

# Training Policies and Procedures Manual

LOUIS MARAIS & PARTNERS

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LB Marais trading as	LOUIS MARAIS & PARTNERS	.
.	PO BOX 75271	Tel: 0123486919
.	LYNNWOOD RIDGE	Fax: 0123486312
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# **Chapter 1: INTRODUCTION**

## **1.1 Introduction**

1.1.1 These Training policies and procedures are to be read in conjunction with the latest SAICA Training Regulations and respective CPD requirements. These are made available to the trainee accountants and all professional staff on induction, when any changes are made, as well as available on the website.

1.1.2 This manual is intended to set out the requirements of both the training office requirements, SAICA trainee accountant requirements and Audit Development Programme requirements. Please note it is to be read in conjunction with the firm's Human Resource policies and procedures as well as the firm's Quality Control Manual.

## **1.2 Objectives**

1.2.1 LOUIS MARAIS & PARTNERS is an integrated client service organisation, committed to meeting the needs of its clients. Our aim is to provide seamless service of the highest quality. This requires highly competent and well trained professionals to deliver assurance services in each location.

1.2.2 This manual sets forth LOUIS MARAIS & PARTNERS's minimum training and continuing professional development ("CPD") policies. This programme ensures that the partners and professional employees attain, and maintain and improve the technical knowledge and professional values and skills required to perform high quality work in an effective, efficient and appropriate manner. Although it should be understood that it is the employee's responsibility to be trained and developed, LOUIS MARAIS & PARTNERS will provide resources and support in order to implement and assist in this task.

1.2.3 The SAICA and IRBA Codes of Professional Conduct establish the fundamental principles of professional ethics, which include professional competence. ISQC 1 requires that the firm is to be staffed by personnel that have attained and maintained the technical standards and professional competence required to enable them to fulfil their responsibilities with due care. This requirement implies that staff should be trained to enable them to maintain the technical standards and professional competence required. Training includes the orientation of new staff members, training during their employment (including mentorship or on-the-job training) and training after qualification as a CA(SA) or AGA(SA). The last aspect is called CPD (Continuing Professional Development) and will be dealt with in Chapter 5:

1.2.4 The firm's training and CPD programme has been designed to:

- Cover LOUIS MARAIS & PARTNERS's assurance methodology.
- Cover LOUIS MARAIS & PARTNERS's ethics and independence policies.
- Cover the International Financial Reporting Standards or other applicable accounting framework used in engagements.
- Cover changes in assurance and accounting standards.
- Cover changes in relevant taxation laws which effect the determination of amounts and disclosures in the audited financial statements.
- Develop and maintain the knowledge and skills of partners and professional employees as users of information technology ("IT") and as evaluators of IT systems in the context of the financial statements audit.
- Develop and maintain, to the extent necessary to fulfil LOUIS MARAIS & PARTNERS's needs, expertise in specialised areas and industries and where necessary to introduce simulation training where practical experience is lacking.

- Provide an orientation relating to LOUIS MARAIS & PARTNERS and the profession for newly employed personnel.

1.2.5 Ensure that all professionally qualified staff and staff working in specialised areas (not only trainee accountants, Audit supervisors, Audit managers and qualified AGAs(SA) / CAs(SA) / RAs) are up to date with relevant legislative changes and developments. This would include but not be exclusive to employees working in Company Secretarial, Human Resources, Internal Audit, Legal, Tax.

1.2.6 It is essential that staff members are regularly assessed, in order to ensure that the required levels of technical training and proficiency are reached during professional work, and to ensure that personal growth is stimulated and career opportunities and promotions are communicated to staff members and discussed with them.

1.2.7 It is also important that staff members are only promoted when the firm believes they have sufficient experience and skills to perform the promoted role, with acceptable levels of direction and review. This judgement should be made based on the results of assessment procedures and on qualifications obtained.

1.2.8 Training should be provided on a formal or informal basis in the knowledge and skills necessary in the promoted position.

1.2.9 The objective of this manual is to provide guidance on specific training and CPD topics to meet LOUIS MARAIS & PARTNERS's minimum curriculum requirements.

1.2.10 Depending on the circumstances the firm may also consider additional training and CPD programmes to develop and maintain the management and business skills of partners and professional employees.

1.2.11 In developing its overall training and CPD programme the firm considers the prior education and qualifications of partners and staff, their assigned responsibilities, LOUIS MARAIS & PARTNERS's client service needs, the range of assurance services offered by the firm and other relevant factors. The overall content of training and CPD, the timing, the duration and the focus on specific learning objectives should be tailored accordingly.

1.2.12 LOUIS MARAIS & PARTNERS also aims at reducing the inequality (if any) by complying with the B-BBEE Act.

### **1.3 Education and Professional Qualifications**

1.3.1 Entry level professional employees should have a minimum level of prior education to provide the foundation to acquire the required technical knowledge and professional values and skills. Ideally, entry level professional employees are expected to have a recognised university degree. The minimum required level of prior education for entry level professional employees is that which would entitle them to admission into a SAICA-accredited university degree (*Refer to Annexure 1 in the latest SAICA Training Regulations*).

1.3.2 Entry level professional employees should undertake a programme of professional studies or training contract with the South African Institute of Chartered Accountants ("SAICA") to attain a recognised professional qualification as a professional accountant.

1.3.3 Professional employees are expected to demonstrate an adequate progression of technical and professional skills by keeping studies for professional exams reasonably up to date.

1.3.4 Qualification as a professional accountant is recognition that professionals have been deemed competent in both technical and professional skills (set out in the SAICA Competency Plan). These Guidelines aim to maintain and improve the knowledge of professionals in these areas and to assist professionals in applying this knowledge in practice.

1.3.5 Where professional employees do not undertake a programme of professional studies with SAICA to attain a recognised professional qualification as a professional accountant, there may be gaps in their accounting education. In such instances the firm assesses these gaps and ensures that professionals undertake remedial education and training programmes as necessary.

1.3.6 Additional requirements should to be complied with around the qualification of a Registered Auditor (“RA”) with The Independent Regulatory Board for Auditors (“IRBA”).

1.3.7 Professional employees at audit manager level and above are expected to have attained a recognised professional qualification, have completed a Training contract with SAICA and comply with the requirements of the Audit Development Programme (“ADP”).

1.3.8 For other staff (administration, secretaries, cleaning, etc.) the manager or supervisor should assess and match the employee’s skills level against the required job competencies. They must identify gaps in these skills and ensure that the employee achieves training in order to close this gap, whether in-house or outsourced. A skills development plan must be developed in order to achieve the applicable Sector Education and Training Authority (“SETA”) and Employment Equity requirements.

1.3.9 SAICA requires a trainee accountant to make at least one year of academic progress in any two calendar years (notwithstanding the academic recess year). Progress is measured by a trainee accountant’s passing of the examinations of the university or educational institution, and cannot be achieved merely by transferring to another university or educational institution. Failing this, the training contract must be assessed and the individual’s continued employment should be reconsidered. Should a trainee accountant fail to make sufficient academic progress in an accredited undergraduate or accredited bridging programme (provided the discretionary year has been awarded), the training officer is obliged to cancel the training contract. *(Refer to Template 1 and 2 of the SAICA Training for a template for a notification letter).*

1.3.10 The training officer is conscious of his/her commitment towards the training of prospective CAs / AGAs and encourages academic progress. This may be achieved by:

- Providing suitable training and academic support for staff.
- Structuring working hours to enable staff to attend lectures at an educational institution.
- Granting adequate study and examination leave.
- Taking into account academic progress in the development, remuneration and promotion of staff.

1.3.11 Any other staff, such as administration, are required to also be trained in order to keep abreast with their specialised fields. Items such as Adult Based Education (“ABET”), HIV/Aids awareness training, etc. are to be considered.

## **1.4 The SAICA Training Programme**

1.4.1 In order to ensure that the CA(SA) or AGA(SA) qualification retains its status and credibility, SAICA and the firm has to fulfil the following responsibilities in relation to the SAICA Training Programme:

- Ensure that the required competence is obtained through the application of theoretical knowledge to practical skills under the direction and supervision of experienced, qualified professionals; and
- Ensure that prospective CAs / AGAs in South Africa have an appreciation of the contemporary business environment and are equipped with the skills required to perform a wide variety of roles and activities.



1.4.2 The SAICA training programme is essential to the maintenance of the status of the CA(SA) or AGA(SA) qualification because it:

- Provides trainee accountants with an opportunity to integrate and apply their theoretical (academic) knowledge in a practical, real-life environment, and
- Creates a platform for trainee accountants to develop a base of technical and professional skills, from which they can build the professional development required for their future careers as CAs(SA) or AGAs(SA).

1.4.3 The training programme is characterised by the following features:

- The training programme is rigorous and allows for the selection of people with high intellectual ability and the ability to apply themselves;
- Competencies are defined to deliver the CA(SA) or AGA(SA); and
- The training programme includes an increased focus on professional values, ethics and business acumen.

## **1.5 Main features of the training programme:**

1.5.1 The main features of the training programme are as follows:

- Flexibility to allow for areas of focus in the training programme;
- Flexibility to allow for broad exposure to a variety of areas; and
- Emphasis on the professional skills and accounting and external reporting.

1.5.2 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.

1.5.3 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, within the supplied parameters.

1.5.4 In line with the principle of a competence-based training programme, there are no minimum time prescriptions for any of the skills areas.

## **1.6 The role of training and experience**

1.6.1 In the context of the SAICA training programme, training is defined as including workplace-based activities for developing an individual's competence to perform tasks relevant to the role of a CA(SA), AGA(SA) or RA.

1.6.2 Training may be undertaken while performing actual tasks (on-the-job training) or indirectly through instruction or workplace simulation (off-the-job training). In both cases training is conducted within the context of the workplace, with reference to the specific roles or tasks performed by CAs(SA) or AGAs(SA). As such, it can include any activity purposefully designed to improve the ability of an individual to fulfil the practical experience requirements for qualification as a chartered accountant.

1.6.3 Workplace training and experience must complement the formal education programme and should form a basis for career development.

1.6.4 It is in the interests of all concerned — the trainee accountant, the training officer and the profession — that the period of training should be used effectively, with the trainee accountant gaining range and depth of experience at progressive levels of responsibility.

1.6.5 A requirement for a successful workplace training and experience programme is therefore that it must provide practical experience and training that complement the education programme through the integrated application of the prescribed technical body of knowledge, skills and professional values.

## **1.7 Requirements for accreditation with SAICA**

1.7.1 The most important criterion for accreditation is the ability to deliver the appropriate range, depth and quality of training and experience. No organisation will be excluded from accreditation solely on the grounds of size or sector.

1.7.2 A training office (whether prospective or currently accredited) demonstrates a commitment to provide training for prospective CAs(SA) or AGAs(SA) and provides adequate training structures/facilities.

1.7.3 Features of a suitable environment will include:

- A setting that is clearly conducive to the training of CAs(SA) or AGAs(SA);
- A clearly defined policy for keeping staff up to date with developments in the profession (e.g. a commitment to continuing professional development);
- CAs(SA) or AGAs(SA) who are capable and willing to act as assessors and/or training officers.
- The firm demonstrates an ability to provide trainee accountants with:
- Training and experience relating to the prescribed competencies;
- Non-repetitive experience of increasing complexity and the necessary range and depth;
- An opportunity to acquire an understanding of the ethical dimension of the profession;
- Continuing quality monitoring and supervision, especially adequate time for on-the-job training;
- Regular monitoring of their practical experience, including procedures to ensure the effective assessment of each trainee accountant's competence; and
- Appropriate non-financial support to encourage academic progress.

## **Chapter 2: OPERATING COMPLIANCE**

### **2.1 Training Office Responsibility Framework**

2.1.1 The training office must be able to provide non-repetitive experience of the necessary range and depth prescribed technical and professional skills.

2.1.2 Practical, on the job experience must constitute the most significant portion of the trainee accountant's learning experience. Simulations and formal training courses may not constitute more than 10% of the total number of compulsory and elective tasks and 50% of the total number of residual tasks.

2.1.3 Simulations related to the prescribed tasks must result in an assessment of the trainee accountant's competence in the tasks covered in the simulation and comply with the requirement as set out in Annexure 8 of the latest SAICA Training Regulations.

2.1.4 The training office has a system to –

- Identify training and / or experience needs in individual trainee accountants;
- Plan how trainee accountants will gain this experience; and
- Prepare the generic training plan.

2.1.5 The training office must provide a formal induction programme (refer to Annexure 11.1 for outline).

2.1.6 The training office must provide a formal ethics programme for trainee accountants (refer to Annexure 11.3 for outline).

2.1.7 The training office must provide for a formal, documented mechanism by means of which trainee accountants can receive feedback from their supervisors regularly, and at least after completion of each significant assignment, or at least every two months. The feedback must indicate the nature of the competence developed and the level of competence achieved by the trainee accountant.

2.1.8 If the trainee accountant has not achieved the required number of core hours, the training officer, after having issued the written notification referred to in Regulation 26.2, must apply for an extension of the training contract for a minimum of 3 (three) months and up to a maximum of 12 (twelve) months, with the purpose of allowing the trainee accountant to gain the required core hours.

2.1.9 If the trainee accountant has not achieved the required competencies, after having issued the written notification referred to in Regulation 26.2, the training officer may choose to either apply for the cancellation of the training contract or apply for the extension of the training contract for a minimum of 3 (three) months and up to a maximum of 12 (twelve) months if the trainee accountant, after having been given exposure to all the relevant prescribed competencies, will not have achieved competence in all the prescribed compulsory, elective and residual competencies by the end date of his training contract. *(Refer to Template 4 in the latest SAICA Training Regulations for a template for a notification letter).*

2.1.10 Should the trainee accountant achieve the prescribed core experience hours or achieve competence in all the prescribed compulsory, elective and residual competencies before the end of the extended training contract period, the training officer may discharge the contract himself/herself, within 60 days after the end date of the training contract and he/ she may not delegate this responsibility.

2.1.11 If, by the end of the extended period of the training contract, the trainee accountant has not achieved competence in all the prescribed competencies or core hours, the training contract must be cancelled.

2.1.12 The training office must ensure that provision is made for effective communication between trainee accountants and the training officer to allow concerns to be raised and addressed in an appropriate manner.

2.1.13 The training office must demonstrate that it is economically sustainable and that it has an existing client base that will enable it to provide the prescribed range and depth of experience to prospective or current trainee accountants.

2.1.14 The training office must demonstrate that the trainee accountants registered to that office are ordinarily resident within a reasonable distance from the accredited training office, albeit that the trainee accountants may from time to time be required to perform their duties at another entity/unit/branch of the training office.

