and threats. Implementation of appropriate IT Policies and procedures by the firm to ensure that employees do not open emails/messages from unknown senders, are cognisant of risks associated with utilisation of data transfer software and cloud computing and are vigilant with respect to the identification of suspicious circumstances/ non-routine requests 	<p>Trainees could ensure that network access controls are in place and adhered to, that anti-virus and spyware software protocols are followed and report any irregularities.</p>
W7 User competencies: <i>Use technology ethically as an enabler to optimise decision making and to promote business efficiencies and controls.</i>				
3	a) Apply word processing software skills in a manner relevant to an accounting/business context, to enhance communication (e.g., letters, memorandums, reports, working papers, and other written correspondence), so as to meet all legal, ethical, regulatory and business requirements.	<p>Trainees must be able to use applicable software applications (Word, Pages, Adobe InDesign, etc.) to prepare formal documents and/ or correspondence.</p> <p>Whilst doing this, trainees must be able to apply the necessary legal, compliance, regulatory etc. frameworks to these documents so that they meet the required standards.</p> <p>Trainees must have the ability to also focus on the presentation of these documents and/ or reports to ensure that they are presented in a professional manner.</p>	<p>Trainees could provide evidence of how they:</p> <ul style="list-style-type: none"> Use word processing software applications to prepare an audit completion report and Report to those charged with governance (ISA 265), and ensure the reports comply with the requirements of ISA 265. Prepare engagement letters and ensure the letter complies with the legal and regulatory framework. Prepare any other type of structured business-related document and/ or report, e.g.: memorandums, minutes, proposals, audit reports, formal research documents, etc. 	<p>Trainees could use word processing software to:</p> <ul style="list-style-type: none"> Respond to requests in the appropriate format based on the requestor's or audience's needs. Communicate effectively, e.g. using a table of contents, cover page, appropriate formatting, appendices, etc.
3	b) Use presentation software in an accounting/business context.	<p>Trainees must be able to use presentation software application programmes like Microsoft PowerPoint or Apple Keynote to prepare business related presentations.</p> <p>Trainees must have the ability to focus on the substance of the content of presentations while presenting information in a visually appealing and professional manner.</p>	<p>Trainees could prepare business-related presentations using presentation application software (PowerPoint, Keynote etc.) and meet the business requirements for the presentations. Output can include training presentations, proposals, business reports to management, thought leadership presentations and corporate/ marketing related presentations.</p>	<p>Use presentation software such as PowerPoint to present information to inform (share findings), educate (conduct training) or convince (sales) other parties.</p>

