

## **SECTION 3B: RECOGNISED CORE ASSESSMENT PROGRAMME**

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## 1. OBJECTIVE OF THE CORE ASSESSMENT PROGRAMME

- 1.1 The objective of the core assessment programme is to assess the core competence of a candidate to apply the concepts and principles of a defined technical body of knowledge, skills and professional values in an integrated and analytical manner to a standard that provides a foundation appropriate for further professional development.
- 1.2 In determining the desirable degree of core competence, the IRBA has defined the following seven attributes that embody its expectations of successful candidates of the core assessment programme:
  - a. The ability to analyse complex situations and to identify and define problems arising from it.
  - b. The ability to integrate knowledge from different technical fields to solve multiple topic problems.
  - c. The ability to identify information relevant to a particular problem by distinguishing it from irrelevant information in a given body of data.
  - d. The ability to prioritise when dealing with multi-problem situations by identifying those problems that require immediate attention.
  - e. The ability to evaluate alternative solutions and to apply professional judgement in dealing with such alternatives.
  - f. The ability to communicate effectively with particular users by formulating appropriate and feasible recommendations in a concise and logical manner.
  - g. The ability to continue to learn and adapt to change.
- 1.3 The degree of core competence should provide a suitable foundation on which training and education programmes can build in the development of the degree of professional competence required for success in the PPE.

## 2. RECOGNITION STANDARDS

The following standards are considered essential for the realisation of the above objective:

- Standard 1: Appropriate standard of assessment
- Standard 2: Appropriate scope of assessment
- Standard 3: Appropriate form of assessment
- Standard 4: Reliability of assessment
- Standard 5: Public regard for the assessment
- Standard 6: Integrity of the assessment process

- Standard 7: Effective and efficient professional administration.

## **2.1 Appropriate standard of assessment**

The implication of the standard of assessment should be that a successful candidate has demonstrated an appropriate level of the core competence so as to provide a suitable foundation on which recognised training and education programmes can develop the level of professional competence required for successful completion of the PPE. The assessment should not be limited to a re-test of the theoretical knowledge acquired during the recognised academic programme.

### **Standard**

The professional body should ensure that the standard of the assessment is appropriate so that the degree of core competence that has been achieved could serve as a foundation on which further professional development can take place.

### **Indicators**

- a. The assessment standard should require candidates to demonstrate an appropriate degree of proficiency in the core competencies developed in the academic programme. The standard of assessment need not require candidates to draw on practical experience gained in the public practice environment.
- b. The standard of assessment should be at least comparable to the standard of the assessment of core competence required by the IRBA.
- c. Although it is accepted that the acquisition of a defined technical body of knowledge is an essential attribute of a professional, the professional body should ensure that the standard of assessment is sufficient to assess the application of that knowledge, rather than its mere recall.

## **2.2 Appropriate scope of assessment**

The demonstration of core competence is a necessary prerequisite for the development of professional competence. The demonstration of core competence should not, however, require candidates to draw on practical experience gained in the public practice environment.

### **Standard**

The professional body should ensure that the scope of the assessment encompasses a representative portion of the core competence required to demonstrate the specific competencies defined by the IRBA in its Curriculum Framework.

### **Indicators**

- a. The professional body should ensure that at least 80% of the assessment

corresponds with the specific competencies defined by the IRBA under the relevant learning areas in the Curriculum Framework.

- b. The professional body should ensure that the assessment requires candidates to apply a suitable breadth and depth of integrated knowledge, skills and professional values that comprise the core competence to complex situations that need not require the candidate to draw on practical experience gained in the public practice environment.
- c. The assessment should allocate the following weighting to the specific competencies defined by the IRBA under the relevant learning areas in the Curriculum Framework:

Specific competence	%	Learning area
Financial accounting	32 to 48%	5.1
Managerial accounting and finance	16 to 24%	5.5 and 5.6
Taxation	16 to 24%	5.4
Auditing	8 to 12%	1, 3 and 5.2
Auditing in the computer environment	8 to 12%	6

- d. The professional body should ensure that the assessment gives due recognition to the following specific competencies defined by the IRBA under the relevant learning areas in the Curriculum Framework:

Learning areas	Specific competencies
2.1	Local economic and business environment
2.2	Global business environment
2.3	Organisational behaviour
2.4	Operations management
2.5	Corporate governance
2.6	Quantitative methods
5.3	Commercial laws and regulations

- c. The professional body should ensure that the assessment places appropriate emphasis on the fundamental skills and values defined by the IRBA in the Curriculum Framework, particularly on communication skills.

### 2.3 Appropriate form of assessment

The assessment should be designed to afford candidates the opportunity to demonstrate their core competence. It should not be limited to an assessment of the theoretical knowledge acquired during the academic programme. The form of assessment should enable a valid and independent assessment of the defined core competencies against defined performance criteria to take place.

**Standard**

The professional body should ensure that the particular form that the assessment takes provides a valid and independent assessment of the demonstration of the core competence, against defined performance criteria. In keeping with the IFAC requirement, core competence should be assessed by means of a formal written examination.

**Indicators**

- a. The professional body's core assessment should take the form of a formal written examination. While it is acknowledged that there is no preferred form of assessment, the nature of the core competence and the independent assessment thereof are best suited to a written examination.
- b. The professional body's core assessment should consist of complex, unstructured case studies and problems to be solved by the candidate.
- c. The professional body's core assessment should be of such a duration that it enables the candidate sufficient opportunity to demonstrate the core competence.

**2.4 Reliability of assessment**

If absolute reliability were required in assessment, it could result in the assessment becoming meaningless, for it would entail, firstly, removing contextual information that might be to the advantage of certain candidates and, secondly, reducing variation by removing any judgemental aspects. Such an oversimplification of the assessment would undermine its validity.

**Standard**

While it is accepted that an element of subjectivity is an inherent component of any form of assessment, the professional body should ensure that appropriate procedures are adopted to ensure consistency across assessors and fairness to all candidates, so as to enhance the reliability of the assessment.

**Indicators**

- a. The professional body should assess an appropriate representative sample of candidate responses. The results of the sample should be used to adjust the assessment criteria where appropriate so that all possible approaches are catered for and to limit the need for substantial final adjustments during adjudication.
- b. The professional body should ensure that all assessors share a common understanding of the performance criteria so as to ensure that these are consistently applied across all candidates throughout the assessment process.

- c. The professional body should ensure that each assessment is subject to a process of independent assessment by a person who is not responsible for the initial assessment to ensure reliability and consistency.
- d. The professional body should invite those providers who are responsible for the delivery of the academic programmes that grant access to the core assessment programme to submit written comments on the assessment.
- e. The professional body should conduct a formal adjudication process to objectively consider the results of the assessment and to allow for reasonable and educationally sound adjustments that are fair to all candidates.
- f. The professional body should invite those providers who are responsible for the delivery of the academic programmes that grant access to the core assessment programme to submit written comments on the assessment. Such comments should be taken into account in the adjudication process.
- g. The professional body should, in considering the results of the assessment, take into account comments received from those responsible for determining the assessment criteria, conducting the initial assessment, conducting the independent assessment, as well as providing the relevant academic programmes.

## **2.5 Public regard for the assessment**

The public expectation that RAs are competent in those services they undertake is central not only to the reputation and status of the profession, but also to the very concept of the profession.

### **Standard**

The professional body should ensure that the assessment of the core competence, which is an essential component of professional competence, is held in high public regard.

### **Indicators**

- a. The professional body should ensure that the assessment is developed by those persons who have appropriate expertise and experience in a particular aspect of the competence to be demonstrated. The persons should be representative of a range of stakeholders from education and training, commerce and industry, and the practising profession.
- b. The professional body should ensure that the content of the assessment is original and has not been used before in any educational or instructional context whatsoever.
- c. The professional body should require that a candidate first successfully complete an academic programme that is recognised by the IRBA, before gaining admission to the core assessment.

## 2.6 Integrity of the assessment process

Maintenance of confidentiality throughout the assessment process is an indispensable component of a professional examination. A breach in confidentiality may have an adverse impact on the perception of the integrity underlying the examination and, indeed, on the profession itself.

### Standard

The professional body should make every effort to safeguard the integrity of the assessment process by ensuring confidentiality in the following aspects relating to the assessment:

- Preparation, conduct, evaluation, reporting;
- Anonymity of candidates; and
- Disciplinary measures in respect of irregular or dishonest practices during the assessment.

### Indicators

- a. The professional body should design and implement appropriate policies and procedures to ensure that the development, conduct, evaluation and reporting processes take place under stringent conditions of security.
- b. The professional body should define assessment policies and procedures that guard the anonymity of candidates throughout the process.
- c. The professional body should design and implement procedures to ensure that only those candidates who are eligible to undertake the assessment register and take part in the programme.
- d. The professional body should define formalised policies concerning irregular or dishonest practices and should communicate these to candidates prior to the conducting of the assessment.
- e. The professional body should take appropriate action in instances where a candidate is found guilty of irregular or dishonest practices. Such action could include disqualification from the examination, from subsequent examinations and/or from membership.
- f. The professional body should define formalised policies relating to re-assessments and should apply the policy to all candidates in all instances.

## 2.7 Effective and efficient professional administration

The procedures relating to the preparation, conducting, evaluation and reporting of the assessment should be carried out in a professional manner.

### Standard

The professional body should ensure that sufficient and appropriate resources are available and applied to ensure that the assessment is effectively and efficiently administered in all respects.

#### **Indicators**

- a. The professional body should assign responsibility to a person or group of persons with appropriate experience in assessment administration to assume responsibility for co-ordinating the development, conducting, evaluation and reporting of the assessment.
- b. The professional body should document the assessment in a professional manner. In particular, the following aspects should receive attention:
  - Neat and orderly presentation;
  - Correct use of subject terminology;
  - Correct use of language;
  - Accurate and unambiguous information;
  - Clear and concise instructions;
  - Clearly stated mark and time allocations;
  - Accurate translations; and
  - Clearly stated assessment requirements.
- c. The professional body should correspond with individual candidates in writing on the following within a reasonable period prior to the conducting of the assessment:
  - Confirmation of registration;
  - Index number;
  - Information relevant to the scope, content and form of the assessment;
  - Regulations concerning the use of calculators, written text, etc.;
  - Logistical information relating to the date, time and venue of the assessment; and
  - Regulations concerning alleged irregular or dishonest practices.

### **3. MONITORING OF THE RECOGNISED PROGRAMME**

#### **3.1 Regular formal report**

3.1.1 In order to enable the IRBA to carry out its monitoring function effectively and efficiently, it requires certain information concerning the recognised core assessment programme conducted by a professional body.