## 2.2 Requirements of the Training Office

2.2.1 The training officer along with the respective partners commit that the training office:

- Is a registered legal entity, where applicable;
- Is tax compliant;
- Has a valid Employment Equity plan, where applicable;
- Complies with the Occupation Health and Safety Regulations;
- Is a going concern;
- Can furnish proof of registration of the practice with the IRBA, if applicable;
- Can furnish proof of registration with and is contributing to the relevant SETA;
- Can furnish proof of compliance with the Basic Conditions of Employment Act and the Labour Relations Act and any other applicable employment-related legislation;
- Ensures that its premises are professional both physically and virtually;
- Has a formally documented policy in which the responsibilities of the training officer and the trainee accountants are set out and training procedures applicable to the particular office. Such reporting lines, performance measurement and promotion criteria, are described;
- Has processes in place to formally record trainee accountants':
  - Learning achievement (i.e. the skills / competencies by the trainee accountant)
  - Academic achievement
  - Work performance and core hours
- Has formally documented policies for the selection, appointment, appraisal, promotion and termination of staff (particularly, but not limited to, trainee accountants);
- Provides sufficient and appropriate information technology to enable the trainee accountant to meet SAICA training requirements in respect of exposure to IT, including, where applicable, computerised audit, financial, data processing, word processing and spreadsheet applications;
- Ensures sufficient numbers of appropriately qualified and experienced staff members be available in the training office to supervise and guide the trainee accountants and to ensure that each trainee accountant receives sufficient individual attention to prescribed technical and professional skills;
- Has adequate administrative resources to ensure the efficient and effective administration of the trainee accountants, training programme and training contracts, including the timeous lodgement of fees and documents with SAICA;
- Has allocated sufficient resources (including financial resources) for purposes of training and development (i.e. SEF levies, salaries, training costs, assessment costs and other development costs);
- Has provided each trainee with the appropriate support and encouragement in order to achieve academic progress (financial and non-financial); and

- Has a system of record keeping that will indicate the time spent by trainee accountants on tasks and the work performed in respect of these tasks; and
- Its registration is fully compliant with the latest SAICA Training Regulations

2.2.2 The training officer along with the human resource partner ensures that the trainee accountants each receive an employment contract / letter of appointment which complies with SAICA's requirements as set out in the latest SAICA Training Regulations, SAICA's Labour Legislation Guideline and re-accreditation criteria.

2.2.3 These letters are issued to the trainee accountant and signed copies are kept in their personnel files.

2.2.4 In the event of a conflict arising from the terms and conditions of the training contract and the terms and conditions of the employment contract / letter of appointment, the terms and conditions of the training contract and the provisions of the latest SAICA Training Regulations will prevail.

2.2.5 The training office also has opted not to include as part of the conditions of employment, the requirement that the trainee accountant must comply with the academic progress rule in respect of the accredited post-graduate qualification for which the trainee is enrolled..

2.2.6 SAICA has no jurisdiction in resolving disputes emanating from the employment contracts / letters of appointment and does not become involved in the contractual relationship created by an employment contract. SAICA therefore does not prescribe salaries, study or any other type of leave or other terms and conditions of employment for trainee accountants and its guidelines on such matters, as may be issued from time to time, are not prescriptive.

## **Chapter 3: THE TRAINING ENVIRONMENT**

### **3.1 Policies**

3.1.1 The training office has policies in place around the training programme detailing, *inter alia*, the following.

- Responsibilities of the training officer;
- Responsibility of the trainee accountant;
- The responsibilities of staff members who supervise/manage trainee accountants;
- The training programme administrator; and
- The reporting lines of the training officer, trainee accountants, supervisors/managers and partners/directors.

3.1.2 These are communicated to all relevant role-players and made available via email and/or placed on the website.

3.1.3 The training office ensures that the trainee accountants have a reasonable opportunity to achieve the prescribed competencies relating to IT.

3.1.4 The training officer enjoys the full support of the executive management of the organisation.

3.1.5 The training officer, on behalf of the training office, accepts responsibility for all the trainee accountants.

3.1.6 Each trainee accountant is appropriately supervised and, the number of Registered Auditors performing the audit function at a particular training office is be large enough to ensure that each trainee accountant receives sufficient individual attention to acquire the necessary skills.

3.1.7 The training programme is be effectively and efficiently administered on TCMS.

3.1.8 Adequate funds are allocated to the training programme.

3.1.9 The trainee accountants, training officer, assessors and the training office administrator have a working knowledge of the latest version of the SAICA Training Regulations have access to these Training Regulations at any time.

3.1.10 All role-players apply the current version of the SAICA Training Regulations as they relate to their responsibilities.

3.1.11 Assessors in the office will always remain up to date in matters affecting their role.

## 3.2 Levels of Professional Staff

3.2.1 Professional staff have been classified into different “levels” in the guidance in this manual to target development efforts. The level classifications described below are guidelines and not rigid definitions of the responsibilities or abilities of staff.

Level	Description
Junior	New employee with less than one busy season of experience or less than one year of public accounting experience if hired from another firm. Either students or graduates.
Semi-senior	One or more years of public accounting experience and expected to be in charge of simple assurance engagements within the next six months.
Senior	Two or more years of public accounting experience and expected to be in charge of complex assurance engagements within the next six months.
Accountant in charge / Audit supervisor	Manager responsibilities for smaller or lower risk assurance engagements and may also serve as primary in charge on very large assurance engagements.
Manager, Senior Manager and partner	Typically follow the same classification as other public accounting firms.

## 3.3 Procedures

### 3.4 Duties of the Training Officer

3.4.1 The training officer:

- Ensures that his/her registration complies with SAICA's Training Regulations;
- Is situated and employed at the training office and ensures that there is a CA(SA) based at each training office;
- On behalf of the organisation, accepts responsibility for the training of trainee accountants in accordance with the requirements of the latest SAICA Training Regulations.
- Is a CA (SA);
- Is registered with the IRBA as an RA, in the case of a training office accredited for purposes of the auditing and assurance elective;
- Is sufficiently senior and experienced to be able to enforce the provisions and requirements of the latest SAICA Training Regulations within the training office and there are, accordingly, direct reporting lines and clear communication lines between the training officer and executive management;
- Has sufficient relevant experience to fulfil the role as a training officer;
- Ensures that the trainee accountant develops an awareness of the importance of remaining technically competent throughout professional life.
- Ensures that each trainee accountant is supervised by appropriately experienced persons who are technically competent, understand their responsibility towards developing the technical and professional competence and ethical and professional values of the trainee accountants assigned to them and model appropriate professional behaviour;

- Ensures that each trainee accountant is exposed to the ethical and moral dimensions of the profession. This includes, but is not limited to, ensuring that each trainee accountant has been exposed to and is familiar with, as a minimum, SAICA's By-laws and the SAICA/IRBA Code of Professional Conduct; and
- Ensures that each role-player understands their respective roles around the assessment process and remain up to date in matters affecting their role, especially the assessors.

#### 3.4.2 The training officer commits to the professional staff that:

- They will be afforded every reasonable opportunity to obtain sufficient exposure to the range of core experience, as defined by SAICA from time to time, to enable him/her to effectively apply knowledge in a variety of relevant situations.
- They will be trained in the standards of professionalism and ethics expected of chartered accountants and registered auditors.
- He/she will comply with the provisions of the latest SAICA Training Regulations.
- He/she will comply with his/her duties in terms of all applicable legislation.
- He/she will provide appropriate facilities to train all professional staff.
- He/she will provide the all professional staff with adequate supervision.
- He/she will conduct on-the-job assessment, or cause it to be conducted, as prescribed in Regulation 27.
- He/she will provide trainee accountants with appropriate support to achieve academic progress.
- He/she will keep up-to-date records of training and periodically discuss the progress with him/her.
- He/she or relevant manager will advise all professional staff of:
  - The terms and conditions of his/her employment; and
  - Training office policies and procedures.
- He/she will apply the same disciplinary, grievance and dispute resolution procedures to the trainee accountant as to any other employee;
- They will be employed in the office of the organisations firm that has been accredited by SAICA;
- He/she will fulfil the obligations imposed on him/her by SAICA, pertaining to the training of a trainee accountant;
- He/she will bear the cost of fees (including late lodgement penalties) payable to SAICA and IRBA, if applicable, in terms of the training contract and any other applicable fees;
- He/she will inform SAICA in writing of circumstances where, in the opinion of the training officer the trainee accountant has conducted himself/herself in a manner that may constitute improper conduct as defined in the Regulations or in the disciplinary rules, code of conduct or by-laws prescribed by SAICA and IRBA from time to time;
- He/she will make available to SAICA all documents regarding the improper conduct of the trainee accountant, including the record of any disciplinary hearing where the trainee accountant was found guilty of the improper conduct.
- He/she will keep login details to TCMS confidential.

3.4.3 Failure by a training officer to perform the duties and responsibilities as set out in the latest SAICA Training Regulations and in the training contract may constitute an offence or unprofessional conduct and will be dealt with in terms of the SAICA By-laws.



3.4.4 The training officer ensures that the trainee accountants have a reasonable opportunity to achieve the prescribed competencies relating to IT by allocating them access to a personal laptop, with internet access and a personalised email address. The training officer will ensure training is conducted on audit, assurance and compilation software, data processing, e-mail and spreadsheet applications, timesheets, etc.

3.4.5 All relevant role-players involved in the training programme have reasonable access to the training officer, who is involved in all aspects of the training programme, and/or has procedures in place to review delegated work and processes.

3.4.6 The training officer manages the structures / procedures implemented to oversee the training programme and to review / evaluate the assessment process.

3.4.7 The training officer ensures through planning, training and evaluation that each trainee accountant is supervised by appropriately experienced and qualified persons who are technically competent; who understand their responsibility towards developing the prescribed competencies of the trainee accountants assigned to them and who model appropriate professional behaviour.

3.4.8 The training officer has adequate administrative resources to ensure the efficient and effective administration of the trainee accountants' training programme and training contracts, including the timeous and correct lodgement of documents with SAICA on TCMS and payment fees.

3.4.9 The training officer allocates sufficient resources (including financial resources) for purposes of training and development and the payment of fees to SAICA and, where applicable, IRBA. The training budget is reviewed annually and allocated as required.

### **3.5 Executive Management**

3.5.1 Executive management can be defined as senior managers, partners or directors.

3.5.2 The training officer is sufficiently senior and experienced to be able to enforce the provisions and requirements of the Training Regulations within the training office and there are accordingly direct reporting lines and clear communication lines between the training officer and executive management.

3.5.3 Although a training officer is required to carry out the duties ascribed to him/her in the latest SAICA Training Regulations and the SAICA By-Laws, he/she is not solely responsible for the training of trainee accountants employed at the training office.

3.5.4 Although the training officer is sufficiently senior to be able to enforce the provisions and requirements of the latest SAICA Training Regulations within the training office, the training of trainee accountants employed at the training office is the joint responsibility of the entire management of that training office.

### **3.6 Supervisors**

3.6.1 The training officer ensures that each trainee accountant is supervised by appropriately experienced persons who understand their responsibility towards developing the technical and professional competence and ethical and professional values of the trainee accountants assigned to them.

3.6.2 Supervisors can be defined as:

- Partners;
- Managers / Senior managers;
- Audit supervisors / Accountants in charge
- Seniors / semi-seniors

3.6.3 Supervisors have four key responsibilities in terms of the supervision of trainee accountants:

- The development of trainee accountant's technical skills;
- The development of trainee accountant's professional skills;
- The development of trainee accountant's ethical values; and
- The development of trainee accountant's professional values and behaviour.

3.6.4 All supervisors are adequately trained on an annual basis in respect of their duties relating to the training programme, including their responsibilities relating to the supervision of trainee accountants, the training policies and procedures, the assessment process and/or changes and the latest SAICA Training Regulations.

3.6.5 The performance of supervisors in relation to their responsibilities towards the training programme is monitored and reviewed through annual evaluations.

3.6.6 Included in this category are those acting as reviewers, evaluators and assessors, allocated as follows:

- Reviewer - Senior person in charge of trainee accountant on the audit, not required to be a CA(SA) or AGA(SA)
- Evaluator - Senior person who has worked with trainee accountant, not required to be a CA(SA) or AGA(SA)
- Assessor - CA(SA) or AGA(SA), Assessor registered with SAICA.
- Training officer – CA(SA), Assessor registered with SAICA and RA registered with IRBA.

3.6.7 Refer to Chapter 5: Continuing Professional Development for CAs(SA) for policies around SAICA / IRBA CPD requirements.

3.6.8 Refer to the Quality Control manual for specific duties on engagements.

- Some duties may include feedback on progress and work, providing guidance on work assigned, responding to questions and on-the-job coaching.

3.6.9 Refer to Chapter 7: Competence Assessment and Chapter 8: Moderation of Trainee Accountants for specific duties around the assessment forms.

### **3.7 Responsibility of trainee accountant**

3.7.1 The responsibilities of trainee accountants have been summarised in the following documents that should be read with this manual:

- The training Contract (online TCMS);
- The latest SAICA Training Regulations (including Annexure 7: Appeals on assessment decisions);
- The SAICA By-laws;
- The IRBA Code of Professional Conduct;
- The SAICA Code of Professional Conduct;
- The SAICA Guidelines on assessment within the latest SAICA Training Regulations and the assessment forms;

- This Training Office's Code of Conduct (if applicable);
- This Training Office's Quality Control Manual;
- The Letter of Appointment;
- Any other office specific documentation dealing with the relationship between the trainee accountant and the training office.

### **3.8 Duties and responsibilities of a trainee accountant**

3.8.1 The trainee accountant must familiarise himself/herself with the latest SAICA Training Regulations.

3.8.2 By signing both an employment contract and a training contract, the trainee accountant agrees to bind himself/herself to the said agreements and obligations and any breach of these contracts/agreements may, under certain circumstances, be regarded as unprofessional conduct.

3.8.3 The trainee accountant commits to:

- Diligently serve the training office in the profession of a chartered accountant and/or registered auditor;
- Diligently pursue his/her studies in the theory and practice of the profession and notify the training officer immediately if he/she ceases to be registered for a course that would lead to the eventual award of an accredited undergraduate degree or an accredited bridging programme.
- Not engage in any other business or occupation, during the currency of his training contract without the express written authority of the training officer;
- At all times keep the affairs of the training office and its clients confidential and not breach any codes of professional conduct, disciplinary rules or by-laws that apply to the profession of a chartered accountant and, if applicable, a registered auditor;
- Comply with the provisions of the latest SAICA Training Regulations;
- Comply with any training office policies and procedures;
- Complete any timesheets;
- Complete any assessment documents timeously and correctly as prescribed in Regulation 27;
- Fully cooperate with the training officer will be entitled, and is authorised to, disclose to SAICA any circumstances which in the opinion of the training officer may constitute improper conduct on the part of the trainee accountant and making available to SAICA all information regarding disciplinary procedures in the training office in which the trainee accountant may have been involved, including the record of those procedures;
- Prior to leaving the training office and within 30 days after completion of the duration of the training contract, request that the training contract to be discharged on TCMS;
- Ensure that he/she meets the requirements in respect of academic progress, where applicable; and
- At all times act with integrity and keep the affairs of the training office and its clients confidential.