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			Training through client engagements	Training through rotations
		Trainees should be able to present complex information in a manner that conveys the message.		
3	c) Use spreadsheet software in an accounting/business context (e.g., working papers; data analytics using advanced techniques, and knowledge of effective utilization (including short cut keys, macros, pivot tables and other advanced excel functions).	Trainees must be able to use spreadsheet application software like Microsoft Excel or Apple Numbers within the accounting/ business context of their day-to-day work by incorporating various application tools like short-cuts, macros, pivot tables etc.	Trainees could provide evidence of how they: <ul style="list-style-type: none"> • Use spreadsheet application software to prepare audit engagement working papers documenting audit findings. • Use functions and formulae in the spreadsheet software to be more efficient in presenting data. • Use macros and the VBA environment to create spreadsheet data worksheets. • Use tables and pivot tables to present and dissect data to make it more understandable. 	Trainees could provide evidence of how they: <ul style="list-style-type: none"> • Build Macros to perform repetitive tasks. • Use pivot tables to segment and analyse data quickly and effectively (Using Sum, Count, Average). • Analyse a set of data to describe it appropriately using Min, Max, Average and Standard Deviation functions.
3	d) Communicate and collaborate with others using a wide range of digital devices, technologies and platforms.	Trainees must be able to use various digital platforms to collaborate with others through meetings, project management, file sharing etc.	Trainees could provide evidence of how they: <ul style="list-style-type: none"> • Make use of online meeting software application programmes like GoTo Meeting, Microsoft Teams, Zoom, Google Meet, Webex, U Meeting etc. to hold online virtual meetings, and/ training; • Make use of more advanced meeting functions. e.g. polls, break-out rooms etc. to ensure the best engagement and user retention of information. • Use online project management software to manage and collaborate on projects, e.g. applications like Microsoft Project/ Planner, Teamwork, Basecamp, ProofHub, Zoho Projects etc. 	Trainees could provide evidence of how they use Teams, Zoom, WhatsApp, Google Meet etc. to communicate and collaborate with colleagues, clients and other delegates.
3	e) Apply visualisation techniques and tools to develop simple dashboards.	Trainees must be able to take structured and un-structured information and present that information in a visually appealing way, in a simple dashboard or summary. Trainees must be able to identify what information should be presented and how to present that information in a way that makes most sense to the audience.	Trainees could provide evidence of how they: <ul style="list-style-type: none"> • Identify the correct and appropriate data from a data set and present that information within a dashboard or information summary document; • Take information and use the information to present infographic type visualisations that represents the original data set; and/or • Effectively use contrast of colours to highlight important information within a data set (e.g. using yellow on black or blue). 	Trainees could provide evidence of how they build a Dashboard using Excel/ Powerbase to extract and present key drivers such as sales, stock levels, breakages, average delivery time, number of deliveries, etc.
3	f) Secure and safeguard information technology resources such as organisational IT infrastructure, laptops (and other portable devices), software, cloud (and other) storage, and data.	Trainees must be able to incorporate the appropriate measures to safeguard IT resources as part of their day-to-day work.	Trainees could provide evidence of how they: <ul style="list-style-type: none"> • Have appropriate security controls in place for sharing data with 3rd parties on storage devices. • Secure IT infrastructure in circumstances where this is not automatically done by internal controls etc. 	Trainees could provide evidence of how they secure and safeguard information by password protecting spread sheets, changing passwords regularly, keeping anti-virus and spyware up to date, reporting and deleting phishing emails and only accessing secure websites.

4. Glossary

APC	Assessment of Professional Competence
ASCII	American Standard Code for Information Interchange
BI	Business Intelligence
CAATs	Computer Assisted Audit Techniques
CIPC	Companies and Intellectual Property Commission
CSR	Corporate Social Responsibility
CSV	Comma-Separated Values
DVD	Digital Video Disc
ERP	Enterprise Resource Planning
GDPR	General Data Protection Regulation
ID	Identity
IFRS	International Financial Reporting Standards
IRBA	Independent Regulatory Board for Auditors
ISA	International Standards on Auditing
IT	Information Technology
ITC	Initial Test of Competence
JMP	“Jump” data analysis software
JPEG	Joint Photographic Experts Group image format
KPI	Key Performance Indicator
LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Queer, Intersex plus other gender identities and sexual orientations not specifically covered by the other initials.
NOCLAR	Non-compliance with Laws and Regulations
OTP	One-Time Password
PAIA	Promotion of Access to Information Act
PDF	Portable Document Format
PGDA	Postgraduate Diploma in Accounting
POPI	Protection of Personal Information
POPIA	Protection of Personal Information Act
PP&E	Property, Plant and Equipment
RTF	Rich Text Format – file format
SAICA	South African Institute of Chartered Accountants
SARS	South African Revenue Service
SAS	SAS analytics software. The name was originally derived from “Statistical Analysis System”.
SDGs	Sustainable Development Goals
SME	Small and medium-sized enterprise
SPSS	Statistical Product and Service Solutions software for modeling complex data
SQL	“Sequel” – Structured Query Language
STATA	Stata general-purpose statistical software
SWOT	Strengths, Weaknesses, Opportunities and Threats
TXT	Text file format
VBA	Visual Basic for Applications
VPN	Virtual Private Network