



PRINCIPLES RELATING TO THE ACCREDITATION AND MONITORING OF TRAINING OFFICES

**THIS DOCUMENT MUST BE READ IN CONJUNCTION WITH
THE SAICA TRAINING REGULATIONS**

Revised January 2024

INTRODUCTION

1. DEFINITIONS

In this document words importing the masculine gender include all genders. Unless expressly stated otherwise or inconsistent with the context in which they appear, the terms used in this document carry the meaning, as defined in the Training Regulations.

1. THE SAICA TRAINING PROGRAMME

- 1.1. In order to ensure that the SAICA qualification retains its status and credibility, SAICA has to fulfil the following responsibilities in relation to the SAICA Training Programme:
 - a. Ensure that prospective SAICA members and associates receive well-rounded training;
 - b. Ensure that the required competence is obtained through the application to practical skills under the direction and supervision of experienced (CAs(SA) and AGAs(SA); and
 - c. Ensure that prospective SAICA members have an appreciation of the contemporary business environment and are equipped with the skills required to perform a wide variety of roles and activities.
- 1.2. The SAICA training programme is essential to the maintenance of the status of the SAICA qualifications and creates a platform for trainee accountants to develop a base of professional competence, from which they can build their future careers as CAs(SA) or AGAs(SA).
- 1.3. The Training Programme is currently in a transition phase with the 2016 Competency Framework being phased out and the CA2025 Competency Framework being phased in.
- 1.4. Training Offices have previously been accredited based on Elective and Residual skills relevant for the 2016 Training Programme. A key focus of the accreditation of new training offices on the 2016 Training Programme has been on the Range and Depth of experience as relates to Elective and Residual Technical skills.
- 1.5. Recognising the changing world of work and expectations of entry level CAs(SA) and AGAs(SA), under the CA2025 Training Programme, training offices have more flexibility in terms of the technical exposure provided to trainees with the focus on developing and assessing trainees' Professional Competence.

The CA2025 Training Programme can be described as providing a professional environment and a formalised period of practical work experience in which aspiring CAs(SA) and AGAs(SA):

- a. Can develop and demonstrate the appropriate Professional Values and Attitudes and Acumens (Enabling Competencies) (PVAAs) in practical, real-life situations; while
- b. Gaining experience in the technical competencies (technical work completed in the various operating and functional units of an organisation) through integration within, between and across each area in the value creation process (inputs, business processes and outputs leading to outcomes); and
- c. Developing progressive levels of responsibility and proficiency while under appropriate levels of supervision.

SAICA'S APPROACH TO ACCREDITATION

2. SAICA'S APPROACH TO ACCREDITATION

2.1. Accreditation as a training office

- 2.1.1. The main objective of accrediting a training office is to allow that office to train prospective SAICA members and associates. The training programme is a key component of the full qualification model towards the CA(SA) and AGA(SA) designations..
- 2.1.2. Training Programme Subcommittee of SAICA's Initial Professional Development Committee will consider and determine –
- whether or not to accredit an organisation that has applied for accreditation;
 - the accreditation status and duration of the accreditation of the training office;
 - the quota allocation, that is, the number of trainee accountants that may be engaged in a training office at any given time;
 - whether a training office is accredited as an Audit and Assurance training office.
- 2.1.3. **In order to be accredited, the training office must comply with all the provisions of the Training Regulations relating to accreditation including the criteria for accreditation as set out in Annexure 2 of the Training Regulations;**
- 2.1.4. The accreditation of a training office is valid for a specific period based on the rating achieved when accredited for the first time or during the most recent monitoring visit, and continued accreditation is dependent on the office demonstrating, through a process of monitoring visits, that it continues to meet the accreditation criteria.
- 2.1.5. The most important criterion for accreditation is the ability to deliver the required quality of training and experience. No organisation will be excluded from accreditation solely on the grounds of size or sector.
- 2.1.6. A training office (whether prospective or currently accredited) must demonstrate a commitment to provide training for prospective SAICA members and associates and should provide adequate training structures/facilities. This includes resources to mentor, guide and support the trainees' development, allowing for a balance of practical training and academic growth and an environment where trainees can speak up without fear of victimisation.
- 2.1.7. By accrediting a training office, SAICA confirms that the training office has put in place the appropriate resources and structures that, if utilised effectively, should enable it to deliver the workplace training and experience programme at the standards and levels of quality as prescribed by SAICA. The ongoing monitoring visits allow for the implementation of the programme to be assessed against the accreditation criteria.
- 2.1.8. The accreditation process is a partnership between the training office and SAICA, and as such requires effective cooperation between the office and SAICA. The quality of the experience and training offered by the training office is, however, the sole responsibility of the office. SAICA's responsibility is to monitor the extent to which the training office meets SAICA's standards.

2.2. Accreditation as an Audit and Assurance training office

- 2.2.1. SAICA's training programme is accredited as a professional development programme as envisaged by the Auditing Profession Act, 2005.

SAICA'S APPROACH TO ACCREDITATION

- 2.2.2. Audit and Assurance training offices are required to be registered with IRBA as a practice and the Training Officer is required to be a Registered Auditor. Training Contracts of trainees who are placed on auditing and assurance assignments in these offices are registered with the IRBA. CAs(SA) that completed a training contract at one of these training offices require less time on IRBA's Audit Development Programme.
- 2.2.3. In determining whether to accredit/re-accredit a training office for Audit and Assurance, SAICA will consider the range and depth of Audit and Assurance *available* work in the training office (nature of work), the amount of Audit and Assurance work *available* (relevant for the trainees' core hours) as well as the *actual allocation* of work for trainees.
- 2.2.4. For training offices to be recognised for Auditing and Assurance, they have to provide trainees with the range and depth of exposure required specifically in the area of auditing and assurance. For the 2016 training programme, this means complying with the requirements of an Auditing and Assurance elective. For CA2025 this means providing practical experience in Audit and Assurance and specifically the technical competency learning outcomes relating to the Audit of Historical Financial information, as follows:

Technical learning outcomes relating to Audit of Historical Financial information on the CA2025 Training programme:

1	Perform an audit of historical financial statements
a)	Apply pre-engagement activities and identify relevant issues
b)	Plan the audit engagement, taking into account its objectives and the criteria governing the audit opinion
c)	Evaluate transactional business processes
d)	Assess the entity's risk assessment processes, also taking into account its corporate governance and risk profiles
e)	Determine materiality for the audit engagement
f)	Assess the risks of material misstatement at the financial statement level and at the assertion level for different classes of transactions, including related disclosures, and account balances with their disclosures
g)	Formulate a suitable audit strategy and audit approach
h)	Formulate appropriate further audit procedures based on the identified risks of material misstatement
i)	Assess the evidence and results of the analysis and procedures
j)	Document the work performed and its results
k)	Draw draft conclusions
l)	Based on a) to k) above, formulate a draft audit opinion
2	Reliance on other parties
a)	Identify the possibility of, and need to, rely on other parties (internal auditors, internal and external experts)
b)	Describe suitable procedures to ensure audit quality is maintained when relying on the work performed by other parties
3	Communicate audit findings
a)	Communicate matters to be reported to management and those charged with governance
b)	Prepare an appropriate auditor's final report

PROCEDURES FOR THE ACCREDITATION AND MONITORING OF SAICA TRAINING OFFICES

3. PROCEDURES FOR THE ACCREDITATION AND MONITORING OF SAICA TRAINING OFFICES

3.1. Principles

a. Effectiveness

- Ensure accreditation criteria can be complied with and are enforced;
- Provide comprehensive and constructive feedback to training officers, acknowledging areas of best practice;
- Aim for greatest level of compliance without excessive enforcement procedures; and
- Ensure appropriate communication of findings and learning points to improve overall compliance.

b. Proportionality

- Regulate in a proportionate way based on levels of risk; and
- Develop regulations considering the burden of and penalties for compliance.

c. Fairness

- Ensure all regulatory procedures are fair.

d. Consistency

- Consistency in monitoring and disciplinary procedures and action.

e. Transparency

- Ensure regulatory procedures and processes are documented clearly and policies are publicly available.

f. Accountability

- Ensure accreditation decisions can be justified

3.2. Frequency of monitoring interventions

3.2.1. The period of accreditation and in turn the frequency of monitoring interventions is determined by the Risk rating of the office (as defined in the Training Regulations).

3.2.2. The determination of the risk rating at any point in time rests with SAICA.

3.2.3. A change in a training officer may trigger a full site visit within 12 months from the date of the change.

Rating scales and period of time to next intervention:

Risk RATING	ACCREDITATION PERIOD
Low	36 months
Medium	24 months
High	12 months
Very High	6 months

PROCEDURES FOR THE ACCREDITATION AND MONITORING OF SAICA TRAINING OFFICES

3.3. De-accreditation

3.3.1. Possible grounds for de-accreditation by SAICA:

- a. Obtaining a Very High risk rating in two successive monitoring visits;
- b. Failure to participate in monitoring activities (refusal or failure to confirm/receive visits);
- c. Failure to comply with training regulations; and
- d. Failure to **pay training office and training contract-related fees.**

3.3.2. All de-accreditation decisions are taken by the Training Programme Subcommittee.

3.3.3. De-accredited training offices can lodge an appeal against the de-accreditation decision with the TPSC. If the TPSC denies the appeal, and the de-accredited training office is aggrieved by this decision, they can appeal to the IPD or its nominated committee. The decision by the IPD or its nominated committee is final and binding.

3.3.4. Training offices de-accredited by SAICA can only re-apply for accreditation after a period of 12 months. This does not apply to voluntary de-accreditations.