3.8.4 Hours of work and overtime

- A trainee accountant must be in the employ of a training office and must work sufficient hours per day to enable him to achieve the prescribed core experience hours as defined in the latest SAICA Training Regulations.
- The requirement for a trainee accountant to work overtime must be regulated by the employment contract (*refer to Human Resources Manual*) and must comply with the provisions of applicable legislation.

### **3.9 Conditions of employment and employment contract**

3.9.1 Training office has specified its own criteria for recruitment as well as terms and conditions of employment for trainee accountants within the provisions of applicable legislation (*refer to Human Resources Manual and the Trainee Accountant's contract of employment*).

3.9.2 Failure by a trainee accountant or a training officer to comply with the provisions of the employment contract may constitute improper conduct and will lead to an investigation by SAICA upon receipt of a complaint.

3.9.3 However, they may not include as part of the conditions of employment, the requirement that the ITC or the APC be passed as a prerequisite for a trainee accountant to continue with his/her training contract, as it is not permitted by the Regulations.

3.9.4 SAICA has no jurisdiction in regard to employment contracts and therefore does not become involved in the contractual relationship created by the employment contract. SAICA therefore does not prescribe salaries, study or any other type of leave or other terms and conditions of employment for trainee accountants and its guidelines on such matters, as may be issued from time to time, are not prescriptive.

## **Chapter 4: TRAINING EXPERIENCE AND DEVELOPMENT PROGRAMME**

### **4.1 Competency Statements for Trainee Accountants**

### **4.2 Policies**

4.2.1 The firm's goal with accounting education and training is to produce competent professional accountants who make a positive contribution over their lifetimes to the profession and to the society in which they work.

4.2.2 The firm's training programme has been developed to provide a wide range of experience that is structured, progressive in content and non-repetitive.

4.2.3 The training is of sufficient depth for trainee accountants to develop, in addition to technical skills, also the necessary intellectual, interpersonal and communication skills, personal skills and organisational and management skills and to provide them with a framework of professional values for exercising good judgement and for acting in an ethical manner that is in the best interests of society and the profession. There is also an increase in focus on professional values, ethics and business acumen.

4.2.4 It is the policy of the firm that new staff members are properly introduced to the firm, its policies and procedures and their responsibilities and opportunities regarding the firm's various manuals and the use thereof, professional skills, ethical requirements, management and business skills, the performance of the various aspects of an audit and updating of technical knowledge.

4.2.5 Each trainee accountant receives a formal and suitably detailed induction programme within six months after the start date of the training contract and a formal ethics programme of at least 6 to 8 hours duration within their training contract term.

4.2.6 The firm allows each staff member to attend appropriate outside courses and academic studies towards qualifying as a CA(SA) or AGA(SA).

4.2.7 Each trainee accountant is given a reasonable opportunity to gain the prescribed competencies and core hours.

4.2.8 The training office has work of sufficient and appropriate range and depth to support the allocated quota of trainees.

4.2.9 Practical, on-the-job experience constitutes the most significant portion of the trainee accountant's learning experience.

4.2.10 Simulations related to the prescribed tasks and result in an assessment of the trainee accountant's competence in the tasks covered in the simulation.

4.2.11 The trainee accountant is encouraged to maintain relevant technical and professional knowledge to perform their work with due care and to display life-long learning.

### **4.3 Procedures**

4.3.1 The responsibility for the training of staff is assigned to one partner or senior manager, called the training officer for purpose of this manual.

4.3.2 The training officer ensures that each newly appointed staff member attends an induction/orientation programme or a course to introduce him/her to the firm, its policies and procedures, vision, mission, clients, services and their responsibilities and opportunities. This is done by presenting a formal programme or course of at least two days within the first six months from the commencement of employment. In the case of a single staff

member joining the firm outside the normal or usual appointment periods, the material of the programme/course is provided and explained to the relevant staff member on the date employment commences.

4.3.3 The training officer ensures that the induction outline includes the SAICA and IRBA criteria, as well as internal office policies and procedures.

4.3.4 The training officer ensures that the ethics course outline includes the criteria as required by SAICA. He/she ensures that it is 6 to 8 hours followed by an assignment which allows for the trainee to reflect on the aspects required. The training officer will ensure that he/she evaluates the learning outcomes of the training.

4.3.5 These courses are both internal and external, depending on the content.

4.3.6 The training officer provides sufficient and appropriate range (variety) and depth (complexity) of experience in the prescribed tasks and competencies by adequately scheduling / planning trainee accountants on assignments based on their availability, rotation, continuity, exposure and development requirements. The generic training plan is used for clear direction on how each task could be addressed and the expected progression in competence throughout the training term. Refer to 11.24 Generic training plan.

4.3.7 Trainees and other role-players are trained in order to understand the processes and expected progression.

4.3.8 The training officer ensures that each trainee accountant receives at least 600 hours of core experience for every six-month period by his/her audit senior, manager or partner. This is controlled by monitoring the timesheets of trainee accountants at each six-monthly meeting. If these hours are short, the assessor will bring it to the training officer's attention and the short-comings will be immediately addressed together with the trainee accountant.

4.3.9 The training officer prepares an annual training programme for the firm to cater for all the training requirements of the firm. When particular training courses are presented by persons or entities outside the firm, the course material is reviewed by qualified individuals in the firm. The instructors for the course are also be approved.

4.3.10 If a training course is to be developed in-house, the course material is developed by a qualified individual (who can be internal or external) and facilitators are specifically selected and trained.

4.3.11 The annual training programme may include:

- Technical updates (accounting, auditing, taxation and information technology)
- The skills and knowledge necessary to carry out the required procedures
- The firm's policies and procedures, including quality
- Management and business skills
- Professional skills including ethics
- Residual skills (if required)
- Specialised areas e.g. regulated industries, computer auditing, statistical sampling, etc.
- At the completion of each course, the course is evaluated by the participants and the instructor(s). Annexure 11.6 may be used for this evaluation, and all the forms for a particular presentation of a course are monitored in order to continuously improve the course, and are filed.
- Simulations related to the prescribed tasks result in an assessment of the trainee accountant's competence in the tasks covered in the simulation assessment and a rating arising from the simulation should be recorded in the TSR or, if applicable, the PSR.

- Practical, on the job experience constitutes the most significant portion of the trainee accountant's learning experience. Simulations and formal training courses will not constitute more than 10% of the total number of compulsory and elective tasks and 50% of the total number of residual tasks as required in the latest SAICA Training Regulations. These are monitored in the Generic training plan (11.24).
- The personnel file of each employee contains a record stating which courses were attended during each year of employment (form 11.7). The bi-annual ANA may also be used for this purpose.

4.3.12 The Technical Partner is responsible to ensure that a library or other facility (for example, the intranet/network or USB flash drive) containing professional, regulatory and the firm's literature relating to professional technical matters is established and maintained.

4.3.13 The Technical Partner ensures that material of general interest, such as relevant international and South African pronouncements and accounting and auditing matters, is distributed to personnel. The Methodology, HR, Training Policies manual and the Quality Control Manual is also be distributed to each professional staff member and these manuals are regularly updated. Pronouncements on relevant regulations and statutory requirements of specific interest (e.g. company law or taxation law) are be distributed to persons who have related responsibilities.

4.3.14 The training officer and other partners encourage and enable employees to attend external education programmes, meetings and conferences to acquire technical or industry expertise.

4.3.15 The training officer and other partners encourage and enable staff members to become members of organisations concerned with specialised areas and industries, and they also encourage participation in these organisations and their activities.

4.3.16 The training officer and other partners make the trainee accountants aware of the importance of remaining technically competent throughout through life-long learning as a professional behaviour and provide them with opportunities to remain up to date. This is ensured through induction, continuous training, the technical library (manual and electronic) and by leading by example.

4.3.17 Staff members are allowed to register for preparatory courses for the Initial Test of Competence (ITC) or Assessment of Professional Competence (APC) of SAICA and they may be assisted by the firm to do so.

4.3.18 The training officer is to make use of the ANA to identify learning needs and determine whether external training for a group of trainee accountants or a one-on-one mentoring session is required for a specific trainee accountant.

4.3.19 The trainee accountant is committed toward their own development and training. Annexures 11.9 and 11.10 may be used for this purpose. The trainee accountant is required to drive their own development and be pro-active to a certain extent on requesting courses relating to their studies and practical training. Form 11.15 and 11.17 may be used for this purpose.

4.3.20 Failure by the trainee accountant to present him/herself to the training course may results in full repayment to the firm by way of deduction against his/her salary (ensure that the employee has completed Annexures 11.9 and 11.10 in order to allow the employer to do so).

4.3.21 LOUIS MARAIS & PARTNERS will identify any further training needs (with the assistance of the ANA), where it will send trainee accountants on training/simulation within the firm, or if required, to a professional provider.

4.3.22 LOUIS MARAIS & PARTNERS will bear the full costs of the course and trainee accountants are not liable for any expense. Failure by the trainee accountant to present him/herself to the training may result in the trainee accountant repaying full costs.

#### 4.4 Required levels of competence

4.4.1 The following tables illustrate the knowledge, skills, competencies and behaviours that trainee accountants are expected to demonstrate at each staff level. These objectives are based on the SAICA requirements and the requirements for staff levels correspond to periods A, B and C of the training contract, respectively.

#### 4.5 Technical and Professional Skills (SAICA Training Programme)

Competency	Level of Competence required	Expected level of performance
		Period C
Accounting & External Reporting	Advanced	4
Professional Skills	Advanced	4
Professional Conduct		
Management & Leadership		
Personal Attributes		
Information Technology		
Auditing & Assurance	Advanced	4
Financial Management	Advanced / Basic	4
Management Decision-making & Control	Advanced / Basic	4
Taxation	Advanced	4
Risk Management & Governance	Advanced / Basic	4

4.5.1 There are 2 prescribed levels of competence that need to be demonstrated:

- Advanced
- Basic

4.5.2 The office has adopted SAICA's definitions of complexity: The definitions of the 2 levels of complexity put forward by SAICA in their Training Model are as follows:

- **Advanced:** Comprehensive understanding of the concepts and techniques and must be able to apply these concepts and techniques in complex situations or environments. *These are mostly accounting and auditing engagements.*
- **Basic:** Basic understanding of the concepts and techniques and must be able to apply these concepts and techniques in simple, uncomplicated situations or environments. *These are mostly residual skills.*

4.5.3 Accounting & External Reporting and Professional Skills are COMPULSORY and must be demonstrated to an Advanced level

4.5.4 At least ONE of the remaining subject areas must be selected as an ELECTIVE subject and will need to also be demonstrated at an Advanced level.

4.5.5 The remaining FOUR subject areas (not selected as an Elective) are referred to as RESIDUAL subject areas and will only need to be demonstrated at a Basic level.



4.5.6 Our firm has selected Auditing and Assurance as an ELECTIVE to offer trainee accountants at an Advanced level.

## 4.6 Rating Criteria

4.6.1 The following rating criteria are used in these guidelines:

- 1: Not capable of performing
- 2: Capable with significant / frequent intervention
- 3: Capable with limited / periodic intervention
- 4: Capable with no intervention

### Technical skills competence levels

Skill level	Indicator
1	<ul style="list-style-type: none"> <li>• not capable of performing the task</li> <li>• no matter how much input / assistance / supervision / intervention is provided</li> </ul>
2	<ul style="list-style-type: none"> <li>• capable of performing the task, but...</li> <li>• <b>requires</b> <i>considerable</i> input / assistance / supervision / intervention</li> <li>• cannot resolve fundamental aspects of the task <i>without significant assistance</i></li> <li>• would not be able to start the task if left on their own without supervision</li> </ul>
3	<ul style="list-style-type: none"> <li>• capable of performing the task, but...</li> <li>• <b>still requires</b> <i>limited</i> input / assistance / supervision / intervention</li> <li>• is not able to resolve fundamental aspects of the task <i>without some assistance</i></li> <li>• would be able to start the task but would not be able to complete it satisfactorily if left on their own without supervision</li> </ul>
4	<ul style="list-style-type: none"> <li>• capable of performing the task</li> <li>• <b>does not require</b> input / assistance / supervision / intervention</li> <li>• is able to resolve fundamental aspects of the task without assistance</li> <li>• would be able to start the task and complete it without any fundamental errors if left on their own without supervision</li> <li>• this does not imply that the trainee needs to complete the task in isolation. They may still need to discuss aspects of the task with their senior but it would be for purposes of confirmation / clarification rather than to receive technical direction as to what to do.</li> </ul>

### Professional skills competence levels

Skill level	Indicator
1	<ul style="list-style-type: none"> <li>not capable of demonstrating the skill</li> <li>no matter how much input / assistance / supervision / intervention is provided</li> </ul>
2	<ul style="list-style-type: none"> <li>capable of demonstrating the skill, but...</li> <li><b>requires</b> <i>considerable</i> input / assistance / supervision / intervention / guidance</li> <li>cannot perform fundamental aspects of the skill <i>without significant assistance / guidance</i></li> <li>would not be able to start utilising the skill if left on their own without supervision</li> </ul>
3	<ul style="list-style-type: none"> <li>capable of demonstrating the skill, but...</li> <li><b>still requires</b> <i>limited</i> input / assistance / supervision / intervention / guidance</li> <li>is not able to perform fundamental aspects of the skill <i>without some assistance / guidance</i></li> <li>would be able to start utilising the skill but would not be able to achieve the desired objective / outcome satisfactorily if left on their own without supervision / assistance / guidance</li> </ul>
4	<ul style="list-style-type: none"> <li>capable of demonstrating the skill</li> <li><b>does not require</b> input / assistance / supervision / intervention / guidance</li> <li>is able to perform fundamental aspects of the skill without assistance</li> <li>would be able to start utilising the skill and achieve the desired objective / outcome if left on their own without supervision / guidance</li> <li>this does not imply that the trainee needs to utilise the skill in isolation. They may still need to discuss aspects of the utilisation of the skill (or the required outcome) with their senior but it would be for purposes of confirmation / clarification rather than to receive direction as to what to do.</li> </ul>

## 4.7 Decision Trees

4.7.1 Decision trees have been developed by SAICA to provide further guidance / clarity on the application of the SAICA ratings when assessing the capability of a trainee accountant of satisfactorily completing required assessment criteria (for both technical and professional skills).

4.7.2 The use of these are compulsory on the TSR and PSR.

4.7.3 Refer to the Generic Training Plan included as Annexure 11.24 for guidance on how the trainee will attain these competencies, at what level of their training contract and whether they will be obtained via on-the-job or simulated activities.