3.1.2 The information should relate to the most recent core assessment and



should be forwarded to the IRBA by the relevant professional body within one month after publication of the results.

3.1.3 The information should include the following general and statistical information:

**General information**

- a. General information pertaining to the conducting of the assessment, including dates, times, venues, etc;
- b. A declaration of the assessment objective as defined by the relevant professional body;
- c. Details concerning the persons involved in the definition of performance criteria and the evaluation of individuals against those criteria;
- d. Details of the recognised academic programmes that underpin and allow admission to the core assessment.

**Statistical information**

- a. The number of candidates that registered and wrote the assessment in terms of specified categories such as gender, race and academic programme.
- b. The success rate of candidates in terms of specified categories such as gender, race and academic programme.
- c. The success rate of candidates in total for each component/question in the assessment described in terms of lowest mark awarded, highest mark awarded, average mark awarded and pass rate.
- d. The names of the ten most successful candidates and the relevant academic programme that each completed.

**3.2 Self-evaluation**

- 3.2.1 The professional body should prepare an independent self-evaluation report for every recognised core assessment programme conducted.
- 3.2.2 The self-evaluation report should be submitted to the IRBA within one month after the date on which the assessment results were first published.
- 3.2.3 The professional body is responsible for the preparation of the self-evaluation report, but may delegate this responsibility to a specific person, group of persons, committee or task group as appropriate.
- 3.2.4 It is recommended that the self-evaluation report be based on input from all the parties involved in the different aspects of the assessment process, rather than that of a single person.
- 3.2.5 In the self-evaluation report, the professional body should address critical aspects of the recognised core assessment programme that will

demonstrate to the IRBA the extent to which the recognition standards as defined by the IRBA continue to be met.

- 3.2.6 In cases where the IRBA has reason to question the self-evaluation report, it retains the right to conduct its own evaluation of the recognised core assessment programme. Recognition status may be withdrawn as a result of such evaluation.

### **3.3 External validation**

- 3.3.1 The nature of the external validation procedures will be determined by collaboration between the professional body and the IRBA in order to ensure that the IRBA's monitoring objectives are met.
- 3.3.2 The validation procedures should include those procedures necessary for the IRBA to satisfy itself as to the extent to which the recognition standards defined by the IRBA continue to be met. These procedures may include, but are not limited to the following:
- a. Insight into surveys conducted among candidates of the recognised core assessment in the form of questionnaires.
  - b. Observation of some or all of the following aspects of the examination process: development, conducting, evaluation and adjudication.
  - c. External post facto moderation of the assessment.
  - d. External post facto examination of the assessment.
  - e. Investigation of matters relating to the professional body and its recognised core assessment programme that are brought to the attention of the IRBA.
  - f. Serving as an observer member of the committee responsible for setting the performance criteria for the recognised core assessment programme.
  - g. Serving as an observer member of the committee responsible for evaluating candidates against the performance criteria.
  - h. Observer status at adjudication meetings of the particular recognised core assessment programme.
  - i. Requesting the professional body to respond to specific matters raised by the IRBA regarding the recognised core assessment programme.
  - j. Insight into correspondence between the professional body and its stakeholders that relates to a revision or clarification of policy issues concerning the recognised core assessment programme.
- 3.3.3 The information submitted in the self-evaluation report will be used as

the basis for the performance of the external validation. This does not preclude the IRBA from obtaining additional information from other sources.

### **3.4 Specific investigations**

- 3.4.1 Should a complaint be lodged with the IRBA regarding the recognised core assessment programme or should the IRBA otherwise become aware of any deficiencies in the process, the IRBA has a duty to ensure that the matter is attended to.
- 3.4.2 Where the IRBA deems it appropriate, it will request the professional body to investigate the matter and to report its findings or undertake its own investigations.
- 3.4.3 On the basis of the outcome of such a report back, the IRBA may either instruct that recognition be continued or withdrawn immediately, or that a warning of possible withdrawal be issued.
- 3.4.4 In cases where the complaint relates to the internal administration of the recognised core assessment programme, the IRBA shall refer the matter to the professional body.

### **SECTION 3C: RECOGNISED EDUCATION PROGRAMME**

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## 1. Objective of the education programme

- 1.1 The objective of the education programme is to develop the professional competence of a student to apply integrated knowledge, skills and professional values appropriate to the practice of an RA at entry point, and to enable the student to continue to learn and adapt to change throughout his or her professional life.
- 1.2 In determining the desirable degree of professional competence to be developed, the IRBA has defined the following six attributes that embody its expectations of successful students of the education programme:
  - a. The ability to apply concepts and principles of a defined technical body of knowledge and intellectual and technical skills in an integrated and analytical manner to complex situations that are likely to be encountered in the multidisciplinary public practice environment.
  - b. The ability to draw on skills developed as a result of practical experience to solve problems related to the function of an RA.
  - c. The ability to apply professional judgement in assessing alternatives and recommending solutions to situations that reflect the public practice environment.
  - d. The ability to communicate effectively by formulating appropriate arguments and recommendations in a concise and logical manner appropriate to the specific user and particular level of assurance required within the public practice environment.
  - e. The ability to demonstrate and apply to public practice situations a comprehensive understanding of the professional values of the profession in general and the ethical requirements specific to the practice of an RA.
  - f. The ability to continue to learn and adapt to change.
- 1.3 The degree of professional competence to be developed should be appropriate for registration as an RA (i.e. it must develop a student's readiness to practise at the entry point to the profession).

## 2. RECOGNITION STANDARDS

The following standards are considered essential for the realisation of the above objective:

- Standard 1: Practical orientation
- Standard 2: Representative content of the Curriculum Framework
- Standard 3: Effective instructional approach
- Standard 4: Effective assessment methodology

- Standard 5: Effectively planned programme
- Standard 6: Clearly defined mission statement
- Standard 7: Clearly defined and published delivery criteria
- Standard 8: Formal and effective communication channels to providers
- Standard 9: Formal and effective monitoring procedures.

### **2.1 Practical orientation**

The education programme should enable students to utilise the knowledge, skills and professional values developed in the academic and training programmes in the context of the multidisciplinary public practice environment.

#### **Standard**

The professional body should ensure that the education programme has a practical orientation to facilitate the integration of core competence with practical experience.

#### **Indicators**

- a. The professional body should ensure that, where appropriate, RAs are involved in the instruction process.
- b. The professional body should ensure that instruction incorporates learner-centred, real-life problems and case studies that are drawn from the public practice environment and that develop the ability to apply core competence and experience.
- c. The professional body should ensure that students are encouraged to draw on their own experiences in the training programme to develop their core competence to a point of professional competence.
- d. It is accepted that certain skills essential to professional competence are not examinable within the current form of the PPE. The professional body should therefore ensure that some of these skills are addressed in the education programme within the content of the public practice environment.
- e. The professional body should ensure that, where appropriate, information technology is utilised in an integrated manner in the instruction process.

### **2.2 Representative content of the Curriculum Framework**

The professional body seeking recognition of their education programme will be required to demonstrate to the IRBA the extent to which the specific competencies defined by the IRBA in the Curriculum Framework are developed within their own relevant programmes.

**Standard**

The professional body should ensure that an appropriately representative content of the Curriculum Framework prescribed by the IRBA is adopted by the providers of the education programme. This Curriculum Framework is contained in Annexure I.

**Indicators**

- a. The professional body should define detailed outcomes-based syllabi that indicate the extent to which the education programme develops professional competence. Professional competence is the ability to perform the tasks and roles expected of an RA to standards that are appropriate locally and comparable internationally.
- b. In defining the outcomes-based syllabi, the professional body should set out the knowledge, skills and professional values required to demonstrate professional competence under each of the specific competencies defined under each of the six learning areas identified in the Curriculum Framework of the IRBA.
- c. The professional body should revise the content of its outcomes-based syllabus and associated assessment criteria on a regular basis so as to maintain its relevance and to suit changing needs, particularly within the local context.
- d. The professional body should communicate the content of its outcomes-based syllabus to the providers of the programme, to whom it should serve as a basis for the planning, delivery and assessment of the programme.
- e. The professional body should encourage its providers to communicate the content of its syllabus to each student in the form of a written study manual. This would enable students to approach their studies with clearly defined, outcomes-based learning objectives.
- f. The professional body should encourage its providers to plan and co-ordinate the delivery of the programme with a view to ensuring a unified educational experience and the integration of knowledge, skills and professional values.
- g. The professional body should ensure that the recognised education programme places appropriate emphasis on the ethical requirements of the profession. In particular, programmes in business ethics should place emphasis on the need to maintain one's competence in the interest of the public and the profession, and to undertake only those services for which one has the appropriate degree of competence. (In this regard, refer to the institutional accreditation requirements relating to CPD.)

**2.3 Effective instructional approach**

Professional competence requires an ability to continually learn and adapt to change and thereby make a positive contribution to the profession and society throughout

a person's professional life. The maintenance of professional competence in a constantly changing environment makes it imperative that RAs develop and maintain a commitment to lifelong learning. The instructional approach applied in the education programme should address the following aspects of learning:

#### **2.3.1 Learning content**

The learning content should go beyond the transfer and recall of knowledge, and enable students to develop skills and values appropriate for self-directed enquiry and research.

#### **2.3.2 Learning process**

The instructional process should include a broad range of learner-centred instructional methods. These may include but are not limited to:

- the use of case studies that simulate real-life situations in the public practice environment;
- the creative and diverse use of technology in the public practice environment;
- working in groups;
- encouraging students to be active participants in the learning process, and
- encouraging students to question, seek answers for themselves and to learn on their own.

#### **2.3.3 Learning attitude**

Students should be encouraged to make a personal commitment to continuous learning throughout their lives.

The professional body should place considerable emphasis on the development of lifelong learning capabilities among its students through appropriate focus on the delivery of the recognised education programme that prepares students for entering the auditing profession. (In this regard, refer to the institutional accreditation requirements relating to CPD.)

#### **Standard**

The professional body should promote the use of an effective instructional approach that will provide a foundation for lifelong learning.

#### **Indicators**

- a. The professional body should encourage its providers to adapt instructional methods and materials constantly so as to reflect the



ever-changing environment in which RAs function.

- b. The professional body should encourage its providers to present the programme in such a way that students become actively involved in the learning process. Interactive learning methodologies include but are not limited to:
  - the use of case studies that simulate real-life situations;
  - the creative use of technology;
  - small-group projects.
- c. The professional body should encourage its providers to develop students' attitude of learning to learn, by encouraging them to seek answers for themselves and to learn independently
- d. The professional body should encourage providers to develop students' awareness of the importance of remaining technically competent throughout their professional lives. Students should therefore be required to apply the most recent legislation and generally accepted accounting and auditing standards.