3.3.5. Training Regulation 5 deals with de-activations or de-accreditations of a training office.

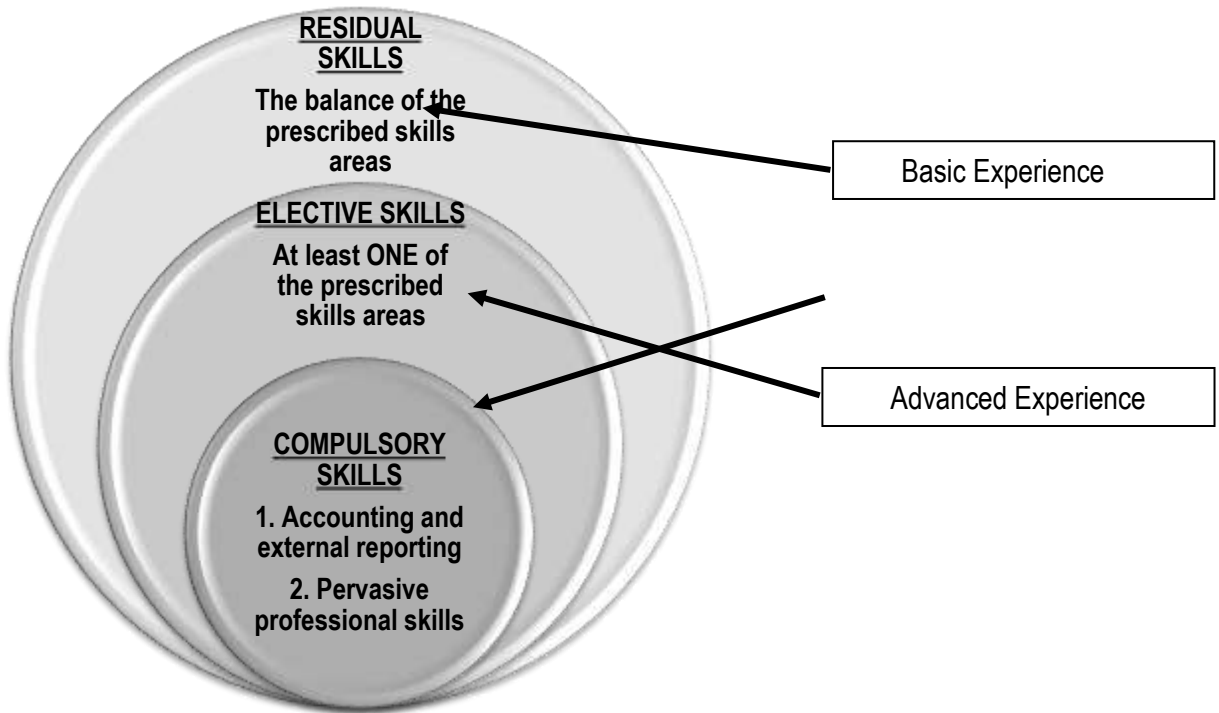
CA2025 COMPETENCY FRAMEWORK

4. CA2025 COMPETENCY FRAMEWORK

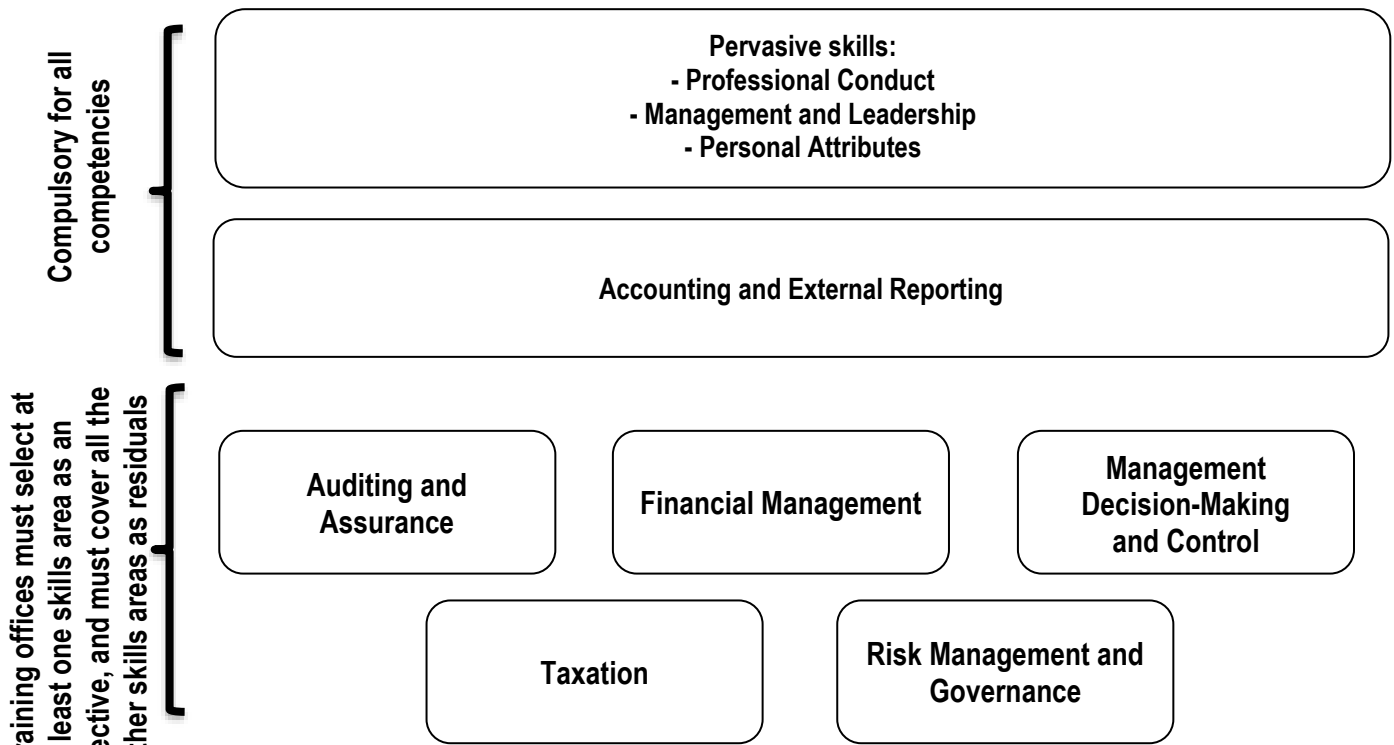
- 4.1.1. Please refer to the CA2025 Competency Document: Guidance on the Content, Development and Assessment of competencies in the Training Programme, extracts of which are included in section 6 of this document.
- 4.1.2. Until the transition between the two competency frameworks has been complete, both frameworks remain relevant and the 2016 Competency Framework has therefore presented in the next section.

5. 2016 COMPETENCY FRAMEWORK

5.1. Structure of the training programme



5.2. Content of the training programme



5.2.1. Main features of the 2016 training programme:

2016 COMPETENCY FRAMEWORK

- a. Flexibility to allow for areas of focus in the training programme;
 - b. Flexibility to allow for broad exposure to a variety of areas; and
 - c. Emphasis on the professional skills and accounting and external reporting.
- 5.2.2. All trainee accountants are required to gain exposure and achieve competence in all the skills areas, but to varying degrees of complexity. The depth and breadth of a trainee accountant's exposure will be determined by the nature, industry and business model of the training office.
- 5.2.3. In order to accommodate the unique circumstances of each training office, whether in public practice, commerce and industry or the public sector, a training office is able to structure its training programme to meet its needs.
- 5.2.4. In line with the principle of a competence-based training programme, there are no minimum time prescriptions for any of the skills areas, however it is considered unlikely that the required level of exposure will be achieved at an advanced level by demonstrating the skill only once or over a limited period of time.

5.2.5. Prescribed competencies

The following prescribed competencies apply for trainees completing their training on the 2016 Competency Framework.

Explanation of some of the verbs used in the competencies and tasks:

“evaluates” means to analyse and form a critical opinion and then to document this opinion

“calculates” means to calculate and document

“performs” means to perform and document

“recommends” means to make recommendations in writing

“identifies” means to identify and document

Interpretation of tasks:

Lists provided by way of example (indicated by **“for example”**) are not prescriptive. The tasks performed by a trainee accountant to demonstrate competence in the prescribed competency may include some, all or none of the examples provided.

Lists prefaced by “including” are prescriptive and inclusive.