## 4.8 Recognition of prior learning (RPL)

4.8.1 RPL means the recognition of prior learning which is the process through which the trainee accountant's prior learning (or work experience) is recognised by reducing the remaining term of the training contract after assessment of the trainee against the prescribed competencies;

4.8.2 The trainee may seek RPL on the basis of: –

- previous relevant experience gained under a SAICA training contract; and/or
- previous relevant experience not gained under a SAICA training contract.

4.8.3 The trainee accountant must apply for RPL with SAICA and the training officer must approve or decline the RPL application, via TCMS, within 12 (twelve) months of the effective start date of the training contract.

4.8.4 Where RPL is sought in terms of previous relevant experience gained under a SAICA training contract, the training officer may, based on his assessment of the trainee accountant, reduce the term of the contract by a period not exceeding the time served by the trainee accountant under the previous SAICA training contract.

4.8.5 Where remission RPL is sought in terms previous relevant experience not gained under a SAICA training contract, the training officer may, based on his assessment of the trainee accountant, reduce the term of the contract by a period not exceeding 12 (twelve) months.

4.8.6 Temporary periods of employment, including vacation work, are not automatically recognised towards the fulfilment of the term of a training contract, and must be considered by the training officer in terms of previous relevant experience not gained under a SAICA training contract.

4.8.7 RPL is granted at the discretion of the training officer.

4.8.8 Where the training officer declines the trainee's application for RPL, or where the trainee disputes the number of months of RPL granted by the training officer, the trainee may appeal to SAICA if, in their view, the training officer has unreasonably withheld his approval or has been unreasonable in the number of months of RPL awarded.

4.8.9 See Guideline 1 of the latest SAICA Training Regulations.

## **Chapter 5: CONTINUING PROFESSIONAL DEVELOPMENT FOR CAs(SA), AGAs(SA) AND RAs**

### **5.1 Introduction**

5.1.1 Continued development of professional competence and lifelong learning are critical if partners and professional employees are to perform the tasks and roles expected of a professional accountant. Competence is therefore not a static term but evolves over a lifetime of learning.

5.1.2 CPD is an extension of the learning process leading to qualification as a professional accountant, where the professional knowledge, professional skills and professional values, ethics and attitudes gained continue to develop and are refined as appropriate for the professional activities and responsibilities of the individual.

5.1.3 The primary responsibility for competence lies with the professional accountant and all professional employees and partners have an obligation to enhance and maintain their professional competence, relevant to the nature of their work and professional responsibilities.

5.1.4 All professional employees and partners need to develop an attitude of lifelong learning. Lifelong learning can be described as self-directed growth. This means that new skills and knowledge are acquired through self-directed learning.

5.1.5 SAICA prescribes the requirements of CPD as follows:

- Undertake relevant Continuing Professional Development activities on an annual basis.
- Follow an output-based measurement approach to Continuing Professional Development by demonstrating the maintenance and development of relevant competence by generating an annual Continuing Professional Development reflective plan.
- Keep a record of the completed Continuing Professional Development reflective plan for a period of the most recent three calendar years.
- Submit a Continuing Professional Development reflective plan to SAICA when required to do so through SAICA's monitoring process.
- Submit an annual declaration to SAICA reporting on compliance with the Continuing Professional Development policy.
- Undertake compulsory Continuing Professional Development as directed by SAICA from time to time.

5.1.6 IRBA prescribes the requirements of CPD as follows:

- All RAs shall, at least annually, apply the below CPD Framework:
  - (a) Perform self-assessment activities to identify relevant learning outcomes and personal development gaps;
  - (b) Plan for, complete and record relevant learning and development activities to address the learning outcomes and personal development gaps identified;
  - (c) Evaluate and undertake reflective activities on the completed learning and development activities; and
  - (d) Revise the learning and development plan, as necessary.
- RAs shall maintain accurate and complete records evidencing compliance with this policy. This shall include, but not be limited to, evidence of application of the CPD Framework and supporting documentation of all learning and development activities undertaken.

- The records mentioned in above shall be retained for a period of three (3) calendar years from the end of the reporting period and submitted to the IRBA as and when requested.
- The reporting period shall be a calendar year.
- As part of an RA's annual renewal for registration, the RA shall be required to declare whether he or she has complied with the CPD Policy, including the CPD Framework.
- RAs shall plan for, complete and record relevant learning and development activities on ethics annually. The learning and development activities undertaken shall include activities that assist the RA to comply with the IRBA Code of Professional Conduct for Registered Auditors.
- During a reporting period an RA shall complete a minimum of three hours of relevant learning and development activities on ethics.
- RAs shall perform self-assessment activities on audit and assurance topics annually, to identify relevant learning outcomes and personal development gaps. In addition, RAs shall plan for, complete and record relevant learning and development activities to address those learning and development gaps identified.
- The IRBA may publish additional compulsory areas from time to time.

## 5.2 Policies

5.2.1 Each partner and qualified professional employee should:

- Perform self-assessment activities to identify relevant learning outcomes and personal development gaps;
- Plan for, complete and record relevant learning and development activities to address the learning outcomes and personal development gaps identified;
- Evaluate and undertake reflective activities on the completed learning and development activities;
- Revise the learning and development plan, as necessary;
- Complete at least three hours in each year relating to ethics.
- If an RA, consider including auditing and assurance activities if a development gap is identified via self-assessment activities (whether attest or non-attest).
- Track and measure their own learning activities to meet the above requirements via a reflective plan.
- The firm is registered under SAICA as RCB ( Recognised Controlling Body) for it's tax practitioner status. Every tax practitioner must comply with the SAICA tax practitioner requirements as determined by SAICA from time to time.

5.2.2 CPD can be stimulated by reflection or experience and other learning which may occur in a variety of ways including, but not limited to:

- Formal education programmes.
- Self-study.
- Peer learning.

5.2.3 The minimum training and CPD requirements for partners and professional employees may be fulfilled through:

- Formal training programmes;
- Other structured CPD activities;
- Professional studies;
- On-the-job training; and

- Self-study.

### 5.3 Procedures

5.3.1 The Firm's training officer is responsible for training and CPD. The training officer will:

- Establish an annual training and CPD plan to ensure that appropriate training and CPD is made available to partners and professional employees to meet or exceed applicable requirements.
- Ensure that the Firm's training and CPD requirements are communicated to partners and professional employees.
- Establish and implement policies and procedures to ensure partners and employees attend training and CPD programmes appropriate to their level which meet applicable requirements and encourage other professional activities.
- Ensure that the effectiveness of the training and CPD programme is periodically monitored.
- Ensure that appropriate training and CPD records/plans are maintained on a firm and an individual basis.
- Annually review the training and CPD records/plans of partners, assessors and professional employees to determine compliance with the requirements of these policies, SAICA and IRBA.

## **Chapter 6: TRAINING AND DEVELOPMENT OF OTHER STAFF**

### **6.1 Policies**

6.1.1 The firm's goal for staff (other than trainee accountants, Audit supervisors, audit managers and CAs(SA)) are to be trained in order to keep abreast with their specialised fields and to ensure that these staff are competent at all levels as dictated by their job description (*described in the firm's Human Resources Manual*) and performance measurement policies.

6.1.2 It is the policy of the firm that new staff members are properly introduced to the firm, its policies and procedures and their responsibilities and opportunities.

6.1.3 The departmental manager is to identify any gaps in skills required to perform their duties and ensure that the employee achieves training in order to close this gap, whether in-house or outsourced.

6.1.4 Ensure that the training is linked to a career development plan, the skills development plan, SETA and Employment Equity requirements.

6.1.5 The departmental manager is to approve all applications for attendance to certain day courses, certificates, diplomas and/or degrees and submit the application form to the training officer for endorsement.

6.1.6 The training officer must ensure, through delegation, that senior or skilled employees assist with on-the-job training or skills transfer.

6.1.7 Employees themselves must actively participate in their own self development, notifying the departmental manager / divisional head on development areas where they have identified training needs.

6.1.8 LOUIS MARAIS & PARTNERS will identify any further training needs, where it will send the employee on training outside the firm.

6.1.9 LOUIS MARAIS & PARTNERS will bear the full costs of the course and employees are not liable for any expense. Failure by the employee to present him/herself to the training will result in the employee repaying full costs, including penalties too.

6.1.10 LOUIS MARAIS & PARTNERS will make this a condition of attendance that employees remain in service with the firm for six months after attending the course. Should the employee leave the firm within this six-month period direct costs of the training may be claimed back from the employee.

### **6.2 Procedures**

6.2.1 The responsibility for the training of this staff is assigned to one partner, called the training officer for the purpose of this manual. The training officer will also be registered with SAICA as a training officer of the firm. He/she may delegate this responsibility to the departmental manager/divisional head.

6.2.2 The training officer ensures that each newly appointed staff member attends an induction/orientation programme or a course to introduce him/her to the firm, its policies and procedures and their responsibilities and opportunities.

6.2.3 The human resource partner may assign a manager to receive this employee and conduct a formal induction to the team members. He/she should also prepare the necessary information in order to ensure proper induction to LOUIS MARAIS & PARTNERS. The direct manager or supervisor should perform the role of coach to the new employee and discuss the plan to familiarise him/herself with the new work environment.

6.2.4 The mentor, coach or training officer should agree with the new employee, their future goals and key performance areas in accordance with their job description.



6.2.5 The training officer prepares an annual training programme for the firm to cater for all the training requirements of the firm relating to administration staff, taking into account the employee's career development plans. Each employee should have their own unique training plan.

6.2.6 The departmental manager/divisional head with the training officer's approval should source or design training to address any gaps identified, either by the employee or the manager.

6.2.7 At the completion of each course, the course is evaluated by the participants and the instructor(s). Annexure 11.6 must be used for this evaluation, and all the forms for a particular presentation of a course are monitored in order to continuously improve the course, and are filed.

6.2.8 The personnel file of each employee contains a record (Annexure 11.6) stating which courses were attended during each year of employment.

6.2.9 Employees are to submit a completed application to the departmental manager/divisional head using the formalised application form (Annexure 11.13, 11.15, 11.17) for approval of time off and/or payment by the firm. Thereafter, the application form is to be submitted to the training officer for endorsement.

6.2.10 LOUIS MARAIS & PARTNERS will consider applications and determine whether the course is work-related and the educational institution recognised.

6.2.11 LOUIS MARAIS & PARTNERS reserves the right to determine whether the education/training will benefit both the employee and the Firm.

6.2.12 LOUIS MARAIS & PARTNERS also reserves the right to approve loans for the attendance of courses and/or training for employees (Annexure 11.13, 11.15, 11.17 and Human Resources Manual).

6.2.13 Mentors should be assigned to each employee in order to reinforce any training received, knowledge sharing or transfer of skills.

6.2.14 Failure by the employee to present him/herself to the training course will result in full repayment to the firm by way of deduction against his/her salary (ensure that the employee has completed Annexure 11.13, 11.15, 11.17) in order to allow the employer to do so).

6.2.15 The training officer ensures that each staff member receives adequate training by his/her line manager or immediate supervisor. This is controlled by monitoring the timesheets of staff members.

## **Chapter 7: COMPETENCE ASSESSMENT**

### **7.1 Nature of Assessment**

7.1.1 Assessment is the measure of a learner's competence at performing a pre-determined task or capability in executing a pre-determined skill.

7.1.2 With SAICA trainee accountants, SAICA have pre-determined the prerequisite competencies as required of a chartered accountant at entry level into the profession. A trainee accountant may only enter the profession once they have demonstrated that they are capable in these tasks, skills and values.

7.1.3 The ultimate yardstick against which we measure a trainee accountant's progress through their practical experience is this final capability requirement. Trainee accountants present evidence of their capability throughout their training contract for assessment against this yardstick. Where trainee accountants are found to not yet be performing at this final required level, development areas are identified and trainee accountants are then counselled, and planned, in a manner that will assist them to get closer to that final measure of capability.

### **7.2 Assessment of Trainee Accountants**

#### **7.3 Policies**

7.3.1 It is the policy of the firm to implement SAICA's assessment process by introducing the policies and procedures and obtaining the appropriate instruments; as well as allocating and training the trainee accountants and supervisors involved in the most cost-effective and unobtrusive way.

7.3.2 The firm will present a generic training plan that the training officer and trainee accountant can follow throughout the training contract term, and which sets out the different levels of technical tasks and professional skills and values that are required to be demonstrated at different stages of the training contract term. (Refer to Annexure 11.24).

7.3.3 It is the policy of the firm that all trainee accountants are required to be assessed throughout the period of their training contracts with regard to individual performance and expected competencies, including simulations or other training interventions.

7.3.4 It is also the policy of the firm in order to ensure that all technical tasks and professional skills and values will be addressed either by actual experience or simulations.

7.3.5 A minimum of one technical and one professional review must be initiated and completed every two-months.

7.3.6 A Needs Analysis is required every six-months throughout the trainee accountant's training contract.

7.3.7 Both the training officer and the trainee accountant must participate in and comply with the accreditation criteria as prescribed by SAICA in the latest SAICA Training Regulations (Annexure 2) and the SAICA Assessment document templates as published on the SAICA website.

7.3.8 The trainee accountant must initiate the assessment forms and submit them for further review and completion.

7.3.9 Should the trainee accountant fail to initiate and/or correctly complete two successive assessment forms within the prescribed time frames, the training officer may cancel the training contract. *(Refer to SAICA Training Regulation, Template 3 for a template for a notification letter).*

7.3.10 Should the trainee accountant fail to initiate and/or correctly complete two successive assessment forms within the prescribed time frames, the training officer may elect to issue a written warning / notification letter.

7.3.11 A trainee accountant that is on suspension relating to his/ her training contract is not required to complete assessment forms.

7.3.12 A trainee accountant that is on secondment is still required to complete TSRs and PSRs for that period.

7.3.13 The training officer must:

- Keep a record of a trainee accountant's practical training experience, including time records, and the completed assessment forms for a period of three years after the discharge (or completion) of a training contract or from the date that the trainee accountant left the training office; and
- Take steps to ensure that trainee accountants, reviewers, evaluators and assessors understand the assessment process, including:
  - The objectives of assessment;
  - The assessment process and documents;
  - Their duties around the assessment process;
  - The prescribed competencies including tasks, skills and values;
  - The assessment adjudication process; and
  - The assessment appeals process.
- Must ensure the effectiveness and fairness of the assessment process through regular training, regular review and feedback of moderation.
- Ensure that the maximum number of trainee accountants (15) to SAICA registered assessors is maintained.

7.3.14 Failure by the training office to comply with the assessment process as prescribed by SAICA may lead to disciplinary action, including but not limited to, the de-accreditation of the training office.