## **2.4 Effective assessment methodology**

Continuous assessment is necessary to evaluate the effectiveness of instruction and to provide feedback to students. The final assessment furthermore indicates the degree of professional competence achieved.

### **Standard**

The professional body should ensure that effective assessment methodologies are applied in the provision of the education programme.

### **Indicators**

- a. In recognition of the diverse areas of knowledge, skills and professional values that constitute professional competence, the use of diverse forms of assessment mechanisms should be applied in a single programme. These could include, but are not limited to, written case studies, individual or group assignments, portfolio analysis, simulation exercises, oral interviews and written examinations.
- b. Where possible, attempts should be made to gain some form of assessment of performance in the actual workplace from the training officer under whom the student is registered to complete a training contract.
- c. The assessment should require the student to draw on an in-depth level of core competence as well as on an appropriate depth of practical experience.
- d. Assessment methods applied within the programme should be designed to encourage and assess the extent to which students are capable of carrying out systematic enquiry in unstructured circumstances. (In this regard, refer to the

institutional accreditation requirements relating to CPD.)

- e. The breadth of the assessment should require students to apply integrated and diverse areas of knowledge, skills and professional values to situations that reflect the multi-disciplinary public practice environment.
- f. The form of assessment should be appropriate to enable a valid and reliable assessment of the defined professional competencies.
- g. The procedures for the administration of the assessment should ensure consistency across assessors and fairness to all candidates.

### **2.5 Effectively planned programme**

The education programme should follow a structured approach in order to ensure that the foundation of the core competence is properly integrated with relevant practical experience, thus providing a progressive and unified programme for the development of professional competence.

#### **Standard**

The professional body should ensure that the education programme is effectively planned to address the prescribed Curriculum Framework within a structured approach that enables the realisation of the education objective.

#### **Indicators**

- a. The professional body should ensure that the programme allows for sufficient formal contact sessions between instructors and students, bearing in mind the particular form and rigour of the instruction medium.
- b. The professional body should ensure that the duration, rigour and form of instruction are appropriate to the development of a standard of professional competence sufficient to enable access to the PPE of the IRBA.
- c. The professional body should ensure that the content and timing of the delivery of each component of the programme is properly planned and co-ordinated to ensure coherence and progression, as well as a unified and integrated educational experience.
- d. The professional body should ensure that the education programme is delivered by a complement of persons with appropriate qualifications, experience and expertise, to ensure the development of professional competence appropriate to the public practice environment.

### **2.6 Clearly defined mission statement**

A clear educational mission statement is of primary importance to the recognition and monitoring process. Education programmes will be evaluated, recognised and monitored by the IRBA within the context of the education policy defined by the

professional body in question.

### **Standard**

The professional body should formulate a clearly defined mission statement that reflects the priorities it has assigned to the achievement of the objectives of the education programme defined by the IRBA.

### **Indicators**

- a. The professional body should formulate a mission statement that relates to the education programme. The statement should:
  - identify the particular stakeholder groupings and constituents that the professional body or other body intends to serve through the education programme;
  - specify the objectives of the education programme and the standards to be pursued;
  - be reviewed and revised on a continuous basis;
  - be consistent with the broad overall mission of the professional body.
- b. The professional body should ensure that its activities with regard to the education programme are consistent with its mission statement.

## **2.7 Clearly defined and published delivery criteria**

In cases where a professional body makes use of various institutions to deliver the education programme, it is essential that potential providers be evaluated on an equal and transparent basis.

### **Standard**

The professional body should formulate clearly defined and published delivery criteria that provide a fair and transparent basis on which potential providers will be assessed, accredited and monitored, and that reflect the minimum criteria for the achievement of the objective of the education programme.

### **Indicators**

- a. The professional body should issue formal guidelines that set out its criteria for participation in the provision of the education programme.
- b. The professional body should issue guidelines that are clear and unambiguous and that are available to interested parties upon request.
- c. The professional body should include in its guidelines the procedures for the application by and evaluation and approval of providers for participation in the delivery of the education programme.

## **2.8 Formal and effective communication channels to providers**

In order to properly oversee the providers of its education programme, it is essential for the professional body to have access to reliable, relevant and accurate information regarding the programme.

### **Standard**

The professional body should establish formal and effective communication channels to the providers of the education programme in order to exchange the necessary information.

### **Indicators**

- a. The professional body should make provision for formal site visits to the provider(s) of the education programme, and the making of reasonable enquiries relating to the programme.
- b. The professional body should require providers to submit information to the body on a regular basis to enable the latter to submit the general and statistical information required by the IRBA in terms of the monitoring procedures.

## **2.9 Formal and effective monitoring procedures**

In order to properly oversee the providers of its education programme, the professional body should co-operate with the providers to identify deficiencies and take corrective steps as part of an unrelenting effort to improve the quality of the programme.

### **Standard**

The professional body should establish formal and effective monitoring procedures with the providers of the education programme.

### **Indicators**

- a. The professional body should actively monitor the provision of the programme by its providers to ensure that programme objectives are being met to an appropriate degree. This could be achieved by means of:
  - student surveys;
  - monitoring of success rates in the PPE;
  - employment placements and alumni surveys; and
  - direct monitoring through site visits.
- b. The professional body should conduct site visits to the providers of the programme on at least a three-yearly rotation basis in order to:
  - assess the relevance of course content;
  - evaluate and report on the effectiveness of instruction;

- make recommendations for quality improvements;
- suggest areas for co-operation; and
- provide assistance where required.

### 3. MONITORING OF THE RECOGNISED PROGRAMME

#### 3.1 Regular formal reporting

- 3.1.1 In order to enable the IRBA to carry out its monitoring function effectively and efficiently, it requires certain information concerning the provision of the recognised education programme of a professional body.
- 3.1.2 The information should relate to the previous education year and be forwarded to the IRBA by the relevant professional body by a date to be determined in consultation with the IRBA.
- 3.1.3 The information should include the following general and statistical information:

##### **General information**

- a. A declaration of the education mission statement of the particular professional body.
- b. A copy of the most recent rules and regulations prescribed by the professional body for the purpose of accrediting providers of its recognised education programme.
- c. The name and contact details of each institution that participates in the delivery of the recognised education programme.
- d. Details of the recognised professional examination(s) to which graduates of the recognised education programme are admitted.
- e. Details of any policy relating to the admission to membership of the professional body to which graduates of the recognised education programme may be entitled.
- f. Any other general information as may be required by the IRBA from time to time.

##### **Statistical information**

The following statistical information must be supplied for every institution that participates in the delivery of the recognised education programme:

- a. The total number of registered students.
- b. The distribution of registered students on the basis of gender and race.
- c. Pass rates for the most recent year of provision of delivery.

- d. The number of full-time and part-time education staff responsible for the delivery of the recognised education programme.

### **3.2 Self-evaluation**

- 3.2.1 The professional body should prepare an independent self-evaluation report for every institution that participates in the delivery of the recognised education programme.
- 3.2.2 The self-evaluation report should be submitted to the IRBA by a date to be determined in consultation with the IRBA.
- 3.2.3 Such self-evaluation report may be prepared on a rotation basis, provided that the rotation period does not exceed five years for each participating institution.
- 3.2.4 Where an institution participates in the delivery of a recognised education programme for the first time, a self-evaluation report must be submitted by the professional body within six months of the end of the first year of provision. (Thereafter, the rotation basis may apply.)
- 3.2.5 The professional body is responsible for the preparation of the self-evaluation report, but may delegate this responsibility to a specific person, group of persons, committee or task group as appropriate.
- 3.2.6 It is recommended that the self-evaluation report be based on input from the professional body as well as representatives from the institution that participates in the delivery of the recognised education programme.
- 3.2.7 In the self-evaluation report, the professional body should address critical aspects of the recognised education programme as they relate to the specific provider that will demonstrate to the IRBA the extent to which the recognition standards as defined by the IRBA continue to be met.
- 3.2.8 In cases where the IRBA has reason to question the self-evaluation report, it retains the right to conduct its own evaluation of the recognised education programme and the specific provider thereof. Recognition status may be withdrawn as a result of such evaluation.

### **3.3 External validation**

- 3.3.1 The nature of the external validation procedures will be determined by collaboration between the professional body and the IRBA in order to ensure that the IRBA's monitoring objectives are met.
- 3.3.2 The validation procedures should include those procedures necessary for the IRBA to satisfy itself as to the extent to which the recognition standards defined by the IRBA continue to be met. These procedures may include, but are not limited to the following:
  - a. Participation in site visits conducted by the professional body at the

various institutions that participate in the delivery of the recognised education programme.

- b. Insight into reports on site visits at a provider of the recognised education programme by the professional body.
- c. External post facto moderation of the final assessment of students of the recognised education programme by scrutiny of a selection of assessments.
- d. Insight into surveys that address the recognised education programme and are conducted among candidates of the PPE in the form of questionnaires.
- e. Investigation of matters relating to the professional body and its recognised education programme that are brought to the attention of the IRBA.
- f. Observer status at meetings of the education committee of the particular professional body.
- g. Requesting the professional body to respond to specific matters raised by the IRBA regarding the recognised education programme.
- h. Insight into correspondence between the professional body and its providers that relates to a revision or clarification of policy issues concerning the recognised education programme and its provision.

- 3.3.3 The information submitted in the self-evaluation report will be used as the basis for the performance of the external validation. This does not preclude the IRBA from obtaining additional information from other sources.

#### **3.4 Specific investigations**

- 3.4.1 Should a complaint be lodged with the IRBA regarding a recognised education programme or should the IRBA otherwise become aware of any deficiencies in the programme, the IRBA has a duty to ensure that the matter is attended to.
- 3.4.2 Where the IRBA deems it appropriate, it will request the professional body to investigate the matter and to report its findings to the IRBA.
- 3.3.3 On the basis of the outcome of such a report-back the IRBA may either instruct that recognition be continued or withdrawn immediately, or that a warning of possible withdrawal be issued.
- 3.3.4 In cases where the complaint relates to the internal administration of the recognised education programme, the IRBA shall refer the matter to the professional body.