COMPULSORY SKILLS

ACCOUNTING AND EXTERNAL REPORTING
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Trainee accountants are required to perform the prescribed tasks to a level 4 proficiency, i.e. they should be capable of performing the task with no intervention
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Competencies		Tasks	
AE(C)1	Evaluates appropriate accounting frameworks and policies	AE(C)1.1	Based on the entity's financial reporting needs and the stakeholders identified, evaluates the appropriateness of the accounting framework
		AE(C)1.2	Evaluates accounting policies in accordance with the appropriate accounting framework
AE(C)2	Evaluates or accounts for the entity's transactions, including non-routine transactions	AE(C)2.1	Evaluates or accounts for routine transactions, for example sales, cost of sales, operating expenses, etc.
		AE(C)2.2	Evaluates or accounts for non-routine transactions, for example accounting estimates, transactions requiring judgement, business acquisitions, disposals of assets or groups of assets, discontinued operations, deferred tax, etc.
		AE(C)2.3	Prepares or evaluates reconciliations of financial information, for example bank reconciliations, accounts payable reconciliation, general ledger control account reconciliations, reconciliations between management accounts and the general ledger, etc.
AE(C)3	Prepares or evaluates financial statements and accompanying notes	AE(C)3.1	Prepares or evaluates financial statements in accordance with the identified accounting framework
		AE(C)3.2	Prepares or evaluates notes to the financial statements in accordance with the identified accounting frameworks
		AE(C)3.3	Prepares or evaluates the non-financial information in the annual financial statements, for example Directors' Report, Corporate Governance Report, Sustainability Report, Integrated Report, etc.
AE(C)4	Interprets financial statements	AE(C)4.1	Calculates performance, efficiency (activity), solvency and liquidity ratios from the financial statements
		AE(C)4.2	Based on the ratios calculated in AE(C)4.1, evaluates the performance, efficiency (activity), solvency and liquidity ratios from the financial statements

PROFESSIONAL CONDUCT

Trainee accountants are required to provide examples of how they have demonstrated the competency and must be assessed on whether or not they have demonstrated the principles of professional conduct – <i>Please take note of the revised approach to the assessment of business ethics</i>

Competencies		Tasks	
PC(C)1	Acts ethically and in accordance with the rules of professional conduct	Integrity	
		PC(C)1	Being straightforward and honest in all business and professional relationships
		PC(C)2	Identifies and adequately responds to potential ethical dilemmas
		Due care	
		PC(C)3	Carries out work with due care
		Objectivity	
		PC(C)4	Not allowing bias, conflict of interest or undue influence of others to override professional or business judgement
		Confidentiality	
		PC(C)5	Respects and protects the confidentiality of information
		Professional behaviour	
		PC(C)6	Maintains and enhances the profession's reputation

2016 COMPETENCY FRAMEWORK

MANAGEMENT AND LEADERSHIP

Trainee accountants are required to perform the prescribed tasks to a level 4 proficiency, i.e. they should be capable of performing the task with no intervention

Competency		Tasks	
ML(C)	Demonstrates an ability to manage and lead	ML(C)1	Manages and supervises others effectively
		ML(C)2	Plans and manages projects
		ML(C)3	Effectively participates in meetings
		ML(C)4	Leads effective meetings
		ML(C)5	Respects deadlines, manages time and organises tasks logically
		ML(C)6	Collaborates with colleagues and/or clients from diverse backgrounds and works effectively as a team member
		ML(C)7	Resolves conflict or differences and negotiates appropriate solutions

PERSONAL ATTRIBUTES

Trainee accountants are required to perform the prescribed tasks to a level 4 proficiency, i.e. they should be capable of performing the task with no intervention

Competency		Tasks	
PA(C)	Maintains awareness of new developments, exercises initiative and communicates effectively	PA(C)1	Identifies and evaluates critical factors in the economic, social, legislative, regulatory and political environment that impact on business and the financial decisions of an entity
		PA(C)2	Responds and adapts to change
		PA(C)3	Identifies problems and recommends appropriate solutions
		PA(C)4	Obtains required information by asking appropriate and probing questions
		PA(C)5	Communicates effectively in written format
		PA(C)6	Communicates effectively in verbal format
		PA(C)7	Takes responsibility for own development

INFORMATION TECHNOLOGY

Trainee accountants are required to perform the prescribed tasks to a level 4 proficiency, i.e. they should be capable of performing the task with no intervention

Competency		Tasks	
IT(C)	Uses IT as a means of working more efficiently and effectively	IT(C)1	Uses IT applications, including spreadsheets, word processing, presentations and e-mail, effectively
		IT(C)2	Uses the internet effectively as a source of relevant and reliable information
		IT(C)3	Applies procedures and controls to ensure integrity and security of personal IT resources, for example password protection, backup procedures, distribution of confidential information, anti-virus measures, etc.

ELECTIVE SKILLS

AUDITING AND ASSURANCE

Trainee accountants are required to perform the prescribed tasks to a level 4 proficiency, i.e. they should be capable of performing the task with no intervention

2016 COMPETENCY FRAMEWORK

Competencies		Tasks	
AA(E)1	Performs pre-engagement activities	AA(E)1.1	Evaluates the nature, scope, standards and legislation applicable to a particular engagement
		AA(E)1.2	Identifies the factors to be considered in accepting or continuing with an engagement
		AA(E)1.3	Drafts or evaluates an appropriate engagement letter for an engagement or outlines the appropriate content for such a letter
AA(E)2	Obtains an understanding of the entity and its environment, including internal control	AA(E)2.1	Obtains a qualitative understanding of the entity and its environment and documents this information in an appropriate format
		AA(E)2.2	Identifies and documents the major classes of transactions and balances for an engagement entity
		AA(E)2.3	Obtains an understanding of and documents the entity's internal control
AA(E)3	Evaluates the risk of material misstatement	AA(E)3.1	Evaluates the adequacy of the design of control activities in the prevention or detection of material misstatement, and suggests improvements where appropriate
		AA(E)3.2	Evaluates the risk of material misstatement at an overall financial statement level (including an evaluation of the appropriateness of the going concern assumption)
		AA(E)3.3	Evaluates the risk of material misstatement at the assertion level for classes of transactions, account balances and disclosures
		AA(E)3.4	Evaluates the risk of material misstatement due to fraud
		AA(E)3.5	Evaluates the risk of material misstatement due to non-compliance with laws and regulations
		AA(E)3.6	Identifies and evaluates the significant risks that could result in material misstatement
AA(E)4	Calculates and justifies planning materiality	AA(E)4.1	Identifies and evaluates the factors that affect planning materiality
		AA(E)4.2	Calculates a justifiable level of planning materiality for an engagement
AA(E)5	Designs or selects effective and efficient procedures	AA(E)5.1	Designs or selects appropriate tests of internal control (including IT internal controls, where appropriate), including the determination of sample sizes and methods of selection
		AA(E)5.2	Designs or selects appropriate substantive tests of detail, including the determination of sample sizes and methods of selection
		AA(E)5.3	Designs or selects appropriate substantive analytical review procedures
		AA(E)5.4	Evaluates the need for using the work of others in conducting the audit, for example experts, internal auditors or component auditors, etc.
		AA(E)5.5	Evaluates the need to use computer assisted audit techniques to gather suitable audit evidence
AA(E)6	Executes the audit plan and documents and evaluates results	AA(E)6.1	Performs the planned tests of internal control and identifies situations where follow-up/extended work is required
		AA(E)6.2	Performs the planned substantive tests of detail and identifies situations where follow-up/extended work is required
		AA(E)6.3	Performs the planned substantive analytical review procedures and identifies situations where follow-up/extended work is required
		AA(E)6.4	Evaluates whether the procedure meets the stated objective
		AA(E)6.5	Recommends modifications to the audit plan, where necessary, in response to the results of procedures performed
AA(E)7	Completes the engagement	AA(E)7.1	Evaluates the impact of identified misstatements against final materiality (quantitative and/or qualitative) and evaluates the need for additional work
		AA(E)7.2	Performs a subsequent events review to identify potential adjusting subsequent events
		AA(E)7.3	Evaluates the appropriateness of the going concern assumption
		AA(E)7.4	Evaluates the management representation letter and recommends modifications, where applicable

2016 COMPETENCY FRAMEWORK

Competencies		Tasks	
AA(E)8	Prepares information for meetings with stakeholders	AA(E)8.1	Prepares the report to management on findings arising from the engagement
AA(E)9	Evaluates potential reportable irregularities	AA(E)9.1	Evaluates whether there are potential unlawful acts or omissions and whether or not they may constitute a reportable irregularity and, if appropriate, inform the supervisor of the potential irregularity

FINANCIAL MANAGEMENT

Trainee accountants are required to perform the prescribed tasks to a level 4 proficiency, i.e. they should be capable of performing the task with no intervention

Competencies		Tasks	
FM(E)1	Evaluates the entity's financial situation	FM(E)1.1	Evaluates the entity's/business unit's financial position, for example, using financial analysis, ratio analysis, trend analysis and/or cash flow analysis, etc.
		FM(E)1.2	Recommends improvements to the performance of the entity/business unit, based on the analysis performed
FM(E)2	Monitors cash flow	FM(E)2.1	Prepares or evaluates a cash flow forecast for an entity/business unit
		FM(E)2.2	Identifies when there may be a cash shortfall and recommends possible action plans
FM(E)3	Evaluates the entity's working capital	FM(E)3.1	Evaluates the entity's/business unit's current working capital position or components of it, for example, inventory, accounts receivable or payable management, etc. and, where required, recommends improvements
FM(E)4	Identifies and evaluates sources of funds	FM(E)4.1	Evaluates an entity's/business unit's funding needs
		FM(E)4.2	Evaluates sources of funding to meet the entity's/business unit's funding needs
		FM(E)4.3	Evaluates the need for the use of financial instruments in managing an entity's/business unit's funding needs
FM(E)5	Evaluates business plans, financial proposals or growth strategies	FM(E)5.1	Evaluates a business plan or financial proposal
		FM(E)5.2	Evaluates the appropriateness and impact of the growth strategies formulated and adopted by the entity
FM(E)6	Evaluates capital investment decisions	FM(E)6.1	Evaluates the opportunities, risks and financial implications associated with the replacement or acquisition of a capital asset
		FM(E)6.2	Evaluates financial implications of investment decisions using the appropriate capital budgeting techniques
		FM(E)6.3	Evaluates or makes recommendations on the replacement or acquisition of a capital asset
FM(E)7	Values a business or business units or components of a business	FM(E)7.1	Calculates a reasonable range of values for a business or business units or components of the business, using different valuation techniques
		FM(E)7.2	Identifies the critical assumptions and facts that underlie the valuation estimate, including factors affecting the accuracy of the valuation
		FM(E)7.3	Performs a sensitivity analysis on the assumptions used in the valuation model in order to obtain a reasonable range of possible values