7.3.15 The SAICA policy setting out the "Process for appealing assessment outcomes" is adopted by the training office and the aim of this document is to describe the procedures to be followed by a trainee accountant who feels aggrieved by a training officer's decision in terms of the final (summative) assessment of the trainee accountant's technical and professional competencies. The assessment appeal form is also to be used as set out within this SAICA document. *(Refer to Annexure 7 of the latest SAICA Training Regulations).*

7.3.16 The policy of complaints and arbitration is adopted by the firm is as stated in the latest SAICA Training Regulations Annexure 4 and 5.

7.3.17 The policy of disputes is adopted by the firm as stated in the latest SAICA Training Regulations paragraph 29.8 to 29.11.

7.3.18 The firm has procedures in place to internally adjudicate in instances where trainee accountants and reviewers, evaluators or assessors cannot reach agreement on a rating for an outcome relating to the discrepancies at Review and Needs Analysis level.

7.3.19 Definitions of Acronyms used:

- Technical Skills Review (TSR)
- Professional Skills Review (PSR)
- Assessment Needs Analysis (ANA)
- SAICA's Training Contract Management System (TCMS)

## 7.4 SAICA Assessment Procedures

7.4.1 An assessment tool has been used to record the results of the assessment process. This is in the form of an electronic system called LTS( Learner Tracking Systems) which is password protected.

7.4.2 The training office implements and maintains evidence of assessment of trainees.

### **TSRs**

7.4.3 The trainee accountant is required to initiate a self assessment in the form of a TSR one every two months.

7.4.4 The more frequently the document is completed, the more frequently a trainee accountant receives feedback on their competence and thus the greater the opportunity for them to identify and work on areas that require improvement.

7.4.5 The trainee accountant determines the technical skills competencies to which they were exposed during the period that this TSR relates to and tick these competencies on the cover page.

7.4.6 The trainee accountant then performs a self-assessment for the relevant tasks within each of these indicated competencies and indicate the level of competence which they, in their view, were able to demonstrate in respect of these tasks.

7.4.7 The assignment or client is referenced in such a manner that it would be easily identified during the moderation process, if necessary.

7.4.8 It is not necessary for the trainee accountant to evaluate their competence against every competency every time the TSR is completed. The absence of expected evidence could well be seen as an indicator of a lack of competence.

7.4.9 There is also no doubt that the more evidence there is of the trainee accountant's ability to perform a task, the easier it is to evaluate their competence during the ANA.

7.4.10 The reviewer then completes the document, indicating their rating of the level of competence demonstrated by the trainee accountant in the selected tasks (Advanced or Basic). *Refer to the SAICA Guidelines on Advanced and Basic ratings.*

7.4.11 Reviewers may include ratings of their assessment of a Trainee's competence in a task that the Trainee was involved in and yet had chosen to not rate themselves on.

### **PSRs**

7.4.12 A trainee accountant is required to initiate a self assessment in the form of a PSR one every two months.

7.4.13 The trainee accountant determines in respect of which professional skills they have obtained evidence, and tick these competencies on the cover page.

7.4.14 Professional conduct competencies: The trainee accountant records evidence in support of their demonstrated understanding of these competencies. Evidence documented is POSITIVE, SPECIFIC, and preferably VERIFIABLE. The trainee accountant does not need to perform a self-assessment of these competencies as they will form part of a discussion with the trainee accountant concerning professional conduct during the Assessment Needs Analysis meeting.

7.4.15 Other professional skill competencies: The trainee accountant performs a self-assessment for each of the competencies and indicate the level of competence which they, in their view, were able to demonstrate in respect of the relevant professional skill. Trainees need to document suitable evidence (that is POSITIVE, SPECIFIC, and VERIFIABLE) in support of their assessed level of competence

7.4.16 It is not necessary for the trainee accountant to evaluate their competence against every competency every time the PSR is completed. The absence of expected evidence could well be seen as an indicator of a lack of competence.

7.4.17 The trainee accountant should ensure that they complete at least one example of a PC(C) value and one other professional skill example (ML, PA or IT) every 2 months within the PSR.

7.4.18 Trainees should document their thought processes and actions taken that demonstrate the PC(C) values.

7.4.19 The PSR has been designed to act like a diary/logbook in which trainees can collect real-time evidence of professional skills that they have demonstrated. The completion of PSRs should therefore not be limited to specific assignments, but should allow trainee accountants to collect evidence of all professional skills demonstrated in a professional environment.

7.4.20 The more frequently the document is completed, the more frequently a trainee receives feedback on their competence and thus the greater the opportunity for them to identify and work on areas that require improvement.

7.4.21 It should be noted that professional skills are not just demonstrated on assignments. The Training Office requirements for the completion of PSRs should therefore not limit the trainee accountant's ability to collect evidence in a professional environment.

7.4.22 There is also no doubt that the more evidence there is of the trainee accountant's ability to perform a skill or demonstrate a value, the easier it is to evaluate their competence during the ANA.

7.4.23 This is particularly important in instances of poor or unprofessional behaviour by the trainee accountant in these professional skills or values. It is vital that evaluators remain informed of instances that are relevant to their decisions around the awarding of overall ratings, conclusions about the PC values, or the identification of development needs. Documentation of such instances by reviewers in the PSR are an important mechanism to communicate these areas of concern to evaluators.

7.4.24 Professional conduct competencies: The reviewer needs to consider the acceptability of the evidence presented by the trainee accountant in these competencies in respect of whether the evidence reflects a demonstrated understanding of the competency.

7.4.25 Other professional skill competencies: The reviewer needs to consider the evidence presented by the trainee accountant in these competencies, indicating their opinion as to the level of competence demonstrated by the trainee accountant for the selected competencies.

### **TSRs/PSRs**

7.4.26 Both the trainees and reviewers make use of the SAICA approved decision trees.

7.4.27 The trainee accountant has two weeks from the scheduled date to complete the TSR / PSR and sign it off. This is termed the date of initiation.

7.4.28 The TSR / PSR is then reviewed by the reviewer who is an immediate senior, manager or partner in charge of the engagement.

7.4.29 The reviewer has four weeks from the trainee accountant's initiation date to review the trainee accountant's ratings of competence and insert their own ratings of competence and document their date of review.

7.4.30 Where a reviewer disagrees with a trainee accountant's rating of their competence in a task, it is important for the reviewer to provide explanatory comments in support of their rating. This explanation should not simply be a reference to the decision tree but would also need to include specific reference to which aspects of the job caused the rating. The reviewer is expected to add feedback comments to explain the difference in opinion and may wish to meet with the trainee accountant to discuss these differences, if deemed necessary. *Please note that it is the rating of the reviewer that is ultimately transferred to the 6 monthly assessment needs analysis.*

7.4.31 A meeting may take place between the trainee accountant and reviewer within two weeks of the completion of the audit in order to discuss this TSR/PSR and the relevant ratings and discrepancies (if applicable) are discussed in-depth.

7.4.32 The trainee accountant then has two weeks in which to work through the reviewer ratings and comments (if necessary) and to discuss any differences of opinion with the reviewer before commenting and then signing off the TSR/PSR and documenting the date of finalisation. They should document any comments of their own against each competency, if they deem it necessary. If uncertain about the reviewer's ratings or comments, the trainee accountant should discuss this with the reviewer to clarify their understanding.

7.4.33 Upon completion of the meeting (if any), the TSR/PSR is to be signed by both parties, thus finalising the document.

7.4.34 If required, the Engagement Partner / training officer will review the TSR/PSR and sign as evidence of review. The partner may call on the reviewer or the trainee accountant evaluated to clear any queries or uncertainties the partner may have.

7.4.35 The final TSR/PSR, properly completed, signed and reviewed, is then filed on the LTS system.

7.4.36 It is the responsibility of the training officer (or someone senior to whom this responsibility is assigned) to ensure that each trainee accountant has initiated at the very least, one TSR and one PSR every two months.

7.4.37 Guidelines for completion as issued by SAICA within the TSR and PSR have been accepted as part of these policies and procedures.

## **ANA**

7.4.38 Every six months, the trainee accountant will complete an ANA form by consolidating the relevant TSRs / PSRs for that specific six-month period.

7.4.39 The trainee accountant complete SECTIONS 1, 2 and 3 using the previous ANA (if applicable) and the technical and professional skills reviews (TSRs and PSRs) completed in the past six months and based on their experiences during this period. The reviewer ratings (and complexity evaluations for each technical skills task) in the TSRs and PSRs should be transferred directly from the reviews onto this document. Professional conduct evidence recorded in the PSR that has been found acceptable by the reviewer should be transferred into the ANA. *Note that section 1 is automatic if an electronic program is used.*

7.4.40 The trainee accountant has two weeks to complete the document following the end of the scheduled date.

7.4.41 The ANA will then be evaluated by a senior person allocated to a specific trainee accountant in the form of a mentor. It should be agreed within the firm who should evaluate each trainee accountant.

7.4.42 Evaluators need to consider the evidence presented to date for all skills, competencies and tasks.

7.4.43 The evaluator completes SECTION 1 by indicating the overall rating level achieved by the trainee accountant to date, based on carry forward evidence as well as new evidence presented through the current 6 month period being evaluated. *Please note that this is not a mathematical average, but should rather reflect the evaluator's judgement of the level of competence achieved by the trainee accountant as at the date of this ANA.* Demonstrated levels of competence that fall short of expected levels of competence specified by the training office at that point in time should be highlighted as areas of development and should be transferred to SECTION 4, point 2.

7.4.44 In tasks where no evidence has yet been presented by the trainee accountant, the evaluator should consider, and document, whether this may present a development need or not. The evaluator may have expected the trainee accountant to have demonstrated competence in a certain task by that point in time and the fact that they have not done so, may indicate a developmental need. (Refer to Annexure 11.24 for the expected levels of performance).

7.4.45 The evaluator should also review and complete SECTIONS 2, 3 and 4.

7.4.46 The evaluator should review the examples of professional conduct submitted by the trainee accountant to date and consider the extent to which they demonstrate an understanding of the principles embodied in these competencies. Professional conduct competencies where the evaluator believes the trainee accountant is not adequately demonstrating the principles should be highlighted as requiring development and should be transferred to the development plan in section 4.

7.4.47 The evaluator has two weeks from the trainee accountants completion date to review the ANA, insert his ratings and comments, finalise the development plan, meet with the trainee accountant and allow them to work through the document and comment (if necessary) and to discuss any differences of opinion with the evaluator / assessor before then signing off the ANA.

7.4.48 Assessors should complete SECTION 1, confirming the integrity of the carry-forward ratings from the previous ANA and indicating whether or not they are satisfied as to whether the trainee accountant has now achieved the final required competence level for each task. This may need to be done through consultation with the evaluator (if the assessor is not also the evaluator).

7.4.49 The evaluator will then arrange a meeting with the relevant trainee accountant and the registered assessor at least every six months in order to discuss the ANA.

7.4.50 At the meeting, the ANAs are to be discussed in depth. Development needs and career advancement opportunities are discussed and recorded.

7.4.51 The assessor will check the integrity of the carry-forward ratings from the previous ANA, the overall ratings in Section 1 (and indicating whether or not they are satisfied as to whether the trainee accountant has now achieved the final required competence level for each task), the adequacy of the development plan and the credibility of the assessment process. This may need to be done through consultation with the evaluator (if the assessor is not also the evaluator).

7.4.52 The assessor then reviews and signs off the ANA within 2 weeks from the date of sign-off by the evaluator.

7.4.53 The ANA, properly completed, signed and reviewed, is then filed in the LTS System.

7.4.54 It is the responsibility of the training officer (or someone senior to whom this responsibility is assigned) to ensure that each trainee accountant has completed at the very least, an ANA for every six month period within their training contract.



7.4.55 The assessor will review the second last ANA and determine whether the training officer and the trainee accountant are required to be advised of any short-comings in hours or competencies and a potential cancellation or extension. *(Refer to SAICA Training Regulation, Template 4 for a template for a notification letter).*

7.4.56 At the end of the trainee accountants' training contract, the training officer will ensure that the final ANA, illustrating the required levels of competencies, is filed in the trainee accountant's personnel file along with the trainee accountant's final discharge document from SAICA. The training officer will also ensure that the PC(C) values are supported by sufficient documented evidence.

7.4.57 The training officer approves the discharge himself/herself via TCMS, within 60 days after the end date of the training contract. The training officer does not delegate this responsibility.

7.4.58 The filed ANA is used to make decisions with regard to promotion of the staff member, the delegation of work and the allocation of staff and their duties to individual audits.

7.4.59 Guidelines for completion as issued by SAICA within the ANA has been accepted as part of these policies and procedures.

## **7.5 RPL procedures include the assessment of the trainee accountant**

7.5.1 In order for the training officer to assess the trainee accountant's period of RPL to be applied for, the following is required:

- The training officer or other registered assessor will assess the trainee accountant's competence.
- The trainee accountant will submit to the training officer either a portfolio of evidence of his previous work or any other relevant documentation in support of the application.
- The training officer or other registered assessor will determine the level of competence achieved in relation to the competencies prescribed by SAICA.
- Based on the levels of competence the trainee has achieved, the training officer must determine the length (in months) of remission to be granted and document his/her findings.
- The results of the assessment of RPL is reflected in an ANA, which is filed in the trainees personnel file.
- The prior ANA balances are carefully considered on whether to be inserted in the current ANA as opening balances. This judgement and outcome is documented.

## **7.6 Documentation required:**

- All forms can be found on the SAICA website [www.saica.co.za](http://www.saica.co.za).
- Additional guidelines for completion as issued by SAICA can also be found on their website.
- Forms and guidelines can be found in the LTS System.
- All documents, guidelines and manuals can be found on the firm's LTS programme and the firm's website.
- Refer to Annexure 11.25 Schedule of Assessment Dates and Deadlines.



## 7.7 Process of appeal

7.7.1 The aim of the appeal process is to ensure that trainee accountants, who feel aggrieved by an assessor's decision, have a mechanism that they can use to voice their disagreement with the decision in terms of the final assessment.

7.7.2 SAICA has established an appeal process that allows trainee accountants to appeal to SAICA in the event that their training contract is extended or terminated because of assessments that the trainee accountant has not attained at the required standard or level.

7.7.3 There are various stages in the process and various documents which are required (*Refer to Annexure 7 of the latest SAICA Training Regulations*).

## 7.8 Process of adjudication

7.8.1 The process of adjudication is an internal process within the respective levels of the firm.

7.8.2 An adjudication process will occur where indecision on outcome ratings arise between the trainee accountant and reviewer / evaluator.

7.8.3 The adjudication process will include all the people involved, and an independent assessor.

7.8.4 The path of consultation is to be aimed at one level above the conflicting level. For example, if the trainee accountant and the reviewer disagree, the partner of the engagement will be consulted. If the trainee accountant and the evaluator disagree, the assessor will be consulted. Any serious deadlock may be referred to and adjudicated by a senior colleague who is a practising Training officer of another firm and is appointed by the firm.