**SECTION 3D: RECOGNISED TRAINING PROGRAMME**

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## 1. OBJECTIVE OF THE TRAINING PROGRAMME

- 1.1 The objective of the training programme is to complement the development of professional competence through practical experience gained in the office of an RA engaged in public practice.
- 1.2 In determining the desirable degree of professional competence, the IRBA has defined the following six attributes that embody its expectations of trainee accountants on completion of a training programme:
  - a. An ability to apply the appropriate technical body of knowledge, skills and professional values to situations encountered by an RA in public practice.
  - b. An ability to communicate effectively, both verbally and non-verbally, to present, discuss and defend views, and to negotiate acceptable solutions.
  - c. An ability to work with others, particularly in groups, through interaction with culturally and intellectually diverse people in a global environment
  - d. An ability to assume leadership positions in work situations, demonstrate managerial skills and the delegation of tasks, motivation and development of people, and the ability to withstand and resolve conflict.
  - e. An ability to identify, anticipate and comprehend problems through abstract logical thinking, inductive and deductive reasoning and critical analysis, and to find acceptable alternative solutions through a consultative process.
  - f. An ability to continue to learn and adapt to change.
- 1.3 The degree of professional competence to be developed should be appropriate for registration as an RA (i.e. it must develop a student's readiness to practise at the entry point to the profession).

## 2 RECOGNITION STANDARDS

The following standards are considered essential for the realisation of the above objective:

- Standard 1: Sufficient breadth and depth of practical exposure
- Standard 2: Appropriate training environment
- Standard 3: Properly planned and formally documented programme
- Standard 4: Effective administration of training contracts
- Standard 5: Clearly defined mission statement
- Standard 6: Clearly defined and published delivery criteria
- Standard 7: Formal and effective communication channels to providers
- Standard 8: Formal and effective monitoring procedures.

## 2.1 Sufficient breadth and depth of practical exposure

Formal academic and education programmes, although essential pre-qualification components, cannot by themselves guarantee the full development of professional competence. The knowledge, skills and professional values appropriate to the work of an RA should be consolidated through practical application in the public practice environment. Such practical experience should build on the core competence developed in an academic programme and should be gained in conjunction with an education programme to ensure integration of theory with practice.

### Standard

The professional body must ensure that the training programme provides sufficient breadth and depth of practical exposure to meet the objective of the training programme to complement the development of professional competence.

### Indicators

- a. The professional body should ensure that the minimum duration of a training contract is not less than the required minimum contract term, allowing for the minimum hours of work attendance and the minimum hours of core experience to be gained. The duration of the contract should take into account any remission, cancellation, transfer and extension. In view of to the nature of the competencies to be acquired during training it is unlikely that it will be possible to acquire the prescribed competencies in any shorter period.

Entrance requirement category	Minimum contract term	Minimum hours	
		Work attendance	Core experience
Holder of a university degree (relevant or non-relevant)	36 months	4 500	3 600
Holder of a technical diploma (relevant or non-relevant)	48 months	6 000	4 800
Holder of a matriculation exemption certificate	60 months	7 500	6 000

- b. The professional body should ensure that contracts are registered with the IRBA timeously. The training contract commences only upon registration of the contract with the IRBA. In cases where contracts are lodged through the relevant professional body, the registration date with the IRBA shall coincide with the date of registration with that body.

- c. The professional body should ensure that the audit client portfolio of the training office is sufficiently broad and varied, in terms of the ownership structure as well as industry, to allow a trainee auditor to gain non-repetitive exposure of an appropriate breadth.
- d. The professional body should ensure that the client portfolio of a training office includes a significant portion of audit and related function engagements to provide a trainee auditor with sufficient breadth and depth of exposure to the following specific competencies defined under the relevant learning areas in the Curriculum Framework, within the duration of the contract:

Learning area number	Minimum % of core experience hours	Learning area title
3 and 4	40%	The auditing function and professional practice
5	15%	Financial accounting, taxation, managerial accounting and finance

- e. The professional body should ensure that in cases where a particular training office is not able to provide the required breadth or depth of experience, arrangements are made for experience to be gained by means of alternative interventions. These may include simulations or secondment.
- f. The professional body should ensure that the training programme directly addresses the development of fundamental skills and values defined by the IRBA in the Curriculum Framework.
- g. The professional body should ensure that the training programme is, where possible, sufficiently flexible to enable exposure to related financial disciplines that are outside the core areas. Such exposure could significantly benefit the total professional development of trainees and enhance their general commercial sense and financial awareness.

## 2.2 Appropriate training environment

Prospective RAs should gain practical experience through participation in work activities that require the application of knowledge, skills and professional values appropriate to the public practice environment. Such practical experience should be gained under the direction and supervision of an RA in audit and related service engagements.

### Standard

The professional body must ensure that the training programme is delivered in the office of an RA engaged in public practice.

**Indicators**

- a. The professional body should ensure that training is conducted in an office of an RA who is engaged in public practice and who is registered with the IRBA.
- b. The professional body should ensure that each training contract is registered with the IRBA in the manner prescribed by the IRBA from time to time.
- c. The professional body should ensure that each registered trainee auditor is assigned to a specific training officer. The training officer should be a partner in a firm or a sole practitioner who is registered with the IRBA. It is the responsibility of this person to ensure that training contracts are properly administered and that each trainee auditor receives the appropriate depth and breadth of training.

**2.3 Properly planned and formally documented programme**

Each trainee should be exposed to sufficient breadth and depth of experience and progression in responsibility to achieve the objectives of the training programme within the prescribed period. This implies that the training programme be properly planned to ensure the maximum personal and professional development of every trainee.

**Standard**

The professional body should ensure that the training programme is properly planned and formally documented by every RA office that participates in the provision of the programme.

**Indicators**

- a. The professional body should ensure that the training department enjoys the full support of the top management of the training office. There should accordingly be direct reporting lines between the training officer, those responsible for the administration of the training programme and executive management.
- b. The professional body should ensure that the training programme is specifically planned for every individual trainee auditor to ensure that there is progression in responsibility throughout the contract term, and that the required breadth and depth of exposure can be reasonably obtained within the minimum contract term.
- c. The professional body should ensure that the training office allocates sufficient resources for supplementary practical training courses. These will provide a valuable means for integrating and consolidating practice with theory. Such courses may be provided in-house, through group training sessions, external courses, on-the-job training and simulation.
- d. The professional body should ensure that the training office has a formally

documented training policy in which the responsibilities of the training officer and the trainee auditor are set out and training procedures applicable to the particular office, such as reporting lines, performance measurement and promotion criteria, are described.

- e. The professional body should ensure that the training office provides an environment that affords a trainee auditor a reasonable opportunity to complete the academic, education and examination requirements prescribed by the IRBA for registration purposes.
- f. The professional body should ensure that the training environment provides the trainee auditor with an opportunity to advance computer literacy through the regular use of and exposure to computerised auditing, financial and data processing, word processing and spreadsheet applications.
- g. The professional body should ensure that the training environment develops a trainee's awareness of the importance of remaining technically competent throughout his or her professional life. Trainee auditors should therefore be required to apply the most recent legislation and generally accepted accounting and auditing standards. In this regard, in addition to on-the-job training received as part of the training contract, trainees should maintain their knowledge and awareness of new developments in the profession through participation in more formalised learning interventions and courses. These formalised courses may extend to programmes presented by the firm itself (in this regard, refer also to the institutional accreditation requirements relating to CPD).
- h. The professional body should ensure that the training environment provides trainee auditors with a framework of professional values for exercising judgement and an opportunity to observe the application of ethics in the workplace through:
  - a commitment to integrity, objectivity and independence;
  - a knowledge of the standards of professional ethics;
  - a concern for the public interest and sensitivity to social responsibilities; and
  - a commitment to lifelong learning.
- i. The professional body should ensure that the training environment makes provision for effective communication between trainee auditors and the training officer to allow concerns to be raised and addressed in an appropriate manner.
- j. The professional body should ensure that the training programme contains a mechanism by means of which trainee auditors can receive formal feedback from their supervisors after completion of every significant assignment. The feedback should indicate the nature of the competence developed and the

- level of competence achieved by the trainee. This will enable trainees to identify areas for development, set personal development objectives and accordingly to take responsibility for their own professional development.
- k. The professional body should ensure that the feedback is reviewed formally on at least a biannual basis between the trainee auditor and the mentor to identify and address specific training needs and opportunities.
  - l. The professional body should ensure that the number of RAs performing the audit function of a particular training office is large enough to ensure that each trainee auditor receives sufficient individual attention to acquire the necessary professional skills.
  - m. The professional body should ensure that the responsibility for the training programme in each training office is assigned to a training officer who is an RA and who is aware of and understands the importance of the training programme in the development of professional competence.
  - n. The professional body should ensure that each trainee auditor is supervised by appropriately senior members of staff who have been trained to provide on-the-job training and who understand their responsibility to develop the professional competence of the individual assigned to them.
  - o. The professional body should ensure that every trainee auditor is assigned to an appropriately experienced RA in the training office who is willing to act as a mentor throughout the period of the training contract. The mentor should be responsible for monitoring the professional development of the trainees assigned to him/her and to provide individual career counselling and professional guidance to them.
  - p. The professional body should ensure that every trainee auditor undergoes an appropriate induction prior to undertaking responsible practical work or contact with clients. The induction programme should introduce the trainee to the work, practices and ethics of the training office.
  - q. The professional body should ensure that an official, written Professional Development Record (PDR) is maintained for every trainee auditor. The PDR should contain a log of the completed work assignments, with notes on the standard and nature of the competence achieved. The PDR should be signed off by the relevant supervisor on every assignment and by the training officer on completion of the training contract. The PDR should be forwarded to the IRBA upon discharge from the training contract.
  - r. The professional body should ensure that trainee auditors are encouraged to take responsibility for their own professional development by ensuring that the PDR is up to date and that the prescribed competencies are signed off by the training officer once they have been achieved.

## **2.4 Effective administration of training contracts**

As the statutory body charged with the regulation of RAs, the IRBA has been assigned particular duties in relation to training contracts. Section 7(1)(d) of the Act enables the IRBA to prescribe training requirements, including but not limited to the period of training and the form of training contracts. Section 7(1)(e) states that the IRBA must approve and register training contracts entered into by prospective registered auditors. In terms of section 7(1)(g) the IRBA must either conditionally or unconditionally recognise or withdraw the recognition of RAs as training officers.

### **Standard**

The professional body must ensure that the training programme is administered in the manner prescribed by the IRBA.

### **Indicators**

- a. The professional body should ensure that a formal written training contract is completed on the document prescribed by the IRBA or on a document of the accredited professional body that contains the elements prescribed by the IRBA. In terms of the contract, a trainee auditor should be duly bound to serve an RA for a specified period, and be entitled to receive training in the practice and profession of an RA.
- b. The professional body should ensure that its training department has the necessary expertise, experience and resources to register, discharge, transfer, suspend, remit and cancel training contracts timeously and efficiently.

## **2.5 Clearly defined mission statement**

A clear training mission statement is of primary importance to the recognition and monitoring process. Training programmes will be evaluated, recognised and monitored by the IRBA within the context of the training policy defined by the professional body in question.