MANAGEMENT DECISION-MAKING AND CONTROL

Trainee accountants are required to perform the prescribed tasks to a level 4 proficiency, i.e. they should be capable of performing the task with no intervention

Competencies		Tasks	
MD(E)1	Identifies and evaluates the entity's/business	MD(E)1.1	Identifies the financial and non-financial performance indicators that are key to the entity/business unit, including any industry-specific benchmarks

2016 COMPETENCY FRAMEWORK

	unit's key performance indicators	MD(E)1.2	Evaluates performance measurement methods for key performance indicators.
MD(E)2	Evaluates the design of the entity's responsibility accounting system	MD(E)2.1	Evaluates the key components of the management accounting system of an entity/business unit, including the financial and non-financial reports produced
MD(E)3	Prepares budgets and performs sensitivity analyses	MD(E)3.1	Prepares a budget for an entity/business unit, with clearly documented assumptions
		MD(E)3.2	Performs sensitivity analysis on prepared budgets, varying key assumptions to document a range of possible outcomes
MD(E)4	Analyses and interprets budget variances	MD(E)4.1	Evaluates the actual performance against budget, and investigates and documents reasons for variances
		MD(E)4.2	Makes recommendations to address variances
MD(E)5	Evaluates the applicability of cost management techniques	MD(E)5.1	Evaluates the methods used for allocation of costs in the entity/business unit
		MD(E)5.2	Makes recommendations for improved cost control and cost efficiency
		MD(E)5.3	Evaluates cost allocation options within or across divisions within the entity/business unit, for example the appropriate application of transfer pricing.
MD(E)6	Evaluates relevant information with application to business decisions	MD(E)6.1	Evaluates and makes practical use of financial information that is relevant to pricing decisions, capacity utilisation and the implications of the existence of constraints

TAXATION

Trainee accountants are required to perform the prescribed tasks to a level 4 proficiency, i.e. they should be capable of performing the task with no intervention

Competencies		Tasks	
TX(E)1	Evaluates tax payers' tax profile	TX(E)1.1	Identifies the information required for the analysis of an entity's tax profile, for example the form of the entity, taxpayer's residency and liability for tax, exposure to taxation associated with various forms of income and organisational structure, etc.
		TX(E)1.2	Evaluates the tax implications of different taxpayers' structures for example cash salary vs. fringe benefits, shares, loans or dividends, trusts, partners, companies, etc.
TX(E)2	Calculates or evaluates income tax payable and prepares or evaluates income tax returns for individuals	TX(E)2.1	Calculates or evaluates the income tax payable for an individual, considering: <ul style="list-style-type: none"> inclusion and classification of income from different sources, for example, employment including fringe benefits and lump sum benefits, property, business, capital gain/loss, other income, etc. exclusion of exempt income deductibility of expenses, for example, contributions to pension or retirement funds, income protection policies, assets used for trade purposes, legal fees and study at home, etc.
		TX(E)2.2	Prepares or evaluates income tax returns
		TX(E)2.3	Identifies when capital gains tax (CGT) is applicable and calculates or reviews the CGT payable on qualifying transactions
TX(E)3	Calculates or evaluates income tax payable and prepares or evaluates income tax returns for legal entities	TX(E)3.1	Calculates or evaluates the income tax payable for a legal entity, considering: <ul style="list-style-type: none"> type of legal entity, for example, private, public, small business corporation, foreign, trusts, etc. inclusion and classification of income, for example, active business income, income from property, capital gains, exemptions, etc.

2016 COMPETENCY FRAMEWORK

Competencies		Tasks	
			<ul style="list-style-type: none"> deductibility of expenses, for example, capital allowances, assessed losses and special allowances, etc. tax deductions and credits, for example, small business deduction, general tax reduction, etc.
		TX(E)3.2	Prepares or evaluates income tax returns
		TX(E)3.3	Identifies when capital gains tax (CGT) is applicable and calculates or reviews the CGT payable on qualifying transactions
TX(E)4	Calculates other taxes payable and prepares or evaluates appropriate returns	TX(E)4.1	Calculates or evaluates withholding tax for example interest or dividend withholding tax
		TX(E)4.2	Identifies when indirect taxes, for example VAT or customs duty, are applicable and calculates or evaluates the indirect tax payable
		TX(E)4.3	Prepares or evaluates indirect tax returns
		TX(E)4.4	Prepares or evaluates provisional tax and employees tax (PAYE, SDL and UIF) returns
TX(E)5	Makes recommendations on specific tax transactions	TX(E)5.1	Makes recommendations concerning tax transactions, taking into consideration applicable legislation, including, but not limited to, anti-avoidance legislation
TX(E)6	Prepares or evaluates information to respond to assessments, file objections and appeals	TX(E)6.1	Evaluates the content of assessments and reassessments
		TX(E)6.2	Prepares or evaluates supporting documentation required to initiate an appeal or file a notice of objection

RISK MANAGEMENT AND GOVERNANCE

Trainee accountants are required to perform the prescribed tasks to a level 4 proficiency, i.e. they should be capable of performing the task with no intervention

Competencies		Tasks	
RM(E)1	Identifies and evaluates the risks pertaining to the financial information system	RM(E)1.1	Identifies strategic, operational, financial, regulatory and information system risks, based on an understanding of the environment in which the entity/audit engagement operates, its strategies and management processes
		RM(E)1.2	Evaluates the business processes which are susceptible to fraud and, where necessary, document the systems introduced by the business to mitigate the risk
RM(E)2	Evaluates the key internal controls (including IT related controls) implemented in an entity	RM(E)2.1	Evaluates the entity's key business processes, including the procurement processes, and identifies general and application controls, both manual and IT, within these business processes
RM(E)3	Evaluates internal control	RM(E)3.1	Selects suitable criteria or a recognised framework for control evaluation
		RM(E)3.2	Evaluates the design adequacy of internal control, including application and general controls within the IT environment in the context of the criteria/recognised framework
RM(E)4	Conducts planning and fieldwork within the scope of internal audit policies	RM(E)4.1	Designs an appropriate audit programme
		RM(E)4.2	Performs appropriate fieldwork in accordance with the audit programme
		RM(E)4.3	Applies sampling techniques in accordance with the audit programme
		RM(E)4.4	Analyses test results to determine if additional work is required, or if no further testing is necessary, to conclude on the effectiveness of the control environment
RM(E)5	Documents the results of internal audit procedures performed	RM(E)5.1	Creates internal audit documentation that provides a clear link to significant findings or issues that arose during the engagement, and that contains sufficient information to support the nature, timing and extent of procedures performed and the results of those procedures

2016 COMPETENCY FRAMEWORK

Competencies		Tasks	
RM(E)6	Evaluates evidence, draws conclusions and issues appropriate reports	RM(E)6.1	Evaluates the sufficiency and significance of the evidence and/or results of analysis
		RM(E)6.2	Identifies and evaluates inconsistencies, unexpected circumstances or findings, or findings that indicate possible fraud, error or illegal acts
		RM(E)6.3	Evaluates the reasonableness of the conclusions on the subject matter, based on the outcome of internal audit procedures
		RM(E)6.4	Assists in the preparation of the final report with recommendations, management responses and an action plan
RM(E)7	Assists in the evaluation of an entity's plans for risk management	RM(E)7.1	Recommends methods to manage risk, for example choosing not to undertake certain types of activities or transferring risk to third parties through insurance, hedging, outsourcing, etc. or mitigating risks through preventative and detective control procedures
RM(E)8	Conducts governance reviews in accordance with appropriate governance standards	RM(E)8.1	Evaluates the components of the entity's/audit engagement's governance structure and its role, for example board of directors, audit committee, etc.
		RM(E)8.2	Evaluates the corporate governance practices of an entity/audit engagement in relation to relevant legislation and practices, documenting recommendations for improvement
		RM(E)8.3	Evaluates the disclosure of corporate governance for an entity/audit engagement

RESIDUAL SKILLS

AUDITING AND ASSURANCE

Trainee accountants are required to perform the prescribed tasks to a level 4 proficiency, i.e. they should be capable of performing the task with no intervention
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Competencies		Tasks	
AA(R)1	Demonstrates a basic appreciation and awareness of the practical considerations of the external audit function	AA(R)1.1	Evaluates the scope and the appropriateness of the terms of engagement, including the responsibilities of management and the responsibilities of the auditors
		AA(R)1.2	Evaluates the impact of identified misstatements on the financial statements in the context of materiality
		AA(R)1.3	Evaluates the appropriateness of the management representation letter
AA(R)2	Prepares information requested by the external auditors	AA(R)2.1	Prepares information for, or responds to requests by, the external auditors
AA(R)3	Communicates with external audit	AA(R)3.1	Communicates effectively with external audit stakeholders, for example identifying issues regarding the audit strategy, describing internal controls and financial systems used, any material issues identified during the course of the audit, etc.