7.8.5 This meeting will be minuted and the final decision rests with the training officer, and will be binding. The finalised TSR ratings will be transferred to the ANA.

## 7.9 Procedures

7.9.1 The training officer ensures that the assessment process, as prescribed by SAICA, is functioning as required and within the time frames as set out above.

7.9.2 The training officer takes steps to ensure that trainee accountants (model and assessment process), reviewers, evaluators and assessors (roles and responsibilities) understand:

- The assessment process and documents;
- The prescribed competencies and tasks;
- Their individual duties around the assessment process;
- The assessment appeals process; and
- Adjudication of the assessment process.

7.9.3 As well as through induction and ongoing training; reading of this and other manuals; and referring to the firm's website and SAICA's website.

7.9.4 The assessment policies are communicated to all professional staff and made available to the professional staff via email and/or placed on the website.

7.9.5 The assessor ensures:

- The integrity of the carry-forward ratings from the previous ANA;
- The overall ratings of the trainee accountant's competence as reflected in Section 1 of the ANA, based on the accumulated evidence presented to date through the relevant technical and professional skills reviews;

- The conclusions reached by the evaluator regarding the demonstration of professional competence by the trainee accountant;
- The adequacy of the developmental needs plan in addressing identified shortfalls in the trainee accountant's demonstrated competence to date; and
- The credibility of the assessment process.

7.9.6 The training officer ensures:

- The effectiveness, fairness and consistency of the assessment process through review of the process (refer to Chapter 8: Moderation of Trainee Accountants for procedures around this).
- That for each signed discharged / completed training contract on TCMS, there is a final ANA supporting each task, skill and value at the final level of competence.
- By looking at the numbers on an annual basis, that each assessor is allocated a maximum number of 15 trainee accountants.
- By looking at the numbers on an annual basis that an appropriate ratio of evaluators and reviewers to trainee accountants is adhered to.

**7.10 Documentation required for 7.8, 7.9 and 7.10 above:**

- Completed TSR / PSR
- Completed ANA
- Relevant documents for appeal
- All forms can be found on the SAICA website **WWW.SAICA.CO.ZA**

## **Chapter 8: MODERATION OF TRAINEE ACCOUNTANTS**

### **8.1 Policies**

8.1.1 The internal moderation policy of the firm relating to the abovementioned assessment process is to ensure that all trainee accountants are assessed in a fair, valid, consistent and reliable way. In this way ensuring the assessment policy is effective.

8.1.2 The firm will ensure that all reviewers, evaluators and assessors are consistent and fair in their judgements about trainee accountants' performances and are properly trained on the assessment process.

8.1.3 The firm will ensure that all reviewers, evaluators and assessors are being evaluated themselves on their duties as mentioned, and being supported, if required.

8.1.4 A mediation process will occur where indecision on outcome ratings arise between the trainee accountant and reviewer/evaluator.

8.1.5 The firm will ensure that assessors reach consistent decisions with regards to the summative assessment of all trainee accountants.

8.1.6 The training officer will ensure that a maximum number of 15 trainee accountants are allocated to each assessor.

8.1.7 The training officer will ensure that an appropriate ratio of evaluators and reviewers to trainee accountants is adhered to.

8.1.8 The training officer will ensure moderation takes place around the assessment process in order to identify opportunities to improve the process as a whole.

### **8.2 Procedures**

8.2.1 In order for the process to be fair, the reviewers, evaluators and assessors are required to adhere to the following:

- Ensure that the assessment does not hinder or favour a trainee accountant.
- The assessment process is clear, transparent and available to all trainee accountant accounts.
- Appeal mechanisms and re-assessments are accessible to all trainee accountants.
- All reviewers and evaluators are trained in the collection of evidence and comparison of evidence with the required assessment criteria. It is critical that the abilities of trainee accountants be compared to the benchmark and not that of other trainee accountants.
- Especially where the assessment system forms part the performance management system, the objectives of fair, valid and reliable assessment are ensured.

8.2.2 The trainee accountants will be trained during the induction process and the reviewers, evaluators and assessors will attend a regular assessment process training session as and when changes occur or when a refresher course is indicative in order for them to understand the assessment process, policies and procedures, as well as their roles and responsibilities. (Refer to Annexure 11.2 for an outline.)

8.2.3 If the fairness of the assessment process has been breached and reviewers/evaluators are inconsistent, a meeting will take place.

8.2.4 In order to ensure that the assessors reach consistent decisions with regards to the summative assessment, a meeting will take place to include all the registered assessors in order to collectively decide as to whether each specific trainee accountant is competent or not yet competent. If no collective decision can be made, the final decision rests on the training officer.

8.2.5 Should the assessor, evaluator and trainee accountant not agree on an ANA basis and the trainee accountant and reviewer on a TSR / PSR basis; mediation will take place. The mediation process will include all the people involved, an independent assessor and the human resource partner. This meeting will be minuted and the final decision rests with the training officer.

8.2.6 An assessor (or relevant representative) will be appointed as a moderator.

8.2.7 A moderator is a CA(SA), registered as an assessor with SAICA and be trained in moderation (informal or formal training).

8.2.8 A moderator will select documents and reports for moderation as required. These documents and reports will be reviewed by the moderator and investigated if any anomalies occur.

8.2.9 The moderator will moderate the assessment process as deemed fit and may provide feedback to the training officer on some of the following:

- Whether the assessment process is as prescribed by SAICA is taking place as it should be.
- Whether the respective role-players understand the assessment process.
- Whether the reviewers and evaluators are effective, timeous, fair and consistent with their ratings.
- Whether the assessments are consistent across different assessors.
- Whether the process of adjudication is fair.
- Whether the discharged / completed trainees have supported final level of competence.

## **Chapter 9: ADVANCEMENT OF TRAINEE ACCOUNTANTS**

### **9.1 Policies**

9.1.1 It is the policy of the firm to promote staff members to a position with more responsibilities once the staff member has:

- Been employed/in the current position for a certain period of time.
- Proved that he/she is able to take on the new responsibilities (including leadership capabilities), partly based on Assessment Process.
- Obtained the required qualifications/academic achievement for the promoted level.

9.1.2 For advancement of other staff and management refer to the firm's HR manual.

9.1.3 It is also the policy to monitor and measure the performance of the individual on an ongoing basis.

### **9.2 Procedures**

9.2.1 The responsibility for making promotion or termination decisions is assigned to a designated person or to the human resource partner. This person(s) also will conduct evaluation interviews with persons considered for promotion, document the results of the interviews and maintain appropriate records.

9.2.2 The responsible partner / person will review regularly, at least annually, all the personnel files of trainee accountants and identify trainee accountants who qualify for promotion, according to set criteria (refer to 9.2.9).

9.2.3 The period of time employed in the current position, the evaluation(s) of the trainee accountant, leadership capabilities and the qualifications/academic achievement of the trainee accountants will all be taken into account.

9.2.4 Other partners and senior managers may also identify staff for promotion and may request the responsible partner / person to consider them.

9.2.5 The responsible partner / person will interview the identified trainee accountants, preferably in the presence of another partner or a senior manager, to enable him/her to make a final decision. Records of the interviews and any final decisions is filed in the personnel files.

9.2.6 The responsible partner / person will communicate the decisions to all persons identified and interviewed for promotion. Persons promoted will be informed accordingly and their new roles and responsibilities are explained to them. If the promoted person needs training to prepare him/her for the new position, training will be provided.

9.2.7 The responsible partner / person periodically reviews the system of personnel evaluation and counselling to ensure that:

- Procedures for evaluation and documentation are being followed on a timely basis.
- Requirements established for advancement/promotion are being achieved.
- Personnel decisions are consistent with evaluations.
- Recognition is given to outstanding performance.

9.2.8 The responsible partner / person studies the firm's promotion experience periodically to ascertain whether or not individuals meeting stated criteria are assigned increased degrees of responsibility.

9.2.9 Trainee accountants may be promoted as follows:

- From trainee accountant to senior
- From senior to manager

- From manager to partner

9.2.10 The firm has implemented a system of performance measurement through a separate performance measurement tool.

9.2.11 The firm has implemented the ADP programme as required by IRBA. The selection criteria will be set out in the HR Manual.

## **Chapter 10: AUDIT DEVELOPMENT PROGRAMME (ADP)**

### **10.1 Acronyms used**

- 10.1.1 Oversight Registered Auditor (ORA)
- 10.1.2 Audit Development Programme (ADP)
- 10.1.3 Registered Candidate Auditor (RCA)
- 10.1.4 Registered Auditor (RA)

### **10.2 Introduction**

10.2.1 The ADP is a period of specialisation undertaken by professional accountants who want to become RAs. It provides a context wherein the consolidated capabilities developed in the training programme can be refined in a more complex learning environment and in performing roles more senior to those undertaken in the training contract.

10.2.2 RCAs are given the opportunity to specialise as RAs by gaining exposure to a broad range of issues faced by RAs in practice and to develop and enhance their:

- Professional competence and judgement.
- Ethical values.
- Lifelong learning skills and attitudes.

10.2.3 The ADP provides RCAs with increasingly complex work that requires, over time, that the candidate assumes more responsibility. Tasks will increase in complexity and level of responsibility as the RCA progresses through the ADP. The RCA will undertake more responsibility for those aspects of the audit engagement which pose a greater risk to the firm, the client and all other stakeholders. By the end of the ADP, RCAs are expected to have acquired and to have demonstrated competence to a level expected of an entry level auditor.

10.2.4 It is anticipated that once audit competence is demonstrated, the RA will continue this process of refinement as new responsibilities are assumed and new contexts give rise to higher order capabilities. The programme of CPD required of all RAs plays a vital role in the further development and maintenance of capabilities.

10.2.5 The route to qualifying as an RA is as follows:

- A recognised academic programme.
- A recognised core assessment programme.
- A Professional development programme.

10.2.6 On successful completion of all of the above programmes, a candidate is eligible to enter the ADP.

### **10.3 Details around the programme**

10.3.1 The ADP is the joint responsibility of the IRBA and the RA firms. It builds on the competence of a professional accountant and focuses on the competence required for a specialist role within the field of professional accounting; that of an RA.

10.3.2 The requirements are in-put and out-put based. Registered Candidate Auditors (RCAs) are required to complete the following:

- A minimum of 18 months in an audit and assurance environment.
- A minimum of 1 500 productive hours in audit and assurance.

- Successful demonstration of the competences outlined in the competence framework prescribed by the IRBA (technical and non-technical skills).
- 10.3.3 RCAs are required to register with the IRBA and to identify a senior RA who is prepared to serve as an Oversight Registered Auditor (ORA) for the duration of the programme.
- 10.3.4 RCAs are required to report to the IRBA on a six-monthly basis on their progress throughout the ADP.
- 10.3.5 Final assessment is through the submission of a portfolio of evidence. There is no written assessment. The portfolio of evidence is submitted to the IRBA together with evidence of the completion of the minimum period of 18 months and 1 500 productive hours in audit and assurance.
- 10.3.6 RCAs whose training contract was completed in an elective other than Audit and Assurance are required to undertake additional hours in completion of the ADP.
- 10.3.7 On Successful completion of the ADP the candidate is eligible for registration as an RA.

#### **10.4 Requirements of the firm**

- 10.4.1 The firm is required to be an RA firm registered with IRBA.
- 10.4.2 Be compliant with ISQC 1 including leadership, ethics, human resources and engagement performance systems.
- 10.4.3 The firm is able to provide the RCA with sufficient exposure to auditing work in order to satisfy the requirements of the ADP.
- 10.4.4 Offer the ADP programme post qualification.
- 10.4.5 Selection criteria set out in the HR policies and procedures manual.
- 10.4.6 Further responsibilities include:
- Provide an environment conducive to the development, enhancement and demonstration of professional competence.
  - Ensure that each RCA is provided sufficient and appropriate support during the ADP.
  - Foster a commitment to life-long learning and skills development.
  - Encourage RCAs to become involved in work that challenges their skills in a variety of contexts.
  - Promote and foster the ethics, values, independence and objectivity of the RA profession.
  - Offer progression of work to increasing levels of complexity, independence and accountability.
- 10.4.7 Allocate an Oversight Registered Auditor.
- 10.4.8 Supporting documentation is retained by the firm.
- 10.4.9 Documentation not required in the Portfolio of Evidence but that supports the assertion that the RCA is competent is retained by the firm for a period of at least five years.
- 10.4.10 Such documentation could include amongst other things:
- Performance appraisals
  - Letters of commendation from a line manager, director or partner
  - Evidence of sections reviewed by the RCA on the work performed by junior staff on a particular engagement.
  - Evidence of other sections or part thereof that the RCA was responsible for on the engagement. Example, scoping or planning meeting minutes where the job responsibility are allocated.



- Evidence of communication with those charged with a governance responsibility within the client [This could be copies of emails or other forms of communication].
- Evidence of attendance and contribution at meetings with those charged with governance responsibilities. Example, audit committees.
- Evidence of any reports drafted by the RCA related to the engagement.
- Evidence of performance appraisal inputs for those junior to the RCA.
- Evidence of coaching or management of junior staff members on the team.

### **10.5 ORA duties include:**

10.5.1 RA is to be registered with IRBA for 3 years or more.

10.5.2 The ORA should have sufficient seniority in the firm to provide meaningful input into the development of the RCAs professional competence.

10.5.3 Responsible on behalf of the firm for the development and assessment of RCAs competence in audit.

10.5.4 The ORA will also be responsible for attesting that an RCA has satisfied the requirements of the ADP.

10.5.5 It is the responsibility of the ORA to ensure that the ADP provides the candidate with the quality and range of experience to enhance and develop his professional abilities, skills and values to a level appropriate for registration with the IRBA.

10.5.6 The ORA will also be responsible for, inter alia, the following:

- Co-ordination of performance appraisal information and any other relevant information on the candidate's performance and competence.
- Reflection, interpretation and assessment of the candidate's progress using the information referred to in the first bullet.
- Consultation based on the information presented in the performance appraisal reports with both the candidate and the line managers, direct supervisors and any other relevant individuals.
- Regular and meaningful feedback on the development of the candidate's professional competence.
- A signed declaration, on completion of the ADP that confirms, amongst other things, that the candidate has developed his professional competence to a level appropriate for registration with the IRBA.

### **10.6 The requirement of the RCA**

10.6.1 RCAs are required to take responsibility for their own professional development and seek opportunities to progress through defined positions within an RA firm.