### **Standard**

The professional body should formulate a clearly defined mission statement that reflects the priorities it has assigned to the achievement of the objectives of the recognised training programme defined by the IRBA.

### **Indicators**

- a. The professional body should ensure that its mission statement identifies the particular stakeholder groupings and constituents that the professional body intends to serve through the relevant training programme, specifies the objectives

of the relevant training programme and the standards it must strive to achieve, is reviewed and revised on a continuous basis and is consistent with the broad overall mission of the professional body.

- b. The professional body should ensure that its activities with regard to the relevant training programme are consistent with its mission statement.

## **2.6 Clearly defined and published delivery criteria**

In cases where a professional body makes use of various training offices to deliver the training programme, it is essential that potential providers be evaluated on an equal and transparent basis.

### **Standard**

The professional body should have clearly defined and published delivery criteria that provide a fair and transparent basis on which potential providers will be assessed, accredited and monitored and that reflect the minimum criteria for the achievement of the objective of the recognised training programme.

### **Indicators**

- a. The professional body should issue formal guidelines that set out its criteria for participation by training offices in the provision of the recognised training programme.
- b. The professional body should ensure that the guidelines are clear and unambiguous and are available to interested parties upon request.
- c. The professional body should ensure that the guidelines set out the procedures for the application, evaluation and approval of training offices for participation in the delivery of the recognised training programme.

## **2.7 Formal and effective communication channels to providers**

In order to properly oversee the providers of its training programme, it is essential that the professional body has access to reliable, relevant and accurate information regarding the programme.

### **Standard**

The professional body should establish formal and effective communication channels to the providers of the training programme in order to exchange the necessary information.

### **Indicators**

- a. The professional body should make provision for formal site visits to the providers of the training programme, and for making reasonable enquiries relating to the programme.



- b. The professional body should require providers to submit information to the body on a regular basis to enable the latter to submit the general, statistical and other information required by the IRBA in terms of the monitoring procedures.

## **2.8 Formal and effective monitoring procedures**

In order to properly oversee the providers of its training programme, the professional body should co-operate with the providers to identify deficiencies and take corrective actions, as part of its unremitting effort to improve the quality of the programme.

### **Standard**

The professional body should establish formal and effective monitoring procedures with the providers of the training programme.

### **Indicators**

- a. The professional body should actively monitor the provision of the programme to ensure that programme objectives are being met to an appropriate degree. This could be achieved by means of:
  - trainee surveys;
  - direct monitoring through site visits to registered training offices;
  - Monitoring of PDRs.
- b. The professional body should conduct site visits to the providers of the programme on both a regular and practical basis in order to:
  - assess the breadth and depth of exposure;
  - evaluate and report on the effectiveness of the training programme;
  - make recommendations for quality improvements;
  - suggest areas for co-operation; and
  - provide assistance where required.

## **3. MONITORING OF THE RECOGNISED PROGRAMME**

### **3.1 Regular formal reporting**

- 3.1.1 In order to enable the IRBA to carry out its monitoring function effectively and efficiently, it requires certain information concerning the provision of the recognised training programme of a professional body.
- 3.1.2 The following information must be supplied on an annual basis, should relate to the previous calendar year and should be forwarded to the IRBA by the relevant professional body by a date to be determined in consultation with the IRBA:
  - a. A copy of the training policy and regulations of the particular

professional body. This policy and these regulations should give details of the following:

- Rules governing the registration, discharge, transfer, suspension, cancellation and remission of a training contract;
- Rules governing the approval or withdrawal of approval of a training office to provide training for prospective RAs.

b. Relevant statistical information including:

- The total number of registered trainees at 1 January of each year;
- The total number of registered trainees at 31 December of each year;
- A reconciliation of the movement in trainee numbers, with a breakdown of new registrations, transfers, cancellations and discharges;
- The number of approved training offices at 1 January of each year;
- The number of approved training offices at 31 December of each year;
- A reconciliation of the movement in training offices, with a breakdown of new registrations and withdrawals.
- The total number of registered trainees at 31 December of each year, with a breakdown according to race and gender categories.

3.1.3 The following information should be supplied and forwarded to the IRBA on a monthly basis, within one month of the registration of or alteration to a registered training office or training contract:

a. Information relating to the training office:

- Details relating to each new training office approved for the provision of training to prospective RAs:
  - ❖ Name of training office
  - ❖ Name of training officer
  - ❖ Date of approval
  - ❖ Details of any restrictions for training purposes.
- Details relating to training offices whose approval to provide training has been withdrawn:
  - ❖ Name of training office
  - ❖ Name of training officer

- ❖ Date of withdrawal of approval
- ❖ Details of reasons for the withdrawal of approval.
- Details relating to applications for approval as a training office that were denied:
  - ❖ Name of applicant
  - ❖ Reason for denial of approval.
- b. Information relating to trainee contracts:
  - Details relating to each new registration of a training contract:
    - ❖ Name and identity number of trainee
    - ❖ Postal and residential address
    - ❖ Name of training office
    - ❖ Name of training officer
    - ❖ Date of registration of contract.
  - Details relating to any amendment of a registered training contract:
    - ❖ Name and identity number of trainee
    - ❖ Nature of alteration (remission, transfer, suspension, cancellation, discharge, office change, address change)
    - ❖ Effective date of alteration
    - ❖ Changes in name of training office, training officer
    - Changes in postal or residential address.

### 3.2 Self-evaluation

- 3.2.1 The professional body should prepare an independent self-evaluation report for each calendar year in which the training programme was recognised.
- 3.2.2 The self-evaluation report should be submitted to the IRBA by a date to be determined in consultation with the IRBA.
- 3.2.3 The self-evaluation reports may be prepared on a rotation basis provided that the rotation period is sufficiently regular and practical, bearing in mind the number of training offices that participate in the delivery of the programme.
- 3.2.4 Where a training office participates in the delivery of a recognised training programme for the first time, the self-evaluation report should identify the office and the conditions under which it was accredited.
- 3.2.5 The professional body is responsible for the preparation of the self-evaluation report, but may delegate this responsibility to a specific

person, group of persons, committee or task group as appropriate.

- 3.2.6 It is recommended that the self-evaluation report be based on input from both the professional body and representatives from training offices that participate in the provision of the recognised training programme.
- 3.2.7 In the self-evaluation report the professional body should address critical aspects of the recognised training programme as they relate to the specific offices that will demonstrate to the IRBA the extent to which the recognition standards as defined by the IRBA continue to be met.
- 3.2.8 In cases where the IRBA has reason to question the self-evaluation report, it retains the right to conduct its own evaluation of the recognised training programme and the specific provider thereof. Recognition status may be withdrawn as a result of such evaluation.

### **3.3 External validation**

- 3.3.1 The nature of the external validation procedures will be determined by collaboration between the professional body and the IRBA in order to ensure that the IRBA's monitoring objectives are met.
- 3.3.2 The validation procedures should include those procedures necessary for the IRBA to satisfy itself regarding the extent to which the recognition standards defined by the IRBA continue to be met. These procedures may include, but are not limited to the following:
  - a. Participation in site visits conducted by the professional body at the various training offices that participate in the delivery of the recognised training programme.
  - b. Insight into reports on site visits at a provider of the recognised training programme by the professional body.
  - c. Insight into surveys that address the recognised training programme and are conducted among individuals of the core or professional assessment programme in the form of questionnaires.
  - d. Investigation of matters relating to the professional body and its recognised training programme that are brought to the attention of the IRBA.
  - e. Observer status at meetings of the training committee of the particular professional body.
  - f. Requesting the professional body to respond to specific matters raised by the IRBA regarding the recognised training programme.
  - g. Insight into correspondence between the professional body and its providers that relates to a revision or clarification of policy issues

concerning the recognised training programme.

- 3.3.3 The information submitted in the self-evaluation report will be used as the basis for the performance of the external validation. This does not preclude the IRBA from obtaining additional information from other sources.

### **3.4 Specific investigations**

- 3.4.1 Should a complaint be lodged with the IRBA regarding a recognised training programme or should the IRBA otherwise become aware of any deficiencies in the programme, the IRBA has a duty to ensure that the matter is attended to.
- 3.4.2 Where the IRBA deems it appropriate, it will request the professional body to investigate the matter and to report its findings to the IRBA.
- 3.4.3 On the basis of the outcome of such a report the IRBA may either instruct that recognition be continued or withdrawn immediately, or that a warning of possible withdrawal be issued.
- 3.4.4 In cases where the complaint relates to the internal administration of the recognised training programme, the IRBA shall refer the matter to the professional body.

**APPENDIX 1**

<p style="text-align: center;"><b>THE CURRICULUM FRAMEWORK FOR REGISTERED AUDITORS IN SOUTH AFRICA</b></p>
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## **SECTION 1: OVERVIEW OF THE CURRICULUM FRAMEWORK**

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## **1. THE OBJECTIVE OF THE CURRICULUM FRAMEWORK**

The Independent Regulatory Board for Auditors (IRBA) has prescribed recognition standards for the purpose of recognising the academic and core assessment (as well as, where appropriate, the education and training) programmes of professional bodies. The Curriculum Framework provides the basis upon which these programmes can be assessed in order to determine the extent to which the relevant recognition standards defined by the IRBA have been met. This Curriculum Framework specifies what competencies an individual should be able to demonstrate on entering the auditing profession.

Professional bodies seeking recognition of their programmes will be required to demonstrate to the IRBA the extent to which the specific competencies defined by the IRBA in the Curriculum Framework are developed and assessed within their own relevant programmes. Recognition is based on an appropriate degree of match with the IRBA's requirements, rather than on absolute conformity. The Curriculum Framework is therefore flexible in its design to cater for diverse modes of implementation.

## **2. PRINCIPLES UNDERLYING THE CURRICULUM FRAMEWORK**

The IRBA has established four fundamental principles to guide the development of the Curriculum Framework. In essence, the Curriculum Framework should:

- define requirements at entry point;
- be competence based;
- be internationally comparable; and
- have a South African focus.

## **3. STRUCTURE OF THE CURRICULUM FRAMEWORK**

### **3.1 Fundamental skills and values**

An appropriate general education is essential to develop individuals who are able to think laterally, who have reasonable interpersonal skills and who are able to communicate effectively and exercise sound judgement in a variety of circumstances.

General education develops the fundamental skills and values that are essential to enable Registered Auditors (RAs) to place decisions in the larger context of society, to exercise good judgement, to conduct enquiries, and to carry out abstract logical thinking and critical analyses. The following fundamental skills and values are identified:

- Intellectual skills;



- Interpersonal skills;
- Communication skills; and
- Professional values.