FINANCIAL MANAGEMENT

Trainee accountants are required to perform the prescribed tasks to a level 4 proficiency, i.e. they should be capable of performing the task with no intervention
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Competencies		Tasks	
FM(R)1	Evaluates the entity's financial situation	FM(R)1.1	Evaluates the entity's/business unit's/engagement client's financial position, for example using financial analysis, ratio analysis, trend analysis and/or cash flow analysis, etc.
FM(R)2	Monitors cash flow	FM(R)2.1	Prepares or evaluates a cash flow forecast for an entity/business unit/engagement client
		FM(R)2.2	Identifies when there may be a cash shortfall and recommends possible action plans
FM(R)3	Evaluates the entity's working capital	FM(R)3.1	Evaluates the entity's/business unit's current working capital position or components of it, for example, inventory, accounts receivable or payable management, etc. and, where required, recommends improvements
FM(R)4	Evaluates capital investment decisions	FM(R)4.1	Evaluates the financial implications of investment decisions using the appropriate capital budgeting techniques
FM(R)5	Values a business or business units or components of a business	FM(R)5.1	Calculates or evaluates a reasonable range of values for a business or business units or components of a business, using different valuation techniques, and identifies the factors and external influences that will impact on the calculated value of the business

2016 COMPETENCY FRAMEWORK

MANAGEMENT DECISION-MAKING AND CONTROL

Trainee accountants are required to perform the prescribed tasks to a level 4 proficiency, i.e. they should be capable of performing the task with no intervention

Competencies		Tasks	
MD(R)1	Identifies and evaluates an entity's/business unit's key performance indicators	MD(R)1.1	Identifies financial and non-financial performance indicators that are key to the entity/business unit/audit engagement, including any industry-specific benchmarks
		MD(R)1.2	Evaluates performance measurement methods for key performance indicators
MD(R)2	Prepares budgets and performs sensitivity analyses	MD(R)2.1	Prepares a budget for an entity/business unit/audit engagement, with clearly documented assumptions
		MD(R)2.2	Performs sensitivity analysis on prepared budgets, varying key assumptions to document a range of possible outcomes
MD(R)3	Analyses and interprets budget variances	MD(R)3.1	Documents actual performance against budget, and investigates and documents reasons for variances
		MD(R)3.2	Makes recommendations to address variances

TAXATION

Trainee accountants are required to perform the prescribed tasks to a level 4 proficiency, i.e. they should be capable of performing the task with no intervention

Competencies		Tasks	
TX(R)1	Calculates or evaluates income tax payable and prepares or evaluates income tax returns for individuals	TX(R)1.1	Calculates or evaluates the income tax payable for an individual, considering: <ul style="list-style-type: none"> inclusion and classification of income from different sources, for example, employment including fringe benefits and lump sum benefits, property, business, capital gain/loss, other income, etc. exclusion of exempt income deductibility of expenses, for example, contributions to pension or retirement funds or medical expenses, income protection policies, assets used for trade purposes, legal fees and study at home, etc.
		TX(R)1.2	Prepares or evaluates income tax returns
TX(R)2	Calculates or evaluates income tax payable and prepares or evaluates income tax returns for legal entities	TX(R)2.1	Calculates or evaluates the income tax payable for a legal entity, considering: <ul style="list-style-type: none"> type of legal entity, for example, private, public, small business corporation, foreign, trusts, etc. inclusion and classification of income, for example, active business income, income from property, capital gains, exemptions, etc. deductibility of expenses, for example, capital allowances, assessed losses and special allowances, etc. tax deductions and credits, for example, small business deduction, general tax reduction, etc.
		TX(R)2.2	Prepares or evaluates income tax returns
TX(R)3	Calculates other taxes payable and prepares or evaluates appropriate returns	TX(R)3.1	Calculates or evaluates withholding tax, for example interest or dividend withholding tax, etc.
		TX(R)3.2	Identifies when indirect taxes, for example VAT or customs duty, are applicable and calculates or evaluates the indirect tax payable
		TX(R)3.3	Prepares or evaluates indirect tax returns
		TX(R)3.4	Prepares or evaluates employees tax (PAYE, SDL and UIF) returns

RISK MANAGEMENT and GOVERNANCE

2016 COMPETENCY FRAMEWORK

Trainee accountants are required to perform the prescribed tasks to a level 4 proficiency, i.e. they should be capable of performing the task with no intervention

	New competencies	New tasks	
RM(R)1	Identifies and evaluates the risks pertaining to the financial information system	RM(R)1.1	Evaluates strategic, operational, financial, regulatory and information system risks, based on an understanding of the environment in which the entity/audit engagement operates, its strategies and management processes
		RM(R)1.2	Identifies the business processes which are susceptible to fraud and, where applicable, documents the systems introduced by the business to mitigate the risk
RM(R)2	Identifies the key internal controls (including IT related controls) implemented in an entity	RM(R)2.1	Identifies the entity's key business processes, including the procurement processes, and identifies general and application controls, both manual and IT, within these business processes
RM(R)3	Evaluates internal control	RM(R)3.1	Evaluates the design adequacy of internal control, including application and general controls within the IT environment in the context of the criteria/recognised framework
RM(R)4	Conducts governance reviews in accordance with appropriate governance standards	RM(R)4.1	Documents the components of the entity's/audit engagement's governance structure and its role, for example board of directors, audit committee, etc.
		RM(R)4.2	Evaluates the corporate governance practices of an entity/audit engagement in relation to relevant legislation and practices





6. CA2025 Competency Document: Guidance on the Content, Development and Assessment of competencies in the Training Programme (extract from guidance)

6.1 INTRODUCTION

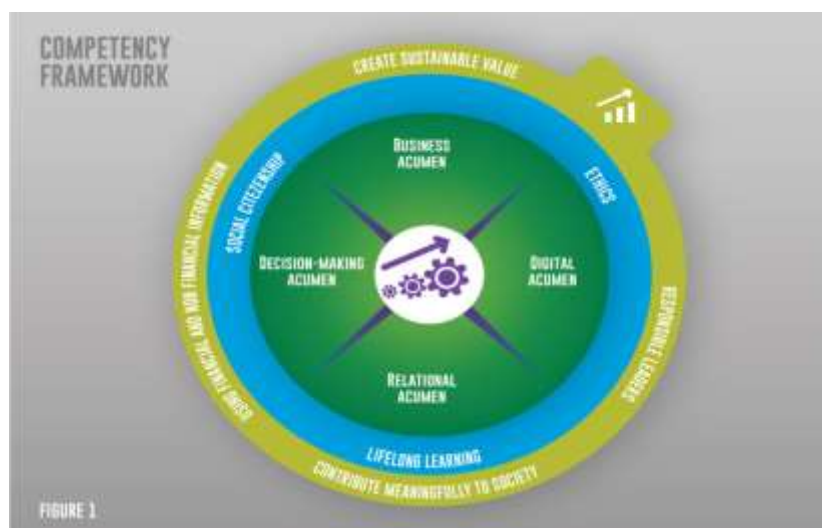
- a) In view of the implementation of the CA2025 Competency Framework, this document has the objective of providing providers of the training programme with guidance for the development and implementation of the SAICA accredited programme.
- b) This document is considered a living document and will require regular and ongoing review.

6.2 COMPONENTS OF THE COMPETENCY FRAMEWORK:

- a) The competency framework is made up of the following components which in implementation are all integrated:

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

The aforementioned competencies are depicted in Figure 1 below:

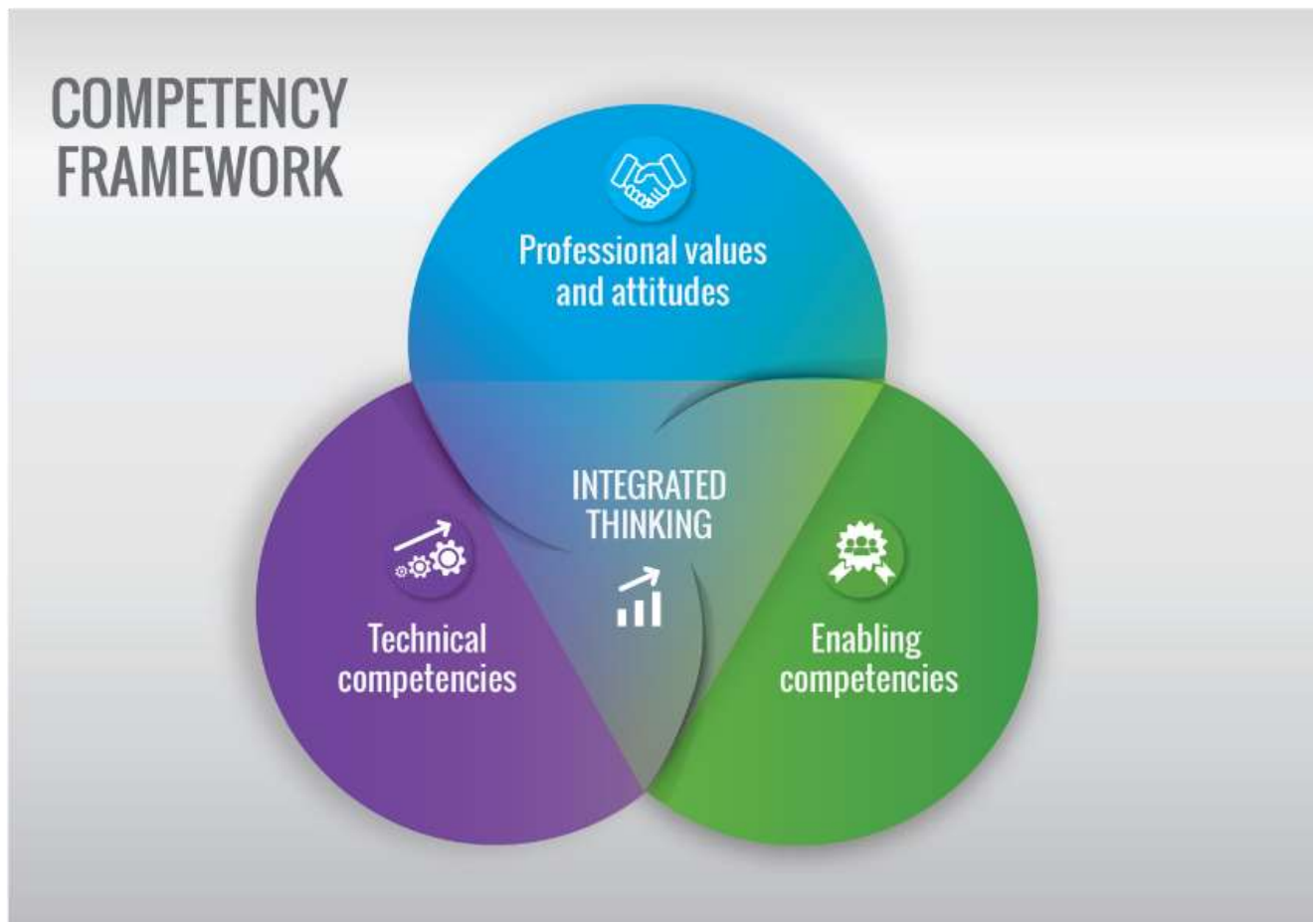


- b) CAs need to integrate all relevant competencies (professional values and attitudes, enabling competencies

