



CPA Program

The practical experience
guide and logbook

If you require further information about the practical experience requirement please contact CPA Australia:

practicalexperience@cpaaustralia.com.au

or contact your local office – details can be found on the inside back page of this guide.

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CPA Program

1 The practical experience requirement Guide

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The practical experience requirement

Introduction to the practical experience requirement

The three-year practical experience requirement (PER) provides a competency framework for developing and demonstrating practical workplace skills at a professional level in accounting and/or finance. Under the supervision of an eligible mentor, you will benefit from the knowledge and experience of established members of the profession while developing the skills, knowledge and values required of a CPA.

The PER provides the opportunity to develop your technical, personal effectiveness, business and leadership skills. The combination of these different skills will assist you to become a work-ready professional accountant and realise your potential as a future business leader.

- + The *technical skills* develop the practical application of your proficient expertise in accounting and finance.
- + The *personal effectiveness skills* develop the communication, interpersonal and self-management skills required in the workplace.
- + The *business skills* develop the skills expected of you as a professional in a business environment.
- + The *leadership skills* develop the ethical, governance, planning and decision making skills you will require to realise your potential as a leader.

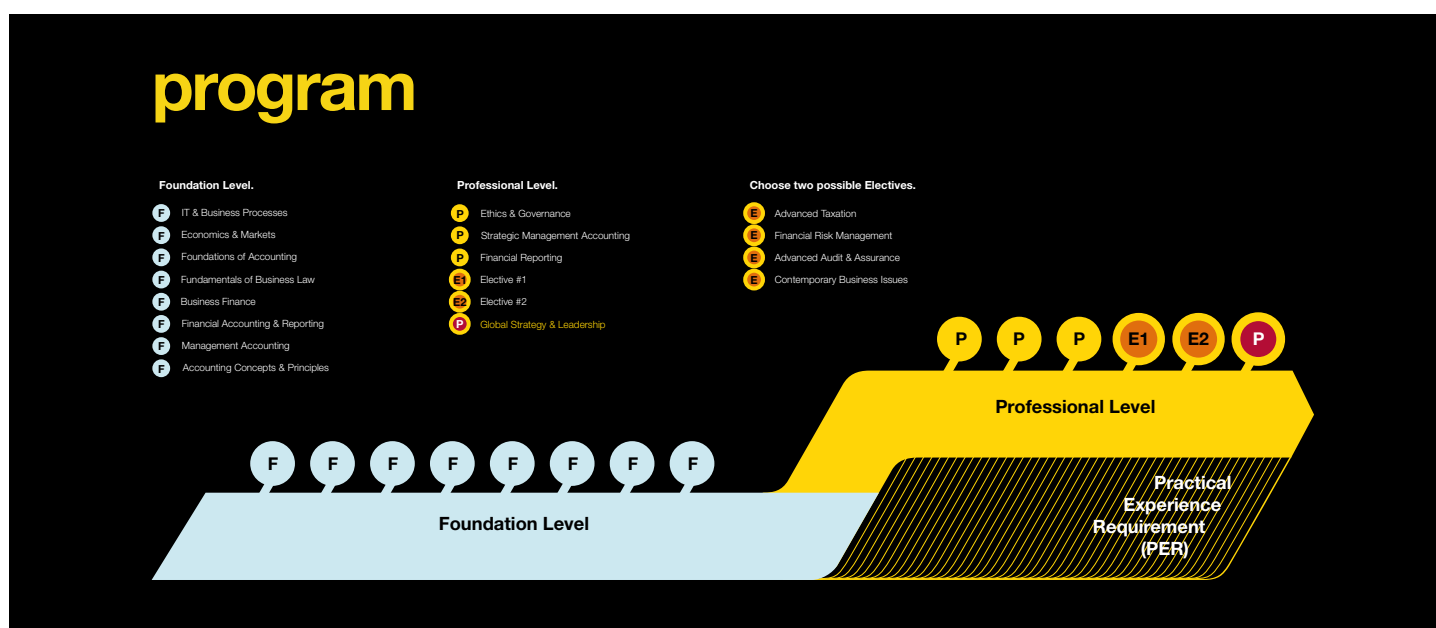
The PER is designed to align with the professional level of the CPA Program (see Figure 1). Completion of the PER is a rewarding experience for you, as the mentee, and your mentor, both professionally and personally. You will receive support from your mentor through having access to his or her expertise, skills and insights.