It is accepted that these fundamental skills and values are seldom developed or assessed through specific programmes devoted to them. However, their inclusion in a meaningful and integrated manner should be addressed within the programme.

### 3.2 Specific competencies in defined learning areas

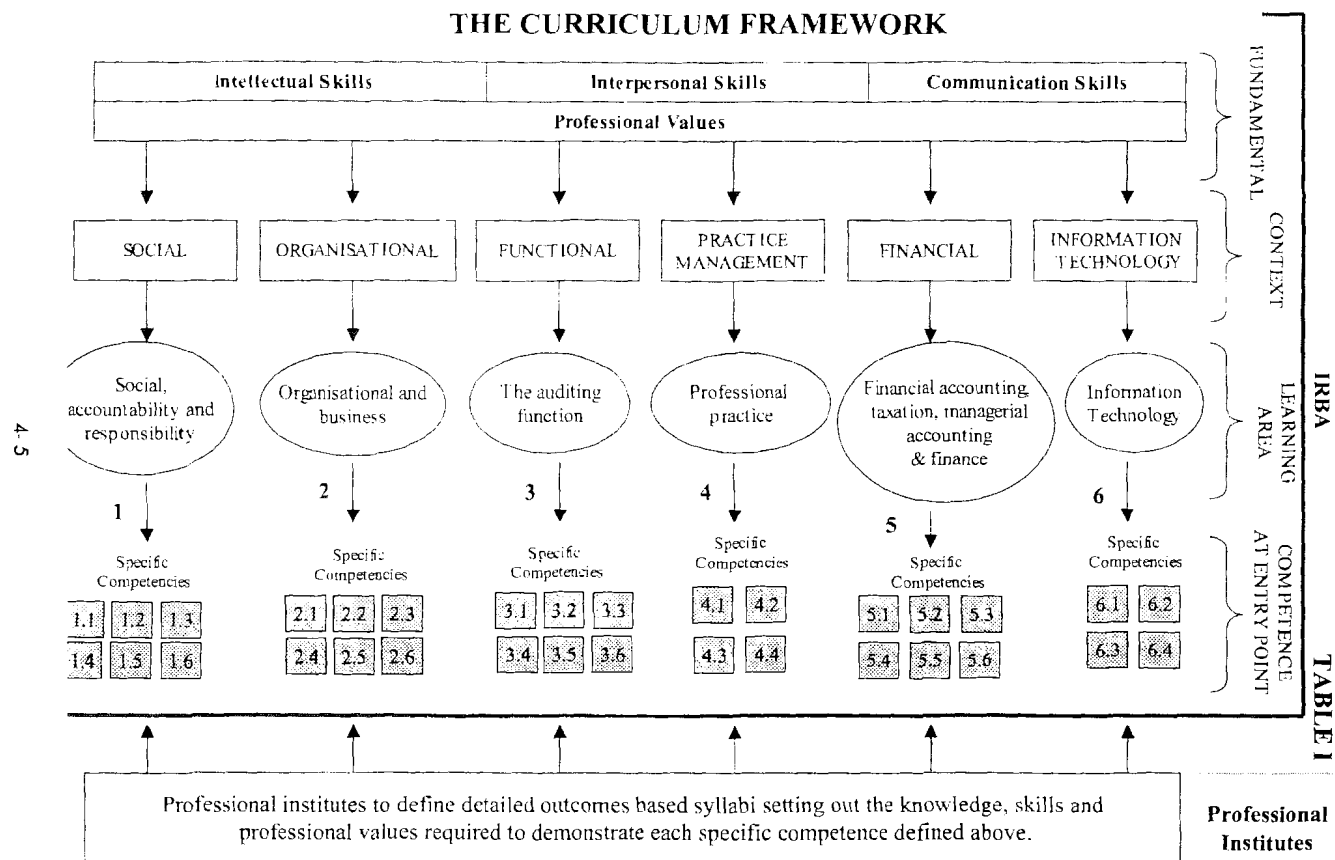
The Curriculum Framework recognises that auditing is an integral component of evolving systems of accountability and takes a view of auditing that extends beyond the statutory audit of financial statements to include the broader attest function and other reporting engagements. Auditing is examined in relation to a number of auditing contexts, namely social, organisational, functional, practice management, financial and information technology. RAs should be able to demonstrate competence in each of these contexts. Each context therefore gives rise to a learning area, as follows:

Auditing context		Learning area
Social	1	Social accountability and responsibility
Organisational	2	Organisational and business
Functional	3	The auditing function
Practice management	4	Professional practice
Financial	5	Financial accounting, taxation, managerial accounting and finance
Information technology	6	Information technology

A number of specific competencies are defined for each of the six learning areas in the Curriculum Framework. The specific competencies are not mutually exclusive and should be viewed as parts of an integrated framework.

Inherent in each of the specific competencies defined in the Curriculum Framework are the knowledge, skills and values essential for the demonstration of professional competence when a person enters the auditing profession.

Professional bodies seeking recognition will therefore be required to submit detailed curricula, setting out the knowledge, skills and professional values that are necessary to demonstrate each of the specific competencies defined by the IRBA in the Curriculum Framework.



## **SECTION 2: PRINCIPLES UNDERLYING THE CURRICULUM FRAMEWORK**

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#### 4 PROFESSIONAL COMPETENCE

The reputation, relevance and value of the auditing profession depend on the ability of its members to continually meet the expectations of stakeholders and provide a service appropriate to the needs of the South African economy within the global context. It is the responsibility of the IRBA to ensure that all RAs have the necessary professional competence on entering the profession to serve the public interest and the needs of the economy, and maintain their competence thereafter.

Professional competence is the ability to perform the tasks and roles expected of an RA to standards that are appropriate locally and comparable internationally.

One of the characteristics considered to be essential to a profession is the existence of a recognised body of competencies that is regularly reviewed and modified appropriately to suit changed needs. Professionals are expected to possess core competencies that, together with fundamental skills and values, enable them to demonstrate professional competence.

Core competence is the ability to apply the concepts and principles of a defined technical body of knowledge, skills and professional values in an integrated and analytical manner to a standard that provides a foundation appropriate for further professional development.

In particular, the characteristics considered to be essential to registration and practice as an RA include:

- the ability to apply accounting skills in a variety of situations in accordance with local requirements and a recognised accounting framework;
- a commitment to abide by a code of conduct and professional ethics, and an ability to identify and respond appropriately to ethical and moral issues;
- a commitment to put the interest of the public first, and exercise skills in an independent and objective manner;
- the ability to identify and solve problems in unfamiliar and changing situations, to think logically, to reason and to analyse critically; and
- an understanding of the impact of economic, social, market and technological forces on the economy and individual organisations.

Implicit in these characteristics is the obligation of RAs to engage in lifelong learning and to keep abreast of developments that influence their professional positioning and the quality of services provided to others.

RAs must be responsive to changes in the broad profession and in their environment. To remain relevant, they should also consider the efficient and effective utilisation of restricted resources.

Of particular concern in the South African context is the need to ensure that the profession becomes demographically representative. This requires that the profession as a whole, particularly through programmes that lead to registration as an RA, should take proactive and positive steps to build its cultural diversity.

## **5. CURRICULUM OBJECTIVES**

### **5.1 The recognition of programmes by the IRBA**

The IRBA has prescribed standards for recognising the academic, education, training and assessment programmes of professional bodies. The Curriculum Framework is intended to provide the basis upon which these programmes can be assessed in order to determine the extent to which the relevant recognition standards defined by the IRBA have been met. The globalisation of business and the accounting profession is recognised in the Curriculum Framework, which has drawn on and is consistent with the principles contained in the relevant education guidelines of the International Federation of Accountants (IFAC).

The objective of the Curriculum Framework is to define the professional competencies required of persons entering the auditing profession. The Curriculum Framework specifies what competencies an individual should be able to demonstrate and the context in which such competencies should be demonstrated.

The Curriculum Framework therefore provides:

- a. the specific competencies required for the purpose of practising as an RA, and
- b. a basis upon which the academic, education, training and assessment programmes of professional bodies can be assessed in order to determine whether or not they meet the relevant recognition standards defined by the IRBA to an appropriate degree.

### **5.2 Professional bodies seeking recognition**

A professional body seeking recognition of its programmes will be required to satisfy the IRBA that it meets the relevant recognition standards to an appropriate degree.

As part of the recognition process, professional bodies must demonstrate the extent to which their programmes develop and assess the specific competencies defined in the Curriculum Framework.

In this regard, a professional body seeking recognition of its programmes will be required to submit detailed curricula. These curricula should set out:

- a. the detailed knowledge, skills and professional values that are necessary to demonstrate the specific competencies defined in the Curriculum Framework, and

- b. the assessment criteria to be used to assess such competencies. This implies a description of the methodologies used to assess each competence and the proficiency level, i.e. the standard to be achieved in the demonstration of each competence. This may best be achieved by submitting examples of actual assessments conducted within the programme.

Because the Curriculum Framework focuses on specific competencies at entry point, it allows professional bodies to adopt a wide variety of different methodologies to develop and assess the required competencies.

## **6. THE CONTEXT OF AN OUTCOMES-BASED CURRICULUM**

RAs function in an environment that is characterised by rapid change on all fronts. Developments in business locally and globally result in continual changes in the social, political, economic and legislative environments. The ability to cope with these changes is an essential characteristic of an RA.

RAs must draw on an increasingly broader base of knowledge and skills in order to remain abreast of change. The rote learning of statements, standards and legislation is therefore insufficient preparation for their role.

Prospective RAs must be encouraged to take responsibility for their own learning through a positive attitude towards lifelong learning and a personal commitment to CPD.

In spite of the ever-broadening knowledge base, RAs must develop a sound understanding of the fundamentals of auditing in order to make it possible to apply particular knowledge, skills and professional values across various contexts.

In order to be able to function effectively and efficiently, RAs must also develop life skills. These skills enable RAs to communicate, manage and lead, and to build the personal and inter-personal relationships necessary for operating in a local and global context.

It is imperative for the economy that there should be local and international confidence in the standard of auditing services provided in South Africa. In addition, the globalisation of business has increased the need for consistency of financial reporting between countries in respect of both accounting and auditing standards. South African auditing and accounting standards are aligned with international standards. Accordingly, the education, training and assessment of RAs should also be comparable with international standards.

If RAs are to provide a relevant service to a market that is responsive to global trends and influences, an understanding of broad economic issues is essential. The curriculum should therefore encourage an awareness of international trends that are likely to impact on our economy.

Of all the aspects of the changing environment, none is considered to be more pertinent than technological advancement. RAs must be able to cope with the challenges of continually changing technologies and their impact on business.

The statutorily prescribed company audit makes it imperative for auditors to be able to discharge their duties in accordance with the framework provided by relevant statutes. Therefore, an understanding of such legislation, which requires a level of application, is essential to the RA.

On entering the profession the auditor must also be aware of other legislation that is likely to impact on particular clients operating under specific statutes. In addition, auditors require a sound knowledge of legislation that influences the manner in which business is conducted in South Africa to properly serve the South African public interest and the needs of the economy.

The need for a high degree of awareness, acceptance and practise of the ethos of accountability as an underpinning principle for the profession requires little justification. Auditing provides an appropriate vehicle for the promotion within society of the concept of accountability as an essential element of principled behaviour for the individual, for organisations, and society. Ethics in practice should be extended beyond their inclusion in a code of professional conduct. Such practice should be characterised by the ability to recognise and deal with ethical issues in a manner that enhances the reputation, relevance and value of the auditing profession.

## **7. PRINCIPLES UNDERLYING THE CURRICULUM FRAMEWORK**

From the above discussion it is clear that the principles underlying the Curriculum Framework are the following:

### **7.1 The framework should define requirements at entry point**

Because the Curriculum Framework is to be used to assess the degree of match between the IRBA's requirements and the curricula of other professional bodies, the framework should reflect the requirements for professional competence at entry point. (In this context, "entry point" refers to the point where an individual has successfully completed the academic, education, training and assessment requirements prescribed by the IRBA, and is therefore eligible for registration as an RA.) It is accepted that other professional bodies may choose to include additional requirements for their own membership purposes. Recognition of a programme is based on an appropriate degree of match with the IRBA's requirements, rather than on absolute conformity. The Curriculum Framework should therefore be flexible in its design to cater for diverse modes of implementation and the recognition of the autonomy of professional bodies.

### **7.2 The framework should be competence based**

The Curriculum Framework should specify the competencies to be achieved and the context within which such competencies may be demonstrated. Professional bodies seeking recognition of their programmes will be required to demonstrate how these competencies are developed and assessed within their relevant programmes.

### **7.3 The framework should be internationally comparable**

The need for South African business to operate in the global market makes it imperative that the Curriculum Framework should be internationally comparable and globally relevant.

### **7.4 The framework should have a South African focus**

The Curriculum Framework should take cognisance of the South African social and economic climate in which RAs function.

## **8. FUNDAMENTAL SKILLS AND VALUES**

The education and experience of RAs must provide a base that enables them to continue to learn and adapt to change throughout their professional lives. This is in accordance with the education guideline (IEG 9) of IFAC.

General education develops the fundamental skills and values that are essential to enable RAs to place decisions in the larger context of society, to exercise good judgement, to conduct enquiry, and to carry out abstract logical thinking and critical analysis. The way in which general education is acquired may differ between programmes, but regardless of the form, broad-based general education is critical to lifelong learning.

The following fundamental skills and values are specifically identified:

- a. Intellectual skills
- b. Interpersonal skills
- c. Communication skills
- d. Professional values.

It is accepted that these fundamental skills and values are seldom developed or assessed through specific programmes devoted to them. They should rather be included in the programme in an integrated and meaningful way.

### **8.1 Intellectual skills**

Intellectual skills enable a professionally competent person to solve problems, make decisions and exercise good judgement in complex organisational



situations. Capabilities that collectively comprise an individual's intellectual skills are:

- a. The capacity for inquiry, research, abstract logical thinking, inductive and deductive reasoning, and critical analysis.
- b. The ability to identify and solve unstructured problems in unfamiliar settings and to apply problem-solving skills.
- c. The ability to select and assign priorities within restricted resources and to organise work to meet predefined parameters.
- d. The ability to adapt to change.

## **8.2 Interpersonal skills**

Interpersonal skills are those skills that enable a professionally competent person to work with others towards achieving a common objective. The components of interpersonal skills are:

- a. The ability to work with others in a consultative process, particularly in groups, to organise and delegate tasks, to motivate and develop people, to withstand and resolve conflict and to lead others where appropriate.
- b. The ability to interact and co-operate with others within a society that is culturally diverse.
- c. The ability to negotiate acceptable solutions and agreements in professional situations.
- d. The ability to work effectively in cross-cultural settings.

## **8.3 Communication skills**

Communication skills enable one to receive and transmit information, form reasoned judgements and make decisions effectively. Communication skills include the following:

- a. The ability to present, discuss and defend views effectively through formal and informal, written and spoken language.
- b. The ability to listen, read and comprehend effectively, including a sensitivity to cultural and language differences.
- c. The ability to locate, obtain, organise, report and use information from spoken, written and electronic sources.

## **8.4 Professional values**

Professional education and experience must provide prospective RAs 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.

Professional values comprise the attitudes that identify RAs as members of a profession. They are essential to making a continual contribution to the development of the profession and the society in which it operates. The attributes that collectively comprise the values and attitudes of RAs are:

- a. A commitment to act with integrity and objectivity and to be independent while operating under applicable professional standards.
- b. A knowledge of the standards of professional ethics of the IRBA in particular, and of the broader accountancy profession.
- c. A concern for the public interest and sensitivity to social responsibilities, the building of national identity and social equity.
- d. An acceptance of multi-culturalism and a commitment to building on the strengths of diverse cultural backgrounds and values.
- e. A commitment to lifelong learning.

## 9. PROFESSIONAL EDUCATION

Professional competence is developed within a comprehensive programme that provides for learning in a controlled academic environment as well as in the actual practice environment. In addition, the comprehensive learning programme must draw on a range of appropriate assessment methodologies in order to assess professional competence in all its elements.

The primary aim of this comprehensive professional learning programme is to produce practitioners who have a professional ideology and who are aware of and who comply with, through their practice and behaviour, the standards of competence of the profession. In other words, practitioners who are competent to perform in the professional practice environment and who understand good practice and service. Secondary aims of the comprehensive professional learning programme are to:

- a. Provide new recruits with sufficient knowledge, skills and professional attitudes to enter the profession (relating to pre-qualification programmes).
- b. Provide continuing practitioners with enhanced knowledge, skills and professional attitudes to continue in the profession (relating to lifelong learning).
- c. Ensure the emancipation of the practitioner by developing an increased sense of critical awareness and an increased ability to apply reflective thinking.

Comprehensive professional learning programmes must contribute towards the profession and meeting its social accountability responsibility by presenting society with a clear framework detailing the competence requirements of the profession, as well as providing for various methods of assessment of those requirements.

Competence requirements for the profession must focus on all three of the essential

elements of professional competence, namely knowledge, skills and professional values.

### **9.1 Knowledge**

Knowledge is gained when a person internalises information from various sources through thinking, learning and experience. Knowledge gained and possessed can be at a propositional level and/or at a procedural level. Propositional knowledge represents an awareness and comprehension – the “knowing that” in respect of identified subject matter. Procedural knowledge represents the application, analysis, synthesis and evaluation of propositional knowledge – the “knowing how” in respect of identified subject matter. Knowledge is a fundamental element of competence, yet it is separately identifiable from skills and professional attitudes.

### **9.2 Skills**

Skills are special abilities that are gained and developed through experience and performance in the practice environment and reflect the complexity, uncertainty, instability, uniqueness and value-conflict of real practice situations and involve knowing-in-action, reflection-in-action and reflection-about-action. Skills with regard to specific occupational processes and methods can be ranked in descending order as mastery, proficiency or ability.

### **9.3 Values**

Professional values relate to an individual's emotional and perceptual commitment to, and behaviour in the practice environment, and reflect the complexity, uncertainty, instability, uniqueness and value-conflict of real practice situations. Attitudes are developed through experience and performance in the practice environment. The following attitudes are representative of the practitioner's value system as it relates to professional practice, which is built up and maintained by accepting, responding to, valuing, organising and characterising conduct: commitment, credibility, friendliness, good manners, honesty, independence, integrity, objectivity, respecting confidentiality, responsibility, self-discipline, sincerity, sympathy, trustworthiness and absence of bias.

Professional learning programmes will only succeed in their aims if the educational process provides for an appropriate mixture of development and assessment methodologies that will ensure that the competence of the aspirant practitioner or the continuing practitioner is developed and assessed in all its elements.

## 10. AUDITING CONTEXTS

In terms of IFAC, an audit of financial statements is defined as follows:

‘... to enable the auditor to express an opinion whether the financial statements are prepared in accordance with an applicable financial reporting framework.’

Auditing is an integral component of evolving systems of accountability within organisations and society. Although an audit may be mandated by statute, it may also be a condition to borrowing or a matter of contract. In addition, it may be undertaken voluntarily by an organisation as a means of ascertaining the fairness of representations, the degree of compliance with rules and regulations or the efficiency, effectiveness and economy of operations.

Auditing should therefore be viewed as a subject that extends beyond the statutory audit of financial statements to include the broader attest function and other reporting engagements.

Each of these situations reflects the changing needs of society in response to growing expectations of accountability and can be examined in relation to a number of auditing contexts, namely:

- Social
- Organisational
- Functional
- Practice management
- Financial
- Information technology.

RAs should be able to demonstrate competence in each of these contexts. Each context therefore gives rise to a learning area that forms the basis for the development of the Curriculum Framework. The competencies defined in each learning area are not mutually exclusive and should be viewed as parts of an integrated and complex framework. It is therefore accepted that some degree of overlap between learning areas is inevitable.

### 10.1 Social context

Within the continually evolving contexts of accountability, RAs are increasingly called upon to express opinions outside the limits of the statutory audit of financial statements as defined above. There is a call for more diverse forms of auditing that address the needs of society for different forms of accountability.

Within our current context of accountability, the outcome of the audit is the expression of an opinion or the issuing of a report relating to one or more of the following within an organisation:

- a. The fairness of representations (assertions) made by the management of the organisation in relation to an identified reporting framework.
- b. The degree of compliance within the organisation with specific rules or regulations.
- c. The efficiency, effectiveness and economy of organisational processes.

In each case there are expectations that the audit is conducted independently, and that critical and professional qualities of mind are brought to bear on the task.

**Learning area 1:**

*The social accountability and responsibility area*

**An RA should be able to:**

*Evaluate the circumstances of a specific situation and make appropriate decisions and take appropriate actions regarding the lines of accountability and responsibility between relevant parties.*

**10.2 Organisational context**

Auditing is conducted within diverse organisational settings in both the public and private sectors and has to contend with complex and changing institutional environments. New organisational forms, innovative financing and technological arrangements and international and multi-national operations must be accommodated, as must changes in capital markets, laws, and regulations.

A broad knowledge of the business environment in which private, public and non-profit organisations are organised, financed and managed and the global environment in which they operate, is essential to the work of an RA.