2025 COMPETENCY FRAMEWORK (“CA of the future”)

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

- c) There are three competency types, namely:
 - (i) Professional Values and Attitudes
 - (ii) Enabling competencies
 - (iii) Technical competencies in the value creation process
- d) The competency types cannot be developed or assessed in isolation and indeed it is where these competency types overlap that integrated thinking is achieved.



THE CA(SA) COMPETENCY FRAMEWORK 2021 SUITE OF DOCUMENTS

A. PREFACE

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

B. CA(SA) ENTRY LEVEL COMPETENCY FRAMEWORK

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

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

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

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

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

E. THE INITIAL TEST OF COMPETENCE (ITC)

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

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

- Provides providers of the professional programme with guidance for the development and assessment of competencies prescribed for the APC

6.3 PROFICIENCY LEVELS

- a) CAs at entry-level are expected to demonstrate competence at defined levels of proficiency. Three levels of proficiency (ranging from 1 (the lowest) to 3 (the highest in the context of the training programme)) are explained in this section and cover competency development from foundational to advanced levels. The three levels of proficiency (foundational, intermediate and advanced) are used in the competency framework. The expert level is achieved post-qualification.
- b) A proficiency level is specified for each of the professional values and attitudes, enabling competencies and technical competencies (i.e. different measures are used). The competency framework defines levels of proficiency at entry level to the profession. Guidance documentation to academics and training officers provides further clarity on proficiency levels for competencies to be obtained during the academic and training programmes. The academic guidance document also specifies proficiency levels for elements of technical competencies which should be achieved during the academic programme, to reach the overall level of proficiency per technical competency as specified in the competency framework.
- c) The tables below illustrate the indicators to be considered in assessing proficiency in the training programme. Work on a practical assessment process and the related instruments is still in progress and assessment in the training programme may not be implemented in this matrix format.

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6.4 Competence in the Professional Values and Attitudes is measured in two dimensions:

Indicators	Levels of competence		
	1 - Foundational	2 - Intermediate	3 - Advanced
PROFESSIONAL VALUES AND ATTITUDES			
Proficiency levels are distinguished with reference to: i) frequency and ii) context Practise and display the behaviours reflected in the Professional Values and Attitudes:			
i) <i>Frequency</i>	Occasionally	Always under specific circumstances	Always under all circumstances
ii) <i>Context</i>	In a simple context with straightforward situations	In a simple context with complexity limited to specific situations	In a difficult context with complex situations

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6.5 Competence in the Acumens (Enabling Competencies) is measured in five dimensions:

Proficiency levels	Levels of competence		
	1 - Foundation	2 - Intermediate	3 - Advanced
ENABLING COMPETENCIES			
Proficiency levels are distinguished with reference to: (i) type of task, (ii) level of task understanding, (iii) knowledge and skills needed for task performance, (iv) dependencies and (v) guidance			
Demonstrate the ability to apply the acumens during functional task performance:			
i) <i>Level of task understanding</i>	Displaying a basic understanding of the task (<u>key ideas and principles</u>)	Displaying an intermediate understanding of the task (<u>using some analysis/ evaluation</u>)	Displaying an advanced understanding of the task (<u>thorough analysis /evaluation and making useful recommendations</u>)
ii) <i>Task Completion</i>	(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 <u>some</u> areas AND (iii) Using limited knowledge sources and skills in <u>other</u> areas	(i) Initiating tasks and performing them (ii) Integrating multiple knowledge sources and skills in <u>all</u> areas
iii) <i>Guidance</i>	Requiring frequent guidance	Requiring limited guidance	Requiring little or no guidance
iv) <i>Dependencies</i>	(i) Working under supervision and (ii) Carrying out tasks with a low level of risk and complexity using established processes	(i) Working as part of a team and (ii) Carrying out some tasks independently, being responsible for the quality of own work	(i) Managing own work and being responsible for the quality and quantity of the work done (ii) May be responsible for leading a team and managing certain functions

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

6.6 THE TRAINING PROGRAMME - FUNDAMENTAL PRINCIPLES

- a. Academic study is necessary for acquiring and demonstrating professional accountancy knowledge. However, by itself, study does not necessarily demonstrate the achievement of professional competence.
- b. The training programme provides a professional environment in which aspiring CAs(SA) and AGAs(SA) –
 - i. Can develop and demonstrate the appropriate Professional Values and Attitudes and Enabling Competencies (Acumens) (PVAAs) in practical, real-life situations; while
 - ii. Gaining experience in the functional competences (technical work completed in the various operating and functional units of an organisation) through integration within, between and across each area in the value creation chain (inputs, business processes and outputs leading to outcomes); and
 - iii. Developing progressive levels of responsibility and proficiency while under appropriate levels of supervision.
- c. The training programme is only one component of the full qualification model towards the CA(SA) designation.

Defining sufficient practical experience

- d. The IPD has recognised the need to define what would be deemed to be “sufficient practical experience” in the South African context.
- e. “Sufficient practical experience” is defined as the opportunity for trainees to -
 - i. Display Professional Values and Attitudes through performing tasks and applying knowledge from different functional (technical) areas to a range of situations and contexts, and
 - ii. Demonstrate the ability to apply the Enabling Competencies (Acumens) while combining depth (complexity) and breadth (variety) in the performance of functional (technical) tasks.

6.7 THE FORMAT OF THE TRAINING PROGRAMME - FUNDAMENTAL PRINCIPLES

Professional Values and Attitudes

To ensure an appropriate emphasis on and sufficient development of the Professional Values and Attitudes, SAICA requires trainees to practise and display the behaviours reflected in the following Professional Values and Attitudes

- a) Ethics, values and attitudes
- b) Lifelong learning, values and attitudes
- c) Citizenship, values and attitudes

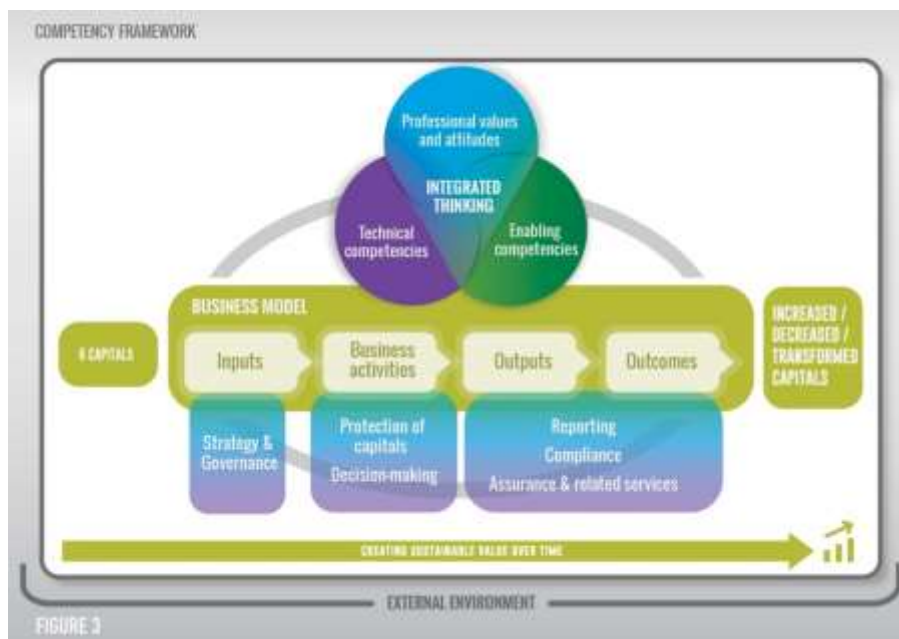
Enabling Competencies (Acumens)

To ensure an appropriate emphasis on and sufficient development of the Acumens, SAICA requires trainees to gain experience in and demonstrate the ability to apply the following Acumens:

- a) Business acumen
- b) Decision-making acumen
- c) Relational acumen
- d) Digital acumen

Trainees will gain experience in and develop the PVAAs through performing the functional competencies in the training office.