The PER complies with IFAC's International Educational Standard *Practical Experience Requirement* (IES 5). According to IFAC, completion of a structured practical experience program will:

- + enhance your understanding of organisations, of how business works and of work relationships;
- + enable you to relate accounting work to other business functions and activities;
- + develop your awareness of the environment in which services are provided;
- + develop the appropriate professional values, ethics and attitudes in practical and real-life situations; and
- + provide you with the opportunity to work at progressively higher levels of responsibility (IES 5, para. 17).

Importantly, completion of the PER allows you to meet CPA Australia's PER for advancement to CPA status.

Figure 1: CPA Program pathways



Understanding the requirements

This section contains information on:

- + time requirements of the PER;
- + working part-time;
- + structure of the PER;
- + selecting sub-skills within the technical skill area;
- + collecting workplace evidence; and
- + recording your skill achievement.

Time requirements of the PER

Time requirement calculations for the PER will commence when CPA Australia receives a completed PER enrolment from you.

To satisfy the time requirements of the practical experience requirement (PER), you must complete the full-time equivalent of three years' experience. Full-time is based on 35 hours a week for 44 working weeks of the year. This allows a maximum eight weeks of leave per year, which is based on four weeks annual leave, two weeks of public holidays and two weeks of sick leave per year.

Working part-time

If you are working less than 35 hours per week, your time will be calculated on a pro-rata basis. This will increase the amount of time you need to spend on the PER.

The formula to determine part-time experience is: $35 \text{ (full-time hours)} \div \text{part-time hours} = \text{result}$. The result is then multiplied by three years. As the mentee, it is your responsibility to keep track of your time, you do not need to advise CPA Australia. Your mentor and employer should be aware you are working part-time.

The three year time requirement can vary due to:

- + recognition of prior experience;
- + part-time work, as you will be required to work the equivalent of three years' full-time;
- + a lack of exposure to relevant professional work experience in the fields of accounting, business or finance (e.g. if you are initially in a book keeping role);
- + not following the correct 'change of mentor' policies; and
- + being audited and failing to meet the PER.

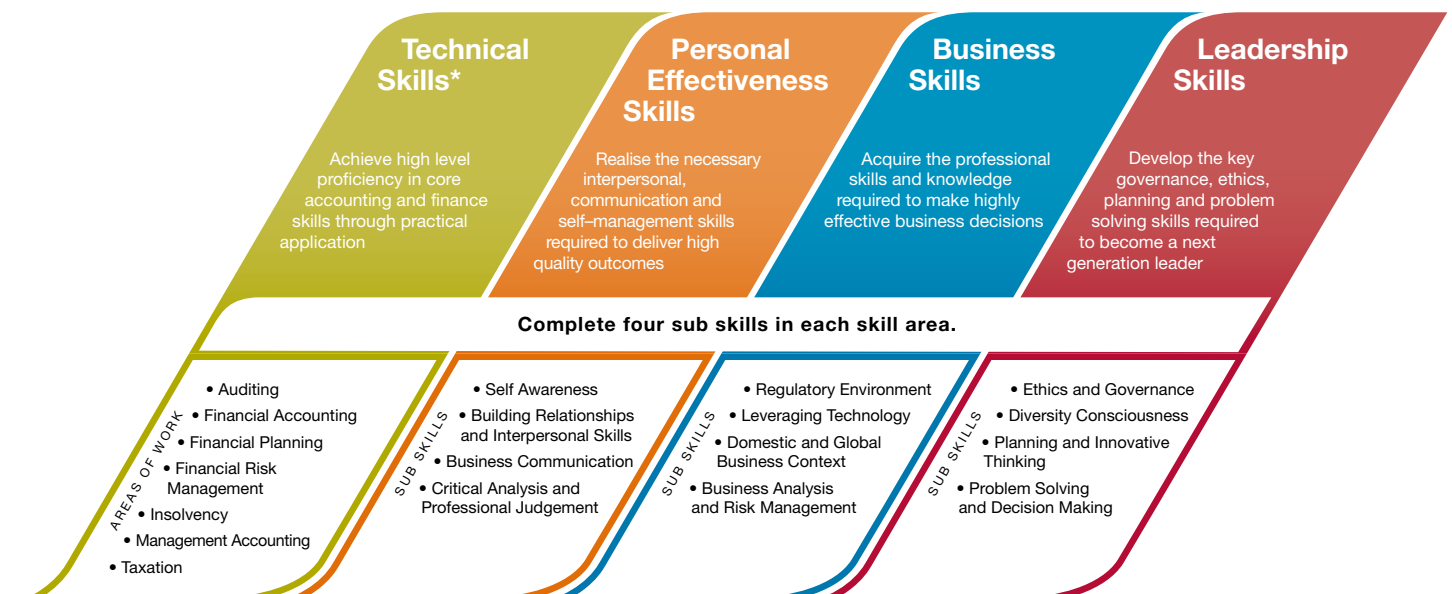
Structure of the PER

To complete the PER, you must demonstrate 100 per cent competence in these skill areas:

- + technical skills;
- + personal effectiveness skills;
- + business skills; and
- + leadership skills.