**Learning area 2:**

*The organisational and business area*

**An RA should be able to:**

*Analyse, evaluate and take appropriate action and/or give advice, as appropriate, with respect to the business sector, organisational structure, business strategies and processes of a particular client within the context of the audit or related service engagement.*

**10.3 Functional context**

The auditing process involves the design and implementation of methodologies that are appropriate to the particular type of audit or related service engagement.

The outcome of the audit is the expression of an opinion relating to one or more

of the following within an organisation:

**a. The fairness of representations made by the management of the organisation**

Representational audits focus on the financial representations made by management through external reports on the financial position as a whole (annual financial statements), or on specific elements of those reports or data that are supplementary to those reports, for example royalties, profit forecasts or statistical analyses.

**b. The degree of compliance within the organisation with specific rules or regulations**

Compliance audits focus on the degree of compliance of activities, processes and systems within an organisation with internally or externally generated policies, rules, standards, regulations or other requirements. For example, a compliance audit may seek to determine whether or not the requirements of a loan agreement are being met.

**c. The efficiency, effectiveness and economy of organisational processes**

Performance audits focus on an assessment of how well an organisation achieves its objectives in terms of the effectiveness, efficiency and economy of its managerial, operational and procedural processes.

**Learning area 3:**

**The auditing function area**

*An RA should be able to, with respect to the relevant engagement:*

**Representational audits**

*Design and implement methodologies for examining, verifying, evaluating and reporting on financial or non-financial representations of organisations.*

**Compliance audits**

*Design and implement methodologies for examining, verifying, evaluating and reporting on the degree of compliance of activities, systems or processes within an organisation with internally or externally generated policies, standards, legislation or other requirements.*

**Performance audits**

*Design and implement methodologies for evaluating and reporting on the effectiveness, efficiency and economy of managerial, operational or procedural processes in organisations.*

#### 10.4 Practice management context

Auditing is itself an organised process involving analytical studies performed by a team of persons utilising appropriate forms of technology, adhering to acceptable standards of quality control and drawing on managerial skills.

**Learning area 4:**

*The professional practice area*

**An RA should be able to:**

*Identify, consider the impact of and take appropriate decisions and actions regarding quality control policies and procedures, professional relationships and related aspects of practice management.*

#### 10.5 Financial context

The globalisation of business has increased the need for the consistency of financial reporting between countries and this affects both accounting and auditing standards. The statutory audit of financial statements takes place within a recognised accounting framework. In addition, the auditor is often required to integrate knowledge of business and financial processes for the provision of other related service engagements.

**Learning area 5:**

*The financial accounting, taxation, managerial accounting and finance area*

**An RA should be able to:**

*Recognise the applicability of and take appropriate decisions regarding the integration and application of concepts and principles relating to financial accounting, taxation, and managerial accounting and finance in the context of the particular environment of the audit or related service engagement.*

#### 10.6 Information technology context

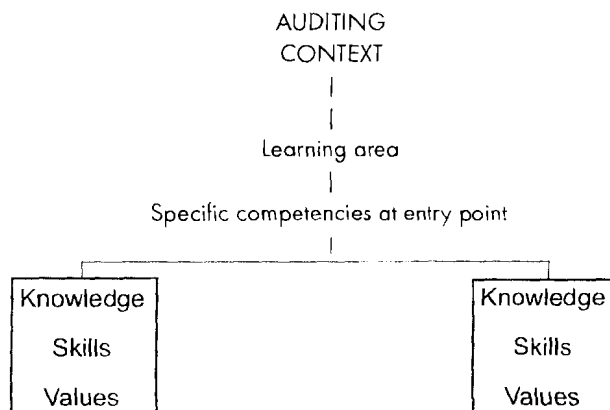
When attempting to define specific competencies and related performance criteria for information technology, there are several important factors that must be recognised, including the fact that the accountancy profession is a diverse profession whose members operate in several domains. Within each of these domains, RAs may be engaged in a variety of roles. In these different roles, specific needs and opportunities will vary. However, RAs should have the broad competencies necessary to function effectively as users, managers, designers and evaluators of information technology systems.

**Learning area 6:***The information technology area***An RA should be able to:***Use and evaluate information technology systems and provide input into the design and management of those systems as they relate to the audit or related service engagement.***11. SPECIFIC COMPETENCIES DEFINED BY THE IRBA**

Each of the auditing contexts described above gives rise to a learning area. Within each of the learning areas, specific competencies are defined that a candidate should be able to demonstrate in order to meet the requirements of the particular learning area. The specific competencies in each learning area are set out in Table 1.

The competencies defined in each learning area are not mutually exclusive and should be viewed as parts of an integrated framework. It is therefore accepted that some degree of overlap between learning areas is inevitable. Collectively, the specific competencies across all the learning areas and contexts comprise the professional knowledge, skills and values essential for the demonstration of professional competence at entry point to the auditing profession.

The relationships between auditing contexts, learning areas, specific competencies and related knowledge, skills and professional values can be presented schematically as follows:



The specific competencies defined by the IRBA in each learning area are set out in section 3 of this document.



## **12. PROFESSIONAL BODIES SEEKING RECOGNITION OF THEIR PROGRAMMES**

As part of the recognition process, professional bodies must demonstrate the extent to which their programmes develop and assess the specific competencies defined by the IRBA in the Curriculum Framework (section 3 of this document). Inherent in each of the specific competencies defined in the Curriculum Framework are the essential elements that comprise professional competence, namely professional knowledge, skills and values.

In order to demonstrate the extent to which the programmes of a professional institute develop and assess the specific competencies, a professional institute seeking recognition of its programmes will be required to submit detailed curricula.

These detailed curricula should set out the measurable outcomes as well as the related assessment criteria necessary to develop and assess the competencies as defined in the Curriculum Framework.

It is recommended that each specific competence in each of the six learning areas defined in the Curriculum Framework be addressed separately. For each specific competence, the following should be stated:

### **12.1 Measurable outcomes**

- a. The skills and values that are necessary to demonstrate the specific competence; and
- b. The knowledge which underpins the set of measurable outcomes.

### **12.2 Related assessment criteria**

- a. A description of the methodologies used to assess each competence; and
- b. The proficiency level, i.e. standard to be achieved in the demonstration of these methodologies. This description of standards may best be achieved through the submission of examples of actual assessments conducted in the programme.

An example of the requirements for the submission of the detailed curriculum is contained in Table II.

**TABLE I****Specific competencies in each learning area****LEARNING AREA 1 - THE SOCIAL ACCOUNTABILITY AND RESPONSIBILITY AREA**

- 1.1 ACCOUNTABILITY
- 1.2 PROFESSIONAL CONDUCT
- 1.3. AUDITING STANDARDS
- 1.4 AUDITING PROFESSION ACT
- 1.5 OTHER LAWS AND REGULATIONS
- 1.6 AUDITOR LIABILITY

**LEARNING AREA 2 - THE ORGANISATIONAL AND BUSINESS AREA**

- 2.1 LOCAL ECONOMIC AND BUSINESS ENVIRONMENT
- 2.2 GLOBAL BUSINESS ENVIRONMENT
- 2.3 ORGANISATIONAL BEHAVIOUR
- 2.4 OPERATIONS MANAGEMENT
- 2.5 CORPORATE GOVERNANCE
- 2.6 QUANTITATIVE METHODS

**LEARNING AREA 3 - THE AUDITING FUNCTION AREA**

- 3.1 RESPONSIBILITIES
- 3.2 PLANNING
- 3.3 INTERNAL CONTROL
- 3.4 AUDIT EVIDENCE
- 3.5 USING WORK OF OTHERS
- 3.6 CONCLUDING AND REPORTING

**LEARNING AREA 4 - THE PROFESSIONAL PRACTICE AREA**

- 4.1 QUALITY CONTROL POLICIES AND PROCEDURES
- 4.2 PROFESSIONAL RELATIONSHIPS
- 4.3 PERSONNEL MANAGEMENT
- 4.4 VALUE-ADDED OPPORTUNITIES

**LEARNING AREA 5 - THE FINANCIAL ACCOUNTING, TAXATION, MANAGERIAL ACCOUNTING AND FINANCE AREA**

- 5.1 FINANCIAL ACCOUNTING

- 5.2 CONTROL PROCESSES
- 5.3 COMMERCIAL LAWS AND REGULATIONS
- 5.4 TAXATION
- 5.5 MANAGERIAL ACCOUNTING
- 5.6 FINANCE

**LEARNING AREA 6 - THE INFORMATION TECHNOLOGY AREA**

- 6.1 INFORMATION TECHNOLOGY APPLICATION
- 6.2 INFORMATION TECHNOLOGY MANAGEMENT
- 6.3 INFORMATION TECHNOLOGY DESIGN
- 6.4 INFORMATION TECHNOLOGY EVALUATION

**TABLE II**

Example:

Requirements for submission of detailed curriculum

Extract from the Curriculum Framework of the IRBA:

**Learning area 1: Social accountability and responsibility**

**Specific competence 1.4: Auditing Profession Act**

*"Within the context of the audit or related service engagement ...*

**Identify, consider the impact of, make decisions and take appropriate actions and/or make appropriate recommendations regarding the application of the requirements of the Auditing Profession Act."**

Example of a detailed syllabus submitted by professional body seeking recognition of academic programme:

Learning area 1: Social accountability and responsibility

Specific competence 1.4: Auditing Profession Act (APA)

**a. Measurable outcomes:**

- (i) Skills and values necessary to demonstrate competence.

In order to meet this specific competence, candidates should be able to:

- Critically evaluate a given set of circumstances and comment on the extent to which the provisions of the APA were or were not adhered to; and

- (ii) Knowledge that underpins this outcome.

The APA, with particular reference to those sections dealing with:

- Registration of individuals as RAs (section 37)
- Registration of firms as RAs (section 38)
- Duties in relation to audit (section 44)
- Inspection (section 47)
- Reportable irregularities and false statements in connection with audit (section 52)

**b. Related assessment criteria**

- (i) Description of the methodologies used to assess each competence

Candidates are given a case study describing an actual situation in the public

practice environment. Candidates are required to analyse the information and then, with respect to the particular situation, to:

- identify instances where the APA was contravened;
- discuss what action should have been taken in terms of the APA.

- (ii) The proficiency level, i.e. standard to be achieved in the demonstration of the methodologies.

This description of standard may best be achieved through the submission of examples of actual assessments conducted within the programme.

An indication of the expected standards to be achieved in the various programmes is contained in the most recent examinations conducted by the IRBA:

- The desired standard of core competence to be achieved in an academic programme is contained in SAICA's Qualifying Examination.
- The desired standard of professional competence to be achieved in the education and training programme is contained in the PPE conducted by the IRBA.