Functional (or Technical) Competencies



2025 COMPETENCY FRAMEWORK (“CA of the future”)

- a) Trainees must however still gain experience in functional competencies in relation to entities, situations, events, or transactions that are (as this is the context within which the PVAAs are developed):
 - i) prevalent, determined with reference to how frequently they occur in practice and how relevant they are in practice; and
 - ii) of a size or degree of complexity likely to be encountered by a CA(SA) at the point of qualification.
- b) Therefore, experience of the required breadth and depth does not equate to expertise or mastery in exceptional situations, events or transactions.
- c) Exposure of trainees to functional competencies varies widely between training environments and the nature of these functional competencies is ancillary to the development and demonstration of the PVAAs.
- d) Comprehensive coverage of all the functional competencies cannot be achieved given the duration of the training programme.
- e) The variety and complexity of a trainee’s experience will also be determined by the nature, industry and business model of the training office.
- f) However, the experience gained by a trainee in one functional competence area may require experience in another functional competence area, for example, in performing the task “Review the organisation’s strategic direction and highlight areas of potential value and risk”, the trainee must also take into account “Effective controls or mitigation options for the organisation to manage risks, including unusual risks to which the business is exposed”, which emphasises that trainees must be able to integrate within, between and across each area of the functional competencies in the value creation chain (inputs, business processes and outputs leading to outcomes).
- g) SAICA uses the term “integration” to refer to -
 - i) gaining experience in more than one competency from a single competency area (e.g. Assurance and Related Services) AND
 - ii) gaining experience in more than one competency from more than one competency area (e.g. Assurance and Related Services and Reporting on Value Creation).
- h) SAICA will not prescribe the extent of exposure to the functional competencies. However, the definition of sufficient practical experience requires the opportunity for trainees to -
 - i) Demonstrate competence (through the application of theory learnt in the academic programme) in the PVAAs through the application of knowledge from different functional areas to a range of situations and contexts, while
 - ii) Combining depth (complexity) and breadth (variety) in the performance of tasks.

6.8 ASSESSMENT OF TRAINEE ACCOUNTANTS - FUNDAMENTAL PRINCIPLES

The purpose of assessment:

- a) Assessment *for* learning (formative assessment) - where the trainee’s development of competence is monitored in order to adjust his/her experience in response to the trainee’s developmental needs. It also recognises the vital role of feedback in a trainee’s development;
- b) Assessment *as* learning (formative assessment) where the trainee is actively involved in the assessment activities and uses the feedback on assessments. This allows the trainee to gain a better understanding of the subject matter and, therefore, learning takes place; and

2025 COMPETENCY FRAMEWORK (“CA of the future”)

- c) Assessment of learning (summative assessment) - where the trainee’s development programme has been completed an assessor must determine whether the trainee has achieved competence.

The objectives of the assessment of SAICA trainees are to:

- a) Develop trainees’ life-long learning skills;
- b) Assess the competencies for each element of the PVAA competence areas;
- c) Provide ongoing constructive feedback with the aim of improving a trainee’s competence in the PVAAs;
- d) Provide a framework to support the trainee’s experience (in the functional competencies) and development and competence (in the PVAAs);
- e) Engage the “trainer” and the trainee in professional development conversations;
- f) Enable trainees to reflect on their own competence, know their strengths and weaknesses, and use feedback to inform and develop their competence;
- g) Monitor the progress of trainees’ development towards competence; and
- h) Create a record to holistically document the trainees’ experience (in the functional competencies) and development and competence (in the PVAAs).

These objectives can be achieved through:

- a) A variety of assessment methods,
- b) Multiple opportunities for trainees to gain experience and develop competence,
- c) Multiple assessors,
- d) Tailoring assessments to the context in which the trainee gains experience, and
- e) Assessor development and Evaluator and Reviewer support.

Objectives of the Assessment of the PVAAs

Professional Values, Attitudes and Enabling Acumens	Functional Competencies
<p>To enable trainees to -</p> <ul style="list-style-type: none">• present evidence of their demonstration of the PVAAs• reflect on their own competence,• know their strengths and weaknesses, and• use feedback to inform and develop their competence.• reflect on their own competence, know their strengths and weaknesses, and use feedback to inform and develop their competence. <p>The recorded evidence must provide qualitative</p>	<p>To provide -</p> <ul style="list-style-type: none">• A quantitative and qualitative record of the trainee’s practical experience in the Functional Competencies; and• Sufficient information to allow reviewers, evaluators, assessors and SAICA to determine the sufficiency¹ of the trainee’s experience to date and to identify the need for specific experience.

¹ Demonstrate competence in the PVAAs through the application of knowledge from different functional areas to a range of situations and contexts, while combining complexity and variety in the performance of tasks

2025 COMPETENCY FRAMEWORK (“CA of the future”)

Professional Values, Attitudes and Enabling Acumens	Functional Competencies
evidence: <ul style="list-style-type: none">• of a trainee’s self-evaluation of their display of professional values and attitudes;• of a trainee’s self-evaluation of his/her degree of competence in the acumens during the performance of tasks; and• to enable reviewers, evaluators, assessors and SAICA to determine the degree of the trainee’s competence to date and to identify the need for specific development.	



6.9 OUTCOME OF THE COMPETENCY FRAMEWORK

- In achieving professional competence, CAs are expected to display professional values and attitudes, and for each area (inputs, business processes, outputs leading to outcomes) be able to integrate relevant acumens and technical competencies. In addition, such integration should be done within, between and across areas.
- The outcome of effective integration of professional competencies manifests as CAs having the potential to be responsible leaders who behave ethically and create sustainable value for a wide range of stakeholders within an organisational context. With their ability to display integrated thinking, CAs are then able to interpret, analyse and evaluate financial and non-financial information, thus influencing others, and together making impactful decisions, and thereby contributing meaningfully to the economy and to society.



6.10 PROFESSIONAL VALUES AND ATTITUDES

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

PROFESSIONAL VALUES AND ATTITUDES Competency area pervasive in all other competencies		Competency short name	
I	Ethics, values and attitudes	I1	Personal ethics
		I2	Business ethics
		I3	Professional ethics
II	Citizenship, values and attitudes	II1	Personal citizenship
		II2	Corporate citizenship
III	Lifelong learning, values and attitudes	III1	Self-development
		III2	Adaptive mind set and agility
		III3	Emotional Intelligence

Note that given the context of the academic and training programmes, it is likely that managerial competence would only be achieved post-qualification.

On the 13th of December 2023, the CA Professional Development Committee of SAICA approved a reduction to the number of learning outcomes required to be demonstrated by trainee accountants. These reductions, together with any amendments to the wording of remaining learning outcomes are reflected in this document.

Detailed information on competencies and learning outcomes required in relation to the development of professional values and attitudes is presented in the table below:

I	ETHICS, VALUES AND ATTITUDES
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<p>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.</p>
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I1	Personal ethics
<i>Personal ethics refers to a personal value system applied by an individual to decision-making, conduct and interaction between the self and others.</i>	
Level	Learning Outcomes
3	a) Act honestly and demonstrate personal integrity, accountability and trustworthiness including while interacting with others

I2	Business ethics
<i>Business ethics refers to the ethical principles and values applied by the organisation to decision-making, conduct and the relationship between the organisation, its stakeholders and society (King IV).</i>	
Level	Learning Outcomes
3	a) Consider the impact of ethics within a specific business environment (a client or your training office) and evaluate how ethics is managed in that context
3	b) Demonstrate how you contributed to the ethical culture of your business environment
3	c) In the context of ethical dilemmas that arise relating to organisational ethics and corporate culture or when rendering professional services, use an ethical reasoning process (based on professional values and attitudes and the code of professional conduct) to, in the context of ethical dilemmas that arise relating to organisational ethics and corporate culture and when rendering professional services - <ul style="list-style-type: none"> (i) Identify threats to ethical principles and (ii) Analyse all courses of potentially unethical action as well as the consequences of each and (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

2025 COMPETENCY FRAMEWORK (“CA of the future”)

I3	Professional ethics
<i>Professional ethics refers to the fundamental ethical principles and values applied by a professional CA to decision-making, conduct and the relationship between the professional, its stakeholders and society</i>	
Level	Learning Outcomes
3	a) Apply the COPC fundamental ethical principle of integrity by way of general conduct, INCLUDING when rendering professional services. (i)
3	b) Apply the COPC fundamental ethical principle of objectivity by way of general conduct, INCLUDING when rendering professional services
3	c) Apply the COPC fundamental ethical principle of professional competence and due care by way of general conduct, INCLUDING when rendering professional services.
3	d) Apply the COPC fundamental ethical principle of confidentiality by way of general conduct, INCLUDING when rendering professional services.
3	e) Apply the COPC fundamental ethical principle of professional behaviour (for example, in personal branding, business etiquette, the use of communication channels such as social media and the ability to control and express emotions appropriately) by way of general conduct, INCLUDING when rendering professional services.

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>Personal citizenship is used to indicate that there are rights/responsibilities to being a member of multiple communities (see details of the communities that individuals belong to at II1 Personal citizenship and II2 relates to membership of the accountancy profession).</i>	
Level	Learning Outcomes
3	a) Demonstrate a responsive, valuing and tolerant approach to diversity (local or global) and individual differences b) Describe the impact you have made on the community in which you live and work, through e.g. acts of philanthropy, social responsibility and environmental stewardship.
II2	Corporate citizenship
<i>Personal citizenship is used to indicate that there are rights/responsibilities to being a member of multiple communities (see details of the communities that individuals belong to at II1 Personal citizenship and II2 relates to membership of the accountancy profession).</i>	
Level	Learning Outcomes
2	a) For a business decision, weigh up short-term financial benefits against the long-term strategic and/or societal impact of a decision societal impact (sustainability).
2	b) Consider the degree to which an organisation's (the training office or a client) strategy and/or business model aligns with the 17 SDGs (the Sustainable Development Goals as published by the United Nations)

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

Self-development refers to the planning and management of personal development and an appreciation of how personal strengths and weaknesses may impact work, learning and goal attainment.

Level Learning Outcomes

- | | |
|---|--|
| 3 | a) Demonstrate life-long learning by staying abreast of current trends and emerging issues OR by acquiring new knowledge, skills and experiences to remain relevant including in relation to digital developments. |
| | b) Demonstrate responsibility for your own development needs and opportunities and set and monitor personal learning and development objectives |

III2 Adaptive mind set and agility

Adaptive mind set and agility refers to taking initiative to improve performance and well-being by reviewing and reflecting on work performance.

Level Learning Outcomes

- | | |
|---|---|
| 3 | a) Work in an agile way by adapting and responding to changing practices, management and leadership styles, cultures, roles and work contexts |
|---|---|

III3 Emotional Intelligence

Level Learning Outcomes

Work with others and manage and lead teams

- | | |
|---|--|
| 3 | a) Understand and manage your own emotions in positive ways to communicate effectively, empathise with others, overcome challenges and / or defuse conflict. |
|---|--|



6.11 ENABLING COMPETENCIES

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

Acumen is defined as “the ability to judge well; keen discernment, insight” (Collins English Dictionary, 2008). These acumens are necessary qualities of a CA, enabling the performance of his/her work in the value creation process. They are skills which should be demonstrated and applied by a CA in conjunction with their specific technical knowledge. Numerous opportunities to develop and demonstrate these acumens exist. The Training Programme can assist in this development by providing different opportunities to develop or demonstrate these acumens. Each trainee should take ownership in developing these acumens.

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

On the 13th of December 2023, the CA Professional Development Committee of SAICA approved a reduction to the number of learning outcomes required to be demonstrated by trainee accountants. These reductions, together with any amendments to the wording of remaining learning outcomes are reflected in the table below:

2025 COMPETENCY FRAMEWORK (“CA of the future”)

Z. BUSINESS ACUMEN

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

Z1	Business internal environment
<i>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</i>	
Level	Learning Outcomes
2	a) Consider how an organisation creates value through its business model INCLUDING specific reference to its use of the six capitals referred to in the King IV report (Financial, Manufactured, Intellectual, Human, Social and Relationship and Natural)

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>	
Level	Learning Outcomes
2	a) Evaluate the influence of the external environment (political, economic, tax policy, social, technological, legal and environmental) AND/OR industry factors (competitive advantage and threats, industry trends, emerging technology/industry disruptors, market opportunities, stakeholder focus) on an organisation’s strategy, business model or processes

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>	
Level	Learning Outcomes
2	a) Identify the need to address a problem or situation from a fresh perspective and challenge existing paradigms and ways of doing business AND/OR describe an innovative solution you came up with to address a business problem AND how you implemented this solution

2025 COMPETENCY FRAMEWORK (“CA of the future”)

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>	
Level	Learning Outcomes
3	a) Use critical thinking to identify, and question/challenge information or assumptions and potential bias behind received, discovered or researched information.
2	b) Use critical analysis and reasoning to uncover key and/or underlying issues, and identify connections or patterns across diverse situations
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>	
Level	Learning Outcomes
3	a) Synthesise and make sense of ideas and information from a variety of sources to analyse and evaluate financial or non-financial information, create a design, formulate a plan, arrive at a viable solution to a problem, OR obtain a broader understanding of an issue etc.
Y3	Problem solving
<i>Collate and compare information from multiple sources to correctly define a problem, assess alternative solutions against decision criteria and make the optimal decision.</i>	
Level	Learning Outcomes
3	a) Use a questioning mind-set during problem identification, analysis and resolution.
	b) Seek assistance from experts/specialists OR consult with others to obtain information, solve problems, maximise benefits from opportunities, expedite problem-solving, decision-making and/ or reaching conclusions

2025 COMPETENCY FRAMEWORK (“CA of the future”)

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>	
Level	Learning Outcomes
3	a) Determine for alternative courses of action: <ul style="list-style-type: none"> i. likely outcome, AND ii. apparent effectiveness of addressing the root causes of problems, AND iii. feasibility of effective implementation, AND iv. stakeholder support for effective implementation, AND v. ranking in relation to the other identified courses of action AND then, having done this, select the most appropriate course of action.

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>	
Level	Learning Outcome
3	Apply a diligent and impartial mind-set when making decisions, making enquiries or questioning others

2025 COMPETENCY FRAMEWORK (“CA of the future”)

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

The Training Programme should assist in development of these acumens by providing different opportunities to develop or demonstrate these acumens. Each CA should, however, take ownership in developing these acumens using both the formal academic programme as well as other opportunities.

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>	
Level	Learning Outcomes
3	a) Apply effective listening, interviewing AND/OR discussion techniques to obtain and clarify relevant information
	b) Communicate verbally using clear and concise messaging that is professional, appropriate to the audience and situation, AND considers cultural and language differences (where necessary).
	c) Communicate in writing using clear and concise messaging that is professional, appropriate to the audience and situation, considers any legal, ethical, regulatory and business requirements (where appropriate), AND considers cultural and language differences (where necessary)

X2	Management and Leadership skills
<i>Work with others and manage and lead teams.</i>	
Level	Learning Outcomes
2	a) Proactively influence others to deliver high quality work that supports organisational goals through role-modelling of appropriate behaviour, providing training, advice, support and/or mentorship; and/or by transferring knowledge, skills and experience
2	b) Oversee team members’ progress AND/OR performance in the context of tasks, plans, projects or operational activities
2	c) Display effective delegation skills
3	d) Manage conflict between individuals AND/OR across teams by: <ul style="list-style-type: none"> i. Recognising constructive versus destructive conflict and managing that conflict; AND/OR ii. Assuming shared responsibility for the outcome of conflict; AND/OR iii. Valuing individual contributions by team members; AND/OR iv. Providing constructive feedback (both downward and/or upward).

2025 COMPETENCY FRAMEWORK (“CA of the future”)

X2	Management and Leadership skills
3	e) While leading OR managing others, treat them respectfully, courteously and equitably

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>	
Level	Learning Outcomes
3	a) Display personal influence and/or negotiation skills to persuade others and/or build consensus

X4	Relationship-building skills
<i>Build authentic relationships and effective collaboration across a wide range of teams and stakeholders</i>	
Level	Learning Outcomes
2	a) Identify and apply strategies to proactively build relationships that extend professional networks, alliances and/or cross-functional business partnerships

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>	
Level	Learning Outcomes
3	a) Work effectively with others as a resourceful and trustworthy team member through sharing knowledge, cooperating and / or collaborating to achieve team goals

2025 COMPETENCY FRAMEWORK (“CA of the future”)

X6	Self-management
<i>Plan and manage personal development and appreciate how personal strengths and weaknesses may impact work, learning and goal attainment.</i>	
Level	Learning Outcomes
3	a) Display self-management skills to work independently AND manage time and work pressure, being cognisant of the impact of this on others

X7	Managing others
<i>Work with others and manage and lead teams.</i>	
Level	Learning Outcomes
2	a) Develop, organise and prioritise tasks (recognising their resource constraints) and manage progress so as to achieve professional commitments/outcomes

2025 COMPETENCY FRAMEWORK (“CA of the future”)

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 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>	
Level	Learning outcomes
2	a) Decompose a problem into smaller sub-problems AND then find patterns (similarities, shared characteristics) among the sub-problems AND determine relevant characteristics AND/OR discard irrelevant characteristics
2	b) Write an algorithm to solve a problem, using any programming language (such as Microsoft VBA, Python) OR evaluate the appropriateness of a presented algorithm to solve a problem

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>	
Level	Learning outcomes
2	a) Evaluate data strategies or policies that deal with data protection, privacy, intellectual property rights, legal and regulatory requirements, AND / OR ethical issues in data management, data storage, or data transfer

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>	
Level	Learning outcomes²
2	a) Use processes of inspection, extraction, transformation, loading, modelling, and interpreting data (through the use of data analytic software tools such as ACL, IDEA, PowerBI, or advanced Excel™ functions) to solve a defined business or audit problem

² May require a level of academic knowledge to be attained before application in the training programme. Practical implementation to be considered for trainees entering the programme at different academic levels.

2025 COMPETENCY FRAMEWORK (“CA of the future”)

W4	Automation
<i>Automation is the technology by which a process or procedure is performed with minimal human assistance</i>	
Level	Learning outcomes
2	a) Identify opportunities to automate AND/OR modernise processes AND evaluate the benefits and risks associated with this.
W5	New developments and protocols (e.g. artificial intelligence (AI), blockchain, Internet of Things etc.)
Level	Learning outcomes³
2	a) Identify opportunities to use new developments and protocols to address accounting and business problems, limitations, risks, etc.
W6	User competencies
<i>Use technology ethically as an enabler to optimise decision making and to promote business efficiencies and controls.</i>	
Level	Learning outcomes
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,
2	b) Apply visualisation techniques and tools (e.g., dashboards or presentation software) in an accounting/business context
3	c) Use spreadsheet software in an accounting/business context utilising advanced excel functions such as more complex formula, short cut keys, macros, or pivot tables for example.
3	d) Communicate and collaborate with others using a wide range of digital devices, technologies and platforms
3	e) Apply cybersecurity processes, tool AND/OR techniques to secure and safeguard information technology resources such as organisational IT infrastructure, laptops (and other portable devices), software, cloud (and other) storage, AND/OR data

³ Opportunities to use and apply new developments and protocols may not be available on the job for all trainees and this may require specific intervention in the training programme.