Each skill area is made up of four sub-skills. These sub-skills are the individual components of a skill area in which you will need to demonstrate competence (see Figure 2).

Figure 2: Practical experience requirement skill areas



*Mentee must demonstrate four technical sub skills. These sub skills can be selected from a single area of work or multiple areas of work.

For the personal effectiveness, business and leadership skill areas, you must demonstrate 100 per cent competence in all four sub-skills.

For the technical skill area, there are seven areas of work; each area of work has four sub-skills. You demonstrate 100 per cent competence in four sub-skills which can be selected from one or more of the seven areas of work.

Selecting sub-skills within the technical skill area

Review the technical skills. There are seven areas of work, and each contains four sub-skills.



Together with your mentor, consider which technical skill areas you will demonstrate. They can be selected based on your current work, relevance or particular interests.

Think about tasks you complete within your role, not your job title. Refer to the description of the sub-skills to decide where your role fits in and which sub-skills are achievable.



If all of your practical experience is in one area, such as auditing, you should be able to demonstrate all four of the auditing sub-skills.

OR

If your practical experience is in more than one area, for instance, you are participating in a graduate program, you may choose four sub-skills from different areas of work.

Collecting workplace evidence

Workplace evidence is the information you provide to your mentor that demonstrates your competence in an individual sub-skill. It does not have to be long or complex, and it can be a spreadsheet, a work plan or a timetable. The same workplace evidence (e.g. client notes) may apply to different sub-skills or in some cases to different areas of work. The suggested workplace evidence listed in the sub-skill functional definitions contain examples only. You and your mentor can discuss and agree on the most appropriate workplace evidence to demonstrate the relevant skills.

Workplace evidence must satisfy the following rules of evidence:

- 1 It must be *valid*—does it directly reflect what is in the sub-skill description?
- 2 It must be *authentic*—is it your own work?
- 3 It must be *current*—is it based on a skill you can still perform?
- 4 There must be *sufficient* evidence to demonstrate attainment of the relevant workplace skill.

These criteria appear on the Practical Experience Requirement Update Form and your mentor must be able to confirm that your evidence has met these criteria.

Recording your skill achievement

The logbook will assist you to document your workplace evidence record demonstration of skill and allow your mentor to sign off on those completed skills. The logbook includes details of the skills you must demonstrate and examples of workplace evidence that can be used to demonstrate these skills.

The logbook is interactive and can be saved as a workable document which allows you to type into it and save anytime.

Your mentor will receive a 'Guide for Mentors' which contains information on their role and responsibilities.

Ensure you bring your logbook to all your meetings with your mentor. At each meeting:

- 1 Together with your mentor, choose the sub-skill for which you will collect workplace evidence for. Discuss what type of workplace evidence will be appropriate for each individual sub-skill.
- 2 Present relevant workplace evidence to your mentor to demonstrate competence. Your mentor will need to see workplace evidence to confirm it meets the rules of evidence.
- 3 Record the type of workplace evidence you presented to your mentor.
- 4 Record communication in your communication log. You must be able to demonstrate at least 10 hours of communication per year with your mentor. Use these meetings to discuss your progress and professional development.
- 5 Arrange for your mentor to sign off on your achievements by signing and dating the sub-skills in your logbook.

Note: If you are selected for audit, you will need to submit your logbook and communication log.

Your mentor

This section contains information on:

- + the role of your mentor;
- + tips on maintaining a successful mentoring relationship;
- + communication plan;
- + when a relationship ends

The role of your mentor

Your mentor will have a lot of knowledge and experience to offer. If possible, it is preferable that your mentor is your manager or direct supervisor.

Your mentor must have CPA/FCPA status or be a full member of an IFAC membership body. A listing of such bodies can be found at web.ifac.org/about/member-bodies.