10.6.2 Perform managerial functions within the audit and assurance requirement.

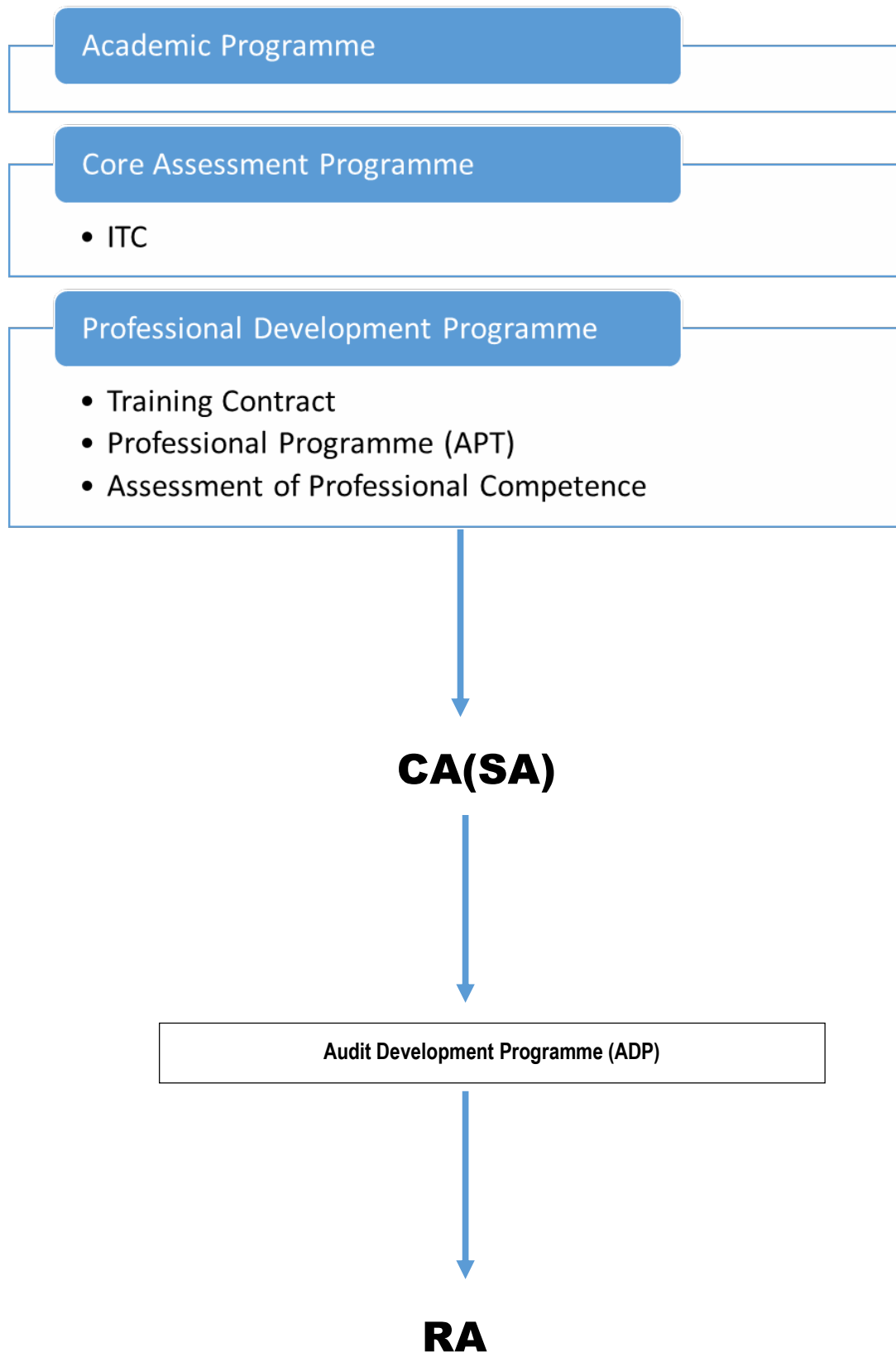
10.6.3 Report to the IRBA using the template provided every 6 months.

10.6.4 Once an RCA has completed the ADP and has demonstrated appropriate competence to the satisfaction of the ORA, the RCA submits a Portfolio of Evidence to the IRBA for review.

10.6.5 The IRBA has prescribed certain competences that need to be achieved before an RCA can be signed off as proficient. The Competency Framework has been divided into three groups:

- Competences that must be achieved on the job;
- Competences that may be achieved through additional interventions [i.e. classroom or simulations]; and
- Competences that may only be achieved under exceptional circumstances or in specialised industries.

## 10.7 IRBA Delivery Model



# Chapter 11: ANNEXURES

## 11.1 Course Objectives and Outline – Junior Induction

### Junior Induction – Pro Beta

#### Overview:

This one-day interactive workshop involves the trainee accountants in discussions and group activities making it a fun day of learning.

#### Objectives:

The aim of this course is to familiarise junior trainee accountants with the working environment they are about to enter, explaining the important principles and practices of auditing. This course will equip them with the necessary skills and knowledge to perform their work in a professional manner, and in accordance with the highest ethical standards.

#### Course outline:

- Structuring of the accounting profession
  - The need to develop the correct professional attitude towards trainee accountants
  - The different roles of SAICA and the IRBA
  - The SAICA training contract
  - SAICA's philosophy of training and how it assists with the holistic development of the trainee accountant;
  - The important influence a training officer can have on the trainee accountants professional development
  - The responsibilities of the training officers
  - Their personal responsibilities with regard to their own skills development
- Developing personal skills
  - Intellectual, interpersonal and communication skills:
  - Business etiquette
  - Open office etiquette
  - Telephone etiquette
  - Communication skills
  - Interviewing the client
  - E-mail etiquette
  - Time management
  - Teamwork
  - Self-motivation skills
- The SAICA assessment process
  - Understanding the CA training programme
  - Assessment definition and principles of assessment
  - Benefits and steps in the process
  - Assessment instruments and processes

- Individuals and paperwork involved in the process
- New prescribed skills
- How to apply the assessment and appeals process
- SAICA's requirements, regulations and moderations report
- Explanations of the new ratings and decision trees
- Review of the additional guidance and assessment forms
- Independence and ethics (Code of Conduct)

Understand:

- Auditors independence
- Threats to independence
- Eliminating threats to independence
- Ethics and professional conduct

### **Training office specific topics**

- HR policies and procedures (including the employment contract, medical aid, etc.)
- Office policies and procedures (including the organisational structure and reporting lines)
- Quality control and other manuals
- Draftwork and audit methodology
- Basic Excel / Word
- Working paper preparation
- Timesheets, and deadlines
- Performance measurement and bonuses
- Planning and travelling procedures
- How things work on the audit
- FICA training
- Other professional skills (assertiveness, adapting to diversity, communication, interpersonal skills).
- TCMS (SAICA's Training Contract Management System)

## 11.2 Course Outline – Assessment Process Training

### Course outline:

- Understanding the requirements of the SAICA training programme
- Assessment definition and principles of assessment
- Benefits and steps in the process
- Assessment instruments and processes
- Individuals and paperwork involved in the process
- New prescribed skills
- How to apply the assessment and appeals process
- SAICA's requirements, regulations and moderations report
- Explanations of the new ratings and decision trees
- Review of the additional guidance and new assessment forms
- The role of the supervisor
- Developing an action plan for the workplace
- Barriers to assessment.

### 11.3 Course Outline – Trainee Ethics programme

#### Course outline:

- understand what ethics are;
- understand why ethics are important;
- build reputation and trust through ethics in their career and business;
- understand the consequences of ethical failure;
- identify what drives ethical choices;
- understand different values and how they underpin behaviour in the workplace;
- integrate ethical principles and apply them to scenarios that typically arise in the accounting industry;
- use practical tools to help improve ethical behaviour;
- make ethical decisions in complex situations;
- understand the role of the chartered accountant in ensuring ethical and effective governance in organisations and his/her responsibilities in this regard;
- build an ethical culture in organisations and understand his/her responsibilities in this regard; and
- understand the role of the Code of Professional Conduct in guiding ethical behaviour.

## 11.4 Evaluation Criteria for Appointment of Personnel

Name of applicant: \_\_\_\_\_

Qualifications: \_\_\_\_\_

Age: \_\_\_\_\_ Current year of study: \_\_\_\_\_

Position applied for: \_\_\_\_\_

Minimum qualification/experience required:

Trainee accountant: \_\_\_\_\_

Audit supervisor /Assistant

Manager: \_\_\_\_\_

Manager/Senior Manager: \_\_\_\_\_

partner: \_\_\_\_\_

Administrative employee: \_\_\_\_\_

Evaluation criteria (to be compared with other applicants in the pool):

Score:	1	2	3	4	5	
Criteria:	Weak	Below average	Average	Above average	Exceptional	Total score
Communication skills						
Results in past examinations						
Technical knowledge						
Appearance and habits						
Computer skills						
Language skills						
Discipline						
Sense of duty						
Total:						

Total score required for:

Trainee

Accountant:

Audit

supervisor/Assistant

manager:

Manager/Senior

manager:

partner:

Administrative

Employee:



Comments of partner performing the interview (include strengths and weaknesses):

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(add additional notes if space above is insufficient)

Personnel references and former employment references were checked:

Yes	No
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Recommendation (stating reasons):

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Prepared by: \_\_\_\_\_ Date: \_\_\_\_\_

**11.5 Training Programme Form**

Course number	Name of course	Number of days/ morning/ afternoon	Level of staff	Objective/Outcome	E	I
1	Induction	2	1st year trainee accountants	Introduce new staff to the firm's policies and procedures	√	√
2						
3						
4						
5						
6						
7						
8						
9						
10						

E – Programme was evaluated and approved by the training officer or a qualified individual

I – Qualified instructors were approved for presenting the course

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Training Programme Form (continued)

Planning for the year: \_\_\_\_\_

	Level of staff:	Level 1	Level 2	Level 3	Audit supervisor	Manager/ Senior manager	partner	Admin
	Number of staff in firm:							
Course number to be presented this year	Number of days/ mornings/ afternoons	Days credit	Days credit	Days credit	Days credit	Days credit	Days credit	Days credit
	Total:							

Prepared by: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

## 11.6 Course Evaluation Form

Completed by (tick off): Participant ☐ Instructor ☐

Name of course: \_\_\_\_\_

Name of presenter(s): \_\_\_\_\_

Date: \_\_\_\_\_

Thank you for attending this seminar/course. We hope you have met your objectives, reached the outcomes required and found the seminar/course beneficial.

Our seminars and courses are designed to increase the efficiency and effectiveness in the subject area. To measure our performance, we need feedback. Please answer the following questions constructively and in detail.

Where ratings are asked for, please use:

1 = Very good – no improvement needed

2 = Good – minor improvement needed

3 = Fair – some improvement needed

4 = Poor – major improvement needed

### 1. PARTICIPANT INFORMATION

Highest completed qualifications: \_\_\_\_\_

Current/future studies: \_\_\_\_\_

### 2. VENUE

How suitable was the venue?

Rating: \_\_\_\_\_ Why? \_\_\_\_\_

### 3. SEMINAR/COURSE MATERIAL

How useful will the material be in practice?

Rating: \_\_\_\_\_ Why? \_\_\_\_\_

### 4. SEMINAR/COURSE LEADER

How good was the seminar/course leader?

Rating: \_\_\_\_\_ Why? \_\_\_\_\_

## 5. SEMINAR/COURSE CONTENT

a) Which was the best part of this seminar/course?

Why?

b) Which was the worst part of this seminar/course?

Why?

c) How can we improve the seminar/course?

## 6. OVERALL COMMENTS

a) To what extent did you achieve your objectives/reached the outcomes of attending?

Rating: \_\_\_\_\_ Why? \_\_\_\_\_

b) How useful will the seminar/course be in practice?

Rating: \_\_\_\_\_ Why? \_\_\_\_\_

## 7. TRAINING NEEDS

What further training will help you in your job?

## 8. OTHER

Any other comments?

### 11.7 Record of Courses Attended

Staff member: \_\_\_\_\_

Level/Position: \_\_\_\_\_

Courses attended during the year:

Course Date	Course number	Name of course	Number of days total	Successful?	
				Yes	No
Total days attended during this calendar year:					

Note: External courses and specialised courses must be included in the above list.

The above staff member is also involved in the following professional activities (include organisations, professional bodies, committees, etc.):

Reviewed by the training officer: \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

### 11.8 In-house Training Attendance Register

Course: \_\_\_\_\_

Date: \_\_\_\_\_

Attendees:

	Name	Position / ID / Email address	Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

**11.9 Commitment Form (for in-house courses)**

Staff member: \_\_\_\_\_ partner: \_\_\_\_\_ Department: \_\_\_\_\_

Name of course: \_\_\_\_\_

Duration of course: \_\_\_\_\_

Date of course: \_\_\_\_\_

This serves to confirm that I, Mr/Ms \_\_\_\_\_ understand that the course/conference/seminar is compulsory and commit to the following:

- to attend all contact sessions throughout the course
- to participate in all discussions and exercises as required of me

LOUIS MARAIS & PARTNERS undertakes to incur the full costs of the \_\_\_\_\_ course, however, should I not attend, other than for reasons beyond my control, I commit to reimburse the firm for the costs and penalties incurred by it.

\_\_\_\_\_  
Signed by staff member

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



### 11.10 Commitment Form (for normal courses)

Staff member: \_\_\_\_\_ partner: \_\_\_\_\_ Department: \_\_\_\_\_

Name of course: \_\_\_\_\_

Certificate/diploma/degree: \_\_\_\_\_

Name of Institution where you intended studying: \_\_\_\_\_

Duration of course: \_\_\_\_\_

Date of course: \_\_\_\_\_

This serves to confirm that I, Mr/Ms \_\_\_\_\_ understand that the  
course/conference/seminar \_\_\_\_\_

is compulsory and commit to the following:

- to attend all contact sessions throughout the course
- to write all the tests
- to sit for all the mock examinations

Once the employee has successfully passed the \_\_\_\_\_ certificate/diploma/degree, LOUIS  
MARAI & PARTNERS undertakes to reimburse the full costs of the \_\_\_\_\_ course.

\_\_\_\_\_  
Signed by staff member

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

### 11.11 Commitment Form (for the assessment process)

Staff member: \_\_\_\_\_ partner: \_\_\_\_\_ Department: \_\_\_\_\_

This serves to confirm that I, Mr/Ms \_\_\_\_\_ understand that the assessment process as instituted by SAICA and hereby commit to the following:

The completion of the PR's / TSRs / PSRs are my responsibility and I must drive this process, from the completion of the Review to the reviewing thereof; and

The completion of the DNA's / ANAs are my responsibility and I must drive this process, from the completion of the Needs Analysis to the reviewing thereof.

\_\_\_\_\_  
Signed by staff member

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

### 11.12 Commitment Form (for academic progress)

Staff member: \_\_\_\_\_ partner: \_\_\_\_\_ Department: \_\_\_\_\_

This serves to confirm that I, Mr/Ms \_\_\_\_\_ understand that the assessment process as instituted by SAICA and hereby commit to the following:

To achieve at least one year of academic progress during any two calendar years. This progress is measured by a trainee accountant's passing of the examination(s) of the educational institution and cannot be achieved merely by transferring to another educational institution.

Should I fail to adhere to the above; the training officer will enforce the provisions of Rule 21.3 and 21.4 of the SAICA Training Regulations.

#### Definition of Academic Progress:

Academic progress is generally regarded as the satisfactory completion of all or sufficient subjects to enable a trainee accountant to make one further year of progress towards the completion of the accredited undergraduate or accredited bridging programme. Simply passing one or more courses does not in itself constitute academic progress, unless the conditions set out below have been met.

TRECO requires that a trainee accountant achieves at least one year of academic progress during any two calendar years. Progress is measured by a trainee accountant's passing of the examination(s) of the education institution, and cannot be achieved merely by transferring to another education institution.

#### Application of the rule:

NOTE: The following are based on an assumption that the trainee accountant's academic studies commence at the start of the training contract.

#### Undergraduate Level (five-year training contract):

In order to comply with the academic progress rule, a trainee accountant must, as a minimum, achieve the following:

At the end of the second year of the trainee accountant's contract, he/she must have passed ALL his/her first-year modules.

If he/she fails to meet this requirement, the training officer has two options:

- Cancel the trainee accountant's contract; OR
- Allow the trainee accountant to continue with the third year of his/her training contract (a discretionary year)

Should the trainee accountant not have passed all his/her/she first-year modules at the end of the discretionary year, the training officer MUST cancel the training contract (there is no option to extend the contract further at this point).

At the end of the fourth year of the trainee accountant's contract, he/she must have passed ALL his/her second year modules. (This means that once a trainee accountant had completed his/her first academic year during the discretionary year, i.e. in the third year of his/her training contract, he must pass ALL his/her second year courses in the fourth year of his/her contract). If he fails to meet this requirement, the training officer has two options:

- Cancel the trainee accountant's contract; OR
- Allow the trainee accountant to continue with the fifth year of his training contract.

---

Signed by staff member

---

Witness

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Date

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Date

**11.13 Training Requisition Form**

NOTE: All supporting documentation must be attached i.e. proof of costs.

Staff member: \_\_\_\_\_ partner: \_\_\_\_\_ Department: \_\_\_\_\_

Training need identified: \_\_\_\_\_

Recommended training course: \_\_\_\_\_

Duration: \_\_\_\_\_

Date of training: \_\_\_\_\_

Detail the relevancy of this course to your job:

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Motivate why you would like to attend this course:

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How will information obtained be shared with others in the Firm?

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Cost of this course (attach R  
proof): \_\_\_\_\_

\_\_\_\_\_  
Signed by staff member

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## 11.14 Approval for training

Recommended by:

\_\_\_\_\_  
Departmental Manager

\_\_\_\_\_  
Date

Approved by:

\_\_\_\_\_  
Departmental partner

\_\_\_\_\_  
Date

Endorsed by:

\_\_\_\_\_  
training officer

\_\_\_\_\_  
Date

Received by:

\_\_\_\_\_  
human resource partner

\_\_\_\_\_  
Date

**11.15 Study Requisition Application (for courses of one year or less)**

NOTE: All supporting documentation must be attached i.e. proof of fees and registration.

Staff member: \_\_\_\_\_ partner: \_\_\_\_\_ Department: \_\_\_\_\_

Name of course: \_\_\_\_\_

Certificate/diploma/degree: \_\_\_\_\_

Name of Institution where you intended  
studying: \_\_\_\_\_

Duration and date of course: \_\_\_\_\_

List of Courses/Modules for the Current Year:  
\_\_\_\_\_  
\_\_\_\_\_

Detail the relevancy of this course to your job:  
\_\_\_\_\_  
\_\_\_\_\_

Motivate why you would like to attend this course:  
\_\_\_\_\_  
\_\_\_\_\_

Cost of this course (attach proof): R \_\_\_\_\_

### 11.16 Acknowledgement of debt – study requisition

It is understood and hereby agreed that this loan will be repayable under the following conditions:

In the event of the following, the full amount of the loan will be repayable in equal instalments over a maximum period of 12-months:

- Studies not being completed, (for any reason);
- Absenteeism from the examinations (without a valid doctor's certificate); or
- Failure of examinations.

Deductions will be made immediately in the month following the cancellation/failure of studies.

Should I leave the employ of LOUIS MARAIS & PARTNERS after completion of the course(s) the full amount of the loan will be repayable immediately. Should 6 months have passed after completion of the course(s), 50% of the loan will be repayable on termination.

Liability ceases 12-months after the completion of studies.

Should I leave the employ of LOUIS MARAIS & PARTNERS prior to writing the examinations, the full amount of the loan will be repayable upon termination.

In the case of this course being attended with the single purpose of transferring those skills to the rest of the firm, and either of the following has occurred prior to leaving the employ of LOUIS MARAIS & PARTNERS, no repayment of this loan will take place:

- The training course has been conducted in order to transfer the skills; or
- One year from the date of the training course attended has lapsed.

I further authorise the Payroll Department to utilise any amounts owing to me as at the date of termination, to liquidate this debt.

\_\_\_\_\_  
Signed by staff member

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



### 11.17 Study Requisition Application (for courses longer than a year)

NOTE: All supporting documentation must be attached i.e. proof of fees and registration.

Staff member: \_\_\_\_\_ partner: \_\_\_\_\_ Department: \_\_\_\_\_

Name of course: \_\_\_\_\_

Certificate/diploma/degree: \_\_\_\_\_

Name of Institution where you intended studying: \_\_\_\_\_

Duration and date of course: \_\_\_\_\_

List of Courses/Modules for the Current Year: \_\_\_\_\_

Detail the relevancy of this course to your job: \_\_\_\_\_

Motivate why you would like to attend this course: \_\_\_\_\_

Cost of this course (attach proof): R \_\_\_\_\_

### **11.18 Assessment Documents**

- Technical Skills Review (TSR)
- Professional Skills Review (PSR)
- Assessment Needs Analysis (ANA)

These forms are not included in the manual and can be found on the LTS system.

**11.19 TSR / PSR Moderation Report**

Trainee's name:	Level:
Name of TSR / PSR:	Date of TSR / PSR:
Date signed off by trainee accountant:	
Reviewer's name:	
Date signed off by reviewer:	
Moderator's name:	
Date of moderation:	

Review Form	Yes	No
1. Was the TSR/PSR initiated by the trainee accountant every two months?		
2. Is there at least one PC(C) value and one other professional skills task rated in the PSR every two months, in a timely manner?		
3. Did the trainee document their thought processes and actions taken that demonstrate the PC(C) values.		
4. Did the trainee document specific, detailed and verifiable examples of other professional skills capabilities in the PSR.		
5. Was the TSR/PSR completed properly by the trainee accountant? a. Are all the tasks addressed in the period included in the form? b. Is the cover page completed in full? c. Has the assignment been described? d. Have the decision tree paths been documented to support the ratings?		
6. Was the TSR/PSR completed by the trainee accountant within <b>two weeks</b> of the scheduled date / end of the engagement / period?		
7. Was the TSR/PSR completed by the reviewer within <b>three weeks</b> from the trainee accountant sign off?		
8. Was the TSR/PSR completed properly by the reviewer? a. Have the decision tree paths been documented to support the ratings? b. Were all the Advanced and Basic ratings correctly completed? c. Where there were rating differences, are all comments inserted by the reviewer sufficiently detailed to explain these differences? d. Were the PC(C) skills correctly indicated as Yes/No on whether the evidence is acceptable? e. Did the reviewer provide explanatory comments where PC(C) evidence is not accepted? f. Were ratings only provided on the other professional skills where the evidence was verified?		

Review Form	Yes	No
9. Did the trainee accountant comment (if applicable) / finalise within <b>two weeks</b> of the reviewer sign off?		

Further comments by moderator:

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Further comments by reviewer:

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## 11.20 ANA Moderation Report

Trainee's name:	Level:
Name of ANA:	Date of ANA:
Date signed off by trainee accountant:	
Evaluator's name:	
Date signed off by evaluator:	
Assessor's name:	
Date signed off by assessor:	
Moderator's name:	
Date of moderation:	

Needs Analysis	Yes	No
1. Was the ANA completed by the trainee accountant within 6 months of the last ANA?		
2. Was the ANA completed properly by the trainee accountant? <ul style="list-style-type: none"> <li>a. Are the full list of competencies and tasks included in the form?</li> <li>b. Are opening ratings correctly transferred from the previous ANA?</li> <li>c. Are ratings from the TSRs/PRs carried forward correctly?</li> <li>d. Is the PC(C) skills evidence carried forward correctly from prior ANAs and PSRs for the current period?</li> <li>e. Are the core hours documented to date?</li> <li>f. Are major assignments for the next six months documented?</li> <li>g. Have the trainee accountants reflected their academic progress in detail?</li> <li>h. Have the trainee accountants documented all the relevant information pertaining to training courses/simulations they have attended?</li> </ul>		
3. Was the ANA signed off by the trainee accountant within <b>two weeks</b> of the scheduled date?		
4. Was the ANA completed properly by the evaluator? <ul style="list-style-type: none"> <li>a. Were the core hours adequately assessed? If short, did they comment in the development plan?</li> <li>b. Have the prior ANA and current TSR/PSR ratings been correctly transferred?</li> <li>c. Have they correctly determined an overall rating of competence for each task? (i.e. the full list of tasks is reflected and considered)?</li> <li>d. Have they correctly indicated (Yes/No) whether the PC(C) principles/values were adequately demonstrated? <i>This is based on the evidence presented and discussion with the trainees. Have they commented accordingly on each value?</i></li> <li>e. Have they correctly indicated (Yes/No) whether or not development is required for each task</li> </ul>		

Needs Analysis	Yes	No
(based on expected ratings) and for each PC(C) value?		
f. Have they commented on the developmental plan for the previous period?		
g. Have they prepared a suitably detailed developmental plan for the next period?		
5. Was the ANA completed by the evaluator within <b>two weeks</b> of the trainee accountant's signature?		
6. Was the ANA signed off by the trainee accountant?		
7. Was the ANA signed off by the evaluator?		
8. Was there a meeting within <b>four weeks</b> of the scheduled date/end of the period?		
9. Were all relevant sections in the ANA properly completed and signed off by the assessor?		
a. Have they performed a summative assessment every six months for each of the prescribed tasks (determining whether or not trainee accountants have met the final competence requirements)?		
b. Have they signed and dated the form within <b>two weeks</b> from the date the evaluator and trainee signed off the document; to certify the:		
i. The appropriateness of RPL assessment decisions.		
ii. The integrity of the carry-forward ratings from the previous ANA.		
iii. The overall ratings as reflected by the evaluator in section 1 of the ANA.		
iv. The conclusions reached by the evaluator regarding the demonstration of the PC(C) values.		
v. The adequacy of the development plan.		
vi. The credibility of the assessment process.		
10. Where there is a final ANA, did the assessor:		
a. Ensure all tasks and PC(C) values were signed off?		
b. Ensure that all tasks were supported by sufficient documented evidence?		

Further comments by moderator:

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Further comments by evaluator:

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Further comments by assessor:

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**11.21 Moderation Checklist Consolidation**

**Note:** Once all the documents were selected and moderated, the following information is required:

What is the ratio of reviewers to trainee accountants?	
What is the ratio of evaluators to trainee accountants?	
What is the ratio of assessors to trainee accountants?	

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Reviewed by training officer

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Date



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## 11.22 Moderation Plan

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Date of moderation:

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Date of last moderation:

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Is this within 1 year? Yes / No

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If no, substantiate why?

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**11.23 Adjudication Checklist**

Name of Adjudicator:

Level/Position:

Name of Reviewer / Evaluator:

Level/Position:

Reason for intervention:

Date of meeting / review:

What was the inconsistency?

Was it resolved?

What was the outcome?

Moderator:

Date

Evaluator / Reviewer:

Date

### **11.24 Generic training plan**

The generic training plan is available on the firm's website.

Note that the expected level of competencies are available in LTS.

## 11.25 Schedule of Assessment Dates and Deadlines

<b>TSR/PSR date</b>	<b>Trainee deadline</b>	<b>sign-off</b>	<b>Reviewer deadline</b>	<b>sign-off</b>	<b>Final accountant deadline</b>	<b>sign-off</b>
February	31 March		15 April		20 April	
April	31 May		15 June		20 June	
June	31 July		15 August		20 August	
August	30 September		15 October		20 October	
October	30 November		10 December		15 December	
December	31 January		15 February		20 October	

<b>ANA date</b>	<b>Trainee deadline</b>	<b>sign-off</b>	<b>Evaluator deadline</b>	<b>sign-off</b>	<b>ANA meeting date</b>	<b>Assessor deadline</b>	<b>sign-off</b>
30 June	31 July		14 August		21 August		31 August
31 December	31 January		14 February		21 February		28 February

# GUIDANCE ON COMPLETING THE MANUAL

*Please remove this section*

1. Update the document properties as per the instructions sent separately.
2. You can delete whichever part is not applicable – however, please ensure you at least have a basic procedure around the policy you want to delete.
3. Delete whichever annexures you don't use or are not applicable, and insert any that you do use.
4. Please attend to the comments and delete them once you are finished. The deletion of all the comments ensures your successful tailoring of this manual.
5. 'Scheduled date' is in line with the electronic ProBeta Assessment Tool. The other alternatives are:
  - a. at the conclusion of a specific assignment or task or engagement, or
  - b. at the end of a time period during which numerous small assignments relating to that task were undertaken, or
  - c. at the end of a set time period (monthly, for example), regardless of the work performed during that month.
6. Ensure you insert 11.24 your generic training plan and update the 11.25 Schedule of Assessment Dates and Deadlines schedule.
7. **Moderation:** Ensure that if it is not formalised, most of Chapter 6 requires to be edited and its related documents can be deleted.
8. Making sure you leave in / insert any internal moderation / mediation / adjudication procedures. Grievance procedures have not been included here as they are related to the HR policies.
9. Insert all other training outlines for planned courses within the manual.
10. If you don't require a logo on the front page – please delete the text box.
11. Once you are 100% complete, you can select the entire manual (Ctrl+A) and update (F9). In that way your contents page, index, page numbers and fields will be updated.
12. If you are not taking any AGAs or offering the ADP programme, please delete all references to both. I suggest you include a statements saying as such.
13. Remove these instructions once this manual has been edited and tailored, all comments and ensure a clean version is kept.
14. **VERY IMPORTANT:** please note that SAICA does not prescribe the time period that you are required to complete your assessment documents; but does require you to set your own firm boundaries. Their requirement is "in a timely manner". Note that whatever it is that you select, e.g. 2 weeks, SAICA will determine whether you have attained your own policies. SAICA's requirements are once every 2 months for TSR/PSRs and once every 6 months for ANAs.