The role of your mentor is to:

- + act as a sounding board and provider of information;
- + share their knowledge and experiences;
- + sign off on demonstrated skills in the logbook;
- + sign the Practical Experience Requirement Update Form that states that you have gained the skills required and that the evidence provided is valid, authentic, current and sufficient;
- + guide you in collecting the most appropriate workplace evidence; and
- + not coach or tutor you for CPA Program studies.

Tips on maintaining a successful mentoring relationship

The following points are provided to help you maintain a successful relationship with your mentor:

Things to do (and NOT to do)

Do:

- + focus on what *you* want to achieve;
- + take responsibility for the action plan;
- + share your experiences;
- + ask for guidance;
- + stay in regular contact;
- + provide positive feedback;
- + listen and learn;
- + be proactive and drive the relationship; and
- + approach your mentor when you need to.

Don't:

- + do all the talking—listen to what your mentor has to say or suggest;
- + ask your mentor to make decisions for you;
- + lose contact;
- + provide negative feedback;
- + wait for your mentor to make contact with you; and
- + ask your mentor for assistance with CPA Program studies.

Communication plan

During a mentoring relationship, it is recommended that you communicate regularly with your mentor—a minimum contact of 10 hours per year. There are four important stages during the mentoring relationship.

Stage 1 – Establishing the mentoring relationship

Contact your mentor after you have downloaded your practical experience guide and logbook and ensure he/she has a copy of the 'Guide for Mentors'.



Ensure you have read and know the requirements so you can explain them to your mentor.



Get to know each other, and agree on the expectations of the mentoring relationship. Use the 'Personal Development' Form, it will help your mentor to get to know you better.



Organise a schedule and diarise your meetings, agreeing on times and appropriate places to meet.

Stage 2 – Planning ahead

Write a list of the day-to-day tasks you currently carry out and the type of workplace documents you produce. This will help you and your mentor determine which areas of work may be most appropriate.



E-mail your mentor with an agenda before a meeting. Include points of what you would like to discuss, including any questions you may have. This will ensure that you use the time of your mentor effectively.

Stage 3 – Demonstrating your skills

As you progress through the PER, you will need to show your mentor your workplace evidence to demonstrate that you have developed the various sub-skills.



Your mentor will need to sign off on the sub-skills that you have demonstrated in the logbook.



Record your meetings in the Communication Log. Meet at least 10 hours per year, this can be through face to face, e-mail or phone.

Stage 4 – Concluding the mentoring relationship

+ Remember, this is a professional relationship and should be concluded in a professional way.



+ Advise your mentor of your intention to end the mentoring relationship.



+ It is important to ask your mentor to complete a Practical Experience Requirement Update Form to confirm the time and skills achieved during the mentoring relationship. It is the only form CPA Australia will accept to demonstrate your PER, so it is important to complete it carefully with your mentor.



+ If you have not signed off any skills during the relationship, then if agreed, the mentor can still sign off on the length of the relationship. It is important for you to be able to claim this time.

When a relationship ends

Mentoring relationships may not always work out or last the whole three years. There are many reasons why relationships can end from, changing jobs, not maintaining regular contact or difference in personality types. Whatever the reasons it is imperative to maintain a level of professionalism at all times and especially when ending a relationship.

A mentor or mentee can end the relationship at anytime. Mentor's can advise CPA Australia directly by email whereas, mentee's must advise CPA Australia within 30 days and nominate a new mentor by submitting the Practical Experience Requirement Update Form.

Please Note: If you have not communicated or demonstrated skills to your mentor, your mentor is not obligated to sign the Practical Experience Requirement Update Form.

Managing the PER

This section contains information on:

- + changes during the PER;
- + update your time;
- + deferring the PER
- + advancing to CPA status.

Changes during the PER

Changing Mentors

Once you have ended your previous mentoring relationship and have nominated a new mentor, you must advise CPA Australia within 30 days to ensure they are eligible and are emailed the relevant information. You must notify CPA Australia by submitting the Practical Experience Requirement Update Form. This form will also allow you to demonstrate skills and claim time with the previous mentor. If you fail to update your details within 30 days, this time will not be included as time on the PER.

Changing Employers/Employer contacts

If you change employment or an employer contact person while participating in the PER, you must notify CPA Australia within 30 working days of the change by submitting the Practical Experience Requirement Update Form. Your employer contact must provide their business contact details and they may be contacted for verification during your time on the PER to confirm you are working in a professional accounting/finance role.

Update your time

If the mentoring relationship ends before you presented any workplace evidence or gained any skills, the mentor should still sign the Practical Experience Requirement Update Form if the time requirements were met—a minimum of 10 hours of communication per year.

It is your responsibility to have the mentor sign the relevant section of the form.

Deferring the PER

Any time that you are not working will not be included as part of your three year requirement.

If you become unemployed you must notify CPA Australia by submitting the Practical Experience Requirement Update Form within 30 days. This form will also allow you to demonstrate skills and claim time with the mentor.

If you are deferring your PER for an extended time for example, maternity leave, long service leave or career break, there is no need to inform CPA Australia unless you end the mentoring relationship.

To defer you should:

- 1 Advise your mentor of your intentions and confirm whether you intend to continue the relationship with him or her.
- 2 Have a final meeting and ask the mentor to sign off on any skills achieved by completing a Practical Experience Requirement Update Form (just in case you lose contact).
- 3 Retain your logbook and verified documentation for future reference.

Advancing to CPA status

When you have successfully completed the CPA Program professional level and met the PER you will be eligible to advance to CPA status. You must submit your final Practical Experience Requirement Update Form to CPA Australia when you are ready to advance.

Your current employer contact will also need to provide final sign off.

For more information refer to the CPA Australia website at cpaaustralia.com.au/advancements

Useful information

This section contains information on:

- + recognition of prior experience;
- + withdrawing as a member of CPA Australia;
- + a practical experience audit; and
- + CPD hours.

Recognition of prior experience

CPA Australia recognises prior professional experience and full membership with an IFAC recognised equivalent professional body. For detailed information, go to cpaaustralia.com.au/rpe_exemptions

Withdrawing as a member of CPA Australia

If you wish to resign as a member of CPA Australia and no longer wish to receive information about the PER, please email CPA Australia at practicalexperience@cpaaustralia.com.au

Further, you should:

- 1 Advise your mentor of your intention and ensure he or she signs relevant documentation in case you decide to resume your membership.
- 2 Retain your logbook and verified documentation for future reference.

Practical experience audit

CPA Australia may select you for audit where the objective is to verify that you have met all of the requirements by confirming that:

- + you actively participated in the PER for the specified time;
- + you planned your evidence-gathering process and met the appropriate requirements for the skills; and
- + all of the forms that have been used and completed correctly.

You will have to supply the following further documentation to support your claim to advance to CPA status:

- + 'Evidence of Knowledge' Form to verify evidence other than workplace evidence.
- + Communication Logs to demonstrate consistent communication with your mentor.
- + Note that for confidentiality reasons, you will not be asked to submit actual workplace evidence or company documents.

CPD hours

Members may be able to claim CPD hours for reading and research that is undertaken for their role as a mentee or mentor.

For further information on CPD hours and the PER please visit cpaaustralia.com.au/cpdobligations

CPA Australia Recognised Employer Partners

If you change employers and convene work for a CPA Australia Recognised Employer Partner, your requirements for the PER will be different.

You must complete a Practical Experience Update Form and submit to CPA Australia to update your membership record. For further information and to find out if you work for a Recognised Employer Partner, please visit: cpaaustralia.com.au/rep

Resources

This section contains information on:

- + My Online Learning;
- + CPA Australia's website;
- + CPA Australia's library;
- + the practical experience guide and logbook;
- + a guide for mentors; and
- + frequently asked questions.

My Online Learning

My Online Learning, CPA Australia's online learning platform, allows you to update your skills, claim CPD hours or complete the study components of the CPA Program. With a wide range of online courses, it provides you with the opportunity to learn from home at a time that suits you. CPA Australia recommends that you access this learning tool as soon as you enrol in the PER.

PER video interviews

Use our online video interviews to discover the benefits of mentoring and find out how you can use the PER to build your career and business networks. The interviews feature a wide range of mentors and mentees, showing how positive work plans and regular communication can lead to strong working relationships and help build wide professional networks.

The four videos provide information on:

- + beginning the program;
- + communication between the mentor and mentee;
- + working through the program requirements; and
- + developing your career by participating in the PER.

Career Guidance System

The Career Guidance System provides resources to assist you in assessing your business knowledge and identify your career development to meet your professional targets.

The Career Guidance System is based on four core knowledge areas: technical, personal effectiveness, business and leadership. It supports your career development by accessing the right resources to increase your knowledge and competencies. The Career Pathway Framework is a self-assessment tool which helps identify competencies required to enhance your current role, as well as potential opportunities for promotion.

The PER is based on the same four core knowledge areas, identified by the corresponding core knowledge area colours. This aligns with the Career Guidance System so you can plan your development in the core knowledge areas from the beginning of your career. The PER has been matched to the competencies that will assist you to plan your career development well into the future.

For more information visit
careerguidancesystem.cpaaustralia.com.au/

CPA Australia's website

CPA Australia's website contains all of the information and resources that you need for your journey to become a CPA. In particular, it has the most up-to-date information on the PER.

You will have access to download the forms you need, read frequently asked questions and update your member profile.

Go to cpaaustralia.com.au/practicalexperience

CPA Australia's Library

The CPA Library provides members with access to authoritative content that is not freely available online. The information resources support members' education, professional development and day-to-day information needs.

The library subscribes to a range of online resources that include eBooks, newspapers and full text journals. Resources cover topics relating to finance, accounting, management, business and IT applications. To access the services available click on the Online resources link on the CPA Library home page, cpaaustralia.com.au/library

If you require assistance using the CPA Library please email cpalibrary@cpaaustralia.com.au

The practical experience guide and logbook

The practical experience guide and logbook contains all of the information you need to meet the PER and should be brought to all meetings with your mentor. While completing the PER, you will be required to keep your logbook up-to-date and complete some of the forms. Some of this information will be requested before you advance to CPA status or if you are selected for audit.

A guide for mentors

A guide for mentors will be available to your mentor once you enrol in the PER. This resource explains the role and responsibilities of a mentor and describes what is required for you to advance to CPA status. You may access this guide on our website at cpaaustralia.com.au/mentorrole

Frequently asked questions

What happens if I demonstrate all of my skills in less than three years?

The time requirement is a minimum of three years and there is no 'fast-tracking' through the PER. Make the most of the relationship with your mentor by setting career goals or further develop your skills to gain exposure in different areas in the workplace.

How do I notify CPA Australia if I want to change mentors?

You will need to complete a Practical Experience Requirement Update Form. You will find a copy in the forms section of this guide.

How long do I have to find another mentor?

You have 30 days to nominate a new mentor and advise CPA Australia. If you have commenced a new mentoring relationship and have not informed CPA Australia, you risk losing this time as part of your three year time requirement. Contact CPA Australia if you have been unable to advise the change within the required time frame.

My employer contact left my workplace, what should I do?

You will have to let CPA Australia know of any changes to your employer contact details. Submit a Practical Experience Requirement Update Form as soon as the change occurs.

Where do I record my progress?

The logbook allows you to record progress through your demonstration of sub-skills. Your mentor will be required to sign off on these sub-skills after he or she views your workplace evidence. There are also various forms in this guide which allow you to track your communication and meetings. Ensure you bring this guide and logbook with you to every meeting with your mentor.

How do I demonstrate what I have completed with my mentor?

At the end of a mentoring relationship, you must always complete a Practical Experience Requirement Update Form, even if you are only able to claim the length of time you spent with your mentor.

I have used all the forms in the guide? What can I do?

You may wish to make photocopies of your forms or you can download the guide, logbook and forms from CPA Australia's website. Please visit cpaaustralia.com.au/per_logbookguide

When I apply for advancement to CPA status, will CPA Australia request any of my workplace evidence?

At no stage will we request that you send in actual workplace evidence. A random number of members will be selected for audit to verify compliance with the PER. If selected for audit, you may need to submit your completed logbook and some of the forms. This information must indicate that you have actively participated in the PER and have met all of the formal requirements.

If I am not working in an accounting or finance role, can I still participate in the PER?

If you are not working in an accounting or finance role that requires the knowledge learnt at the foundation level, you will not be able to meet the technical requirements of the PER.

I am working in an accounts payable or receivable or book-keeping role. Am I able to participate in the PER?

Entry level accounting or finance work such as bookkeeping, payroll or accounts receivable/payable roles provide a good foundation to be able to move into professional accounting roles. Members working in these roles can enrol into the PER, but it may take longer than three years to meet the requirements.

I am unable to meet face to face with my mentor on a regular basis. How do I get him/her to sign-off all the relevant skills?

If you are unable to meet, send a copy of the logbook to your mentor to sign, date and return to you. You must keep the signed copy in case you are selected for audit. Complete your Communication Log form so you have a record of all communication.



CPA Program

2 Skill areas

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Skill areas

The practical experience requirement (PER) provides a framework that allows you to develop practical skills at a professional level in the areas of accounting and/or finance. This section provides you with the skill areas and sub-skills in detail.

Terminology used in the logbook

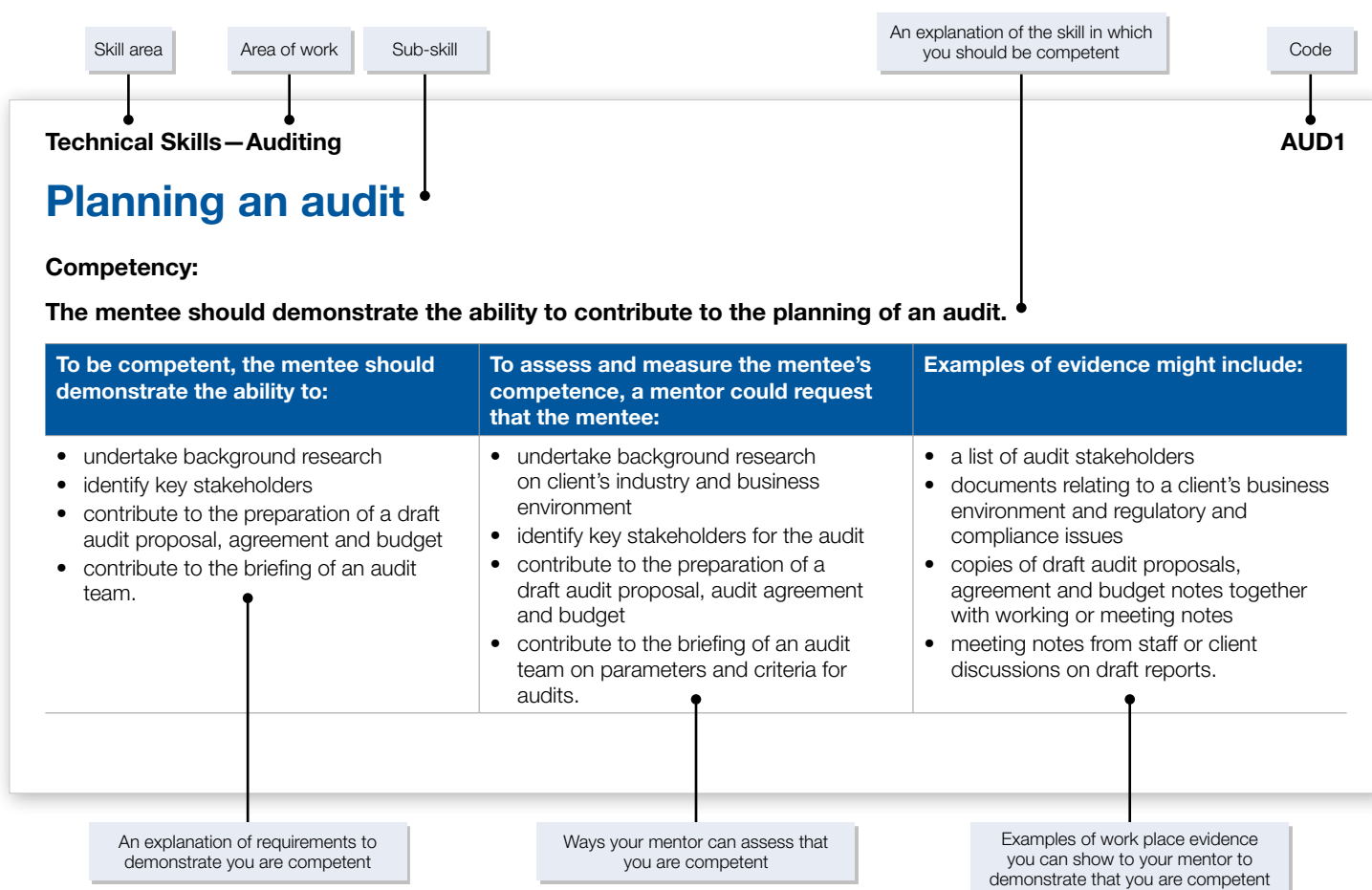
The terminology used to describe various sub-skills and workplace evidence is general as it must apply to many different working situations. You may need to adapt certain words to apply to your individual situation. For example, 'clients' can refer to internal or external stakeholders depending on the kind of environment you work in and

the type of job you have. 'Business' can include a whole business, a single business unit or product line, various public entities such as schools or public or private hospitals, or high-wealth individuals.

Confidentiality

If your mentor is not a staff member at your workplace and you feel that confidentiality may become an issue, you may need to 'black out' any sensitive information or summarise the workplace evidence. The Evidence of Knowledge Form, included in this guide, can be used to demonstrate up to 50 per cent of the technical skills to overcome confidentiality issues.

Figure 3: Sub-skill functional definition



Practical experience skill areas and sub-skills

Technical Skills—Auditing

AUD1

Planning an audit

Competency:

The mentee should demonstrate the ability to contribute to the planning of an audit.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> undertake background research identify key stakeholders contribute to the preparation of a draft audit proposal, agreement and budget contribute to the briefing of an audit team. 	<ul style="list-style-type: none"> undertake background research on client's industry and business environment identify key stakeholders for the audit contribute to the preparation of a draft audit proposal, audit agreement and budget contribute to the briefing of an audit team on parameters and criteria for audits. 	<ul style="list-style-type: none"> a list of audit stakeholders documents relating to a client's business environment and regulatory and compliance issues copies of draft audit proposals, agreement and budget notes together with working or meeting notes meeting notes from staff or client discussions on draft reports.

Technical Skills—Auditing

AUD2

Performing an audit

Competency:

The mentee should demonstrate the ability to participate in performing an audit.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> follow the communications strategy select appropriate audit methodologies to contribute to identifying auditing issues and analysing business and financial risks contribute to preparing a draft audit report. 	<ul style="list-style-type: none"> follow an audit plan under supervision and be involved in selecting appropriate audit methodology identify audit issues in relation to audit objectives explain how they contributed to the preparation of a draft audit report contribute to monitoring and evaluating an audit against objectives gather data for use in benchmarking projects and contribute to the monitoring of the benchmarks. 	<ul style="list-style-type: none"> copies of progress reports to client and meeting notes from audit staff a list of audit methodologies chosen and an explanation as to why each methodology was chosen use of appropriate sampling techniques business and financial risk analysis and test data relating to the client's business performance of tests which follow the audit program draft audit reports and minutes from staff and client meetings regarding the report research notes and discussion papers which identify auditing issues benchmarking reports.

Promoting audit awareness

Competency:

The mentee should demonstrate the ability promote audit awareness within the organisation or with clients.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> • up-to-date knowledge of audit standards • explain any regulatory changes • include new audit methodologies. 	<ul style="list-style-type: none"> • analyse and report on the need for regulatory change • classify the external environment which impact upon audits • summarise legislation, regulations, compliance issues and professional standards. 	<ul style="list-style-type: none"> • a newsletter or technical update (which may be internal or external) to which the mentee contributed • notes from a presentation regarding changes in audit standards • documents of processes which compile and consolidate information on regulatory changes • recommendations and notes relating to proposed changes in practice as a result of changing contexts.

Audit control and improvement

Competency:

The mentee should demonstrate the ability to participate in the development and maintenance of audit controls and improvements in the audit process.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> • contribute to developing and maintaining of audit controls • contribute to improving the audit process. 	<ul style="list-style-type: none"> • demonstrate involvement in process improvement • document involvement in the development and maintenance of audit controls. 	<ul style="list-style-type: none"> • demonstrate involvement in process improvement • document involvement in the development and maintenance of audit controls.

Financial reporting requirements

Competency:

The mentee should demonstrate the ability to contribute to determining the financial reporting requirements of an organisation.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> identify potential users and their information requirements identify regulatory requirements and apply these requirement when preparing reports monitor changes to these requirements liaise with key stakeholders. 	<ul style="list-style-type: none"> document the financial reports that are required by their organisation or that of a client list potential report users and identify which regulatory requirements are required to support their needs. 	<ul style="list-style-type: none"> a draft list of reports which are required by various stakeholders presentations or briefing notes given to stakeholders on reporting requirements and the regulations that have to be adhered to (e.g. reports, notes or other documentation) notes of research undertaken or training attended on changes to regulations which are applied to the organisation description of the financial reporting regulatory environment in their employer's or client's industry.

Processing of financial information

Competency:

The mentee should demonstrate the ability to process an organisation's financial information to be used in financial reports.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> ensure that the information is recorded, recognised and measured according to regulatory requirements identify areas of ambiguity and determine appropriate feedback operate an accounting software package act on feedback where necessary. 	<ul style="list-style-type: none"> identify areas of ambiguity, analyse the associated risks and suggest appropriate treatment explain how financial information is processed by the organisation demonstrate how they ensure that information is recorded, recognised and measured according to accounting standards and other regulatory requirements explain an organisation's policy on expense recognition, asset recognition and depreciation. 	<ul style="list-style-type: none"> an email/memo regarding an ambiguity, the risks and a suggestion as to how it can be resolved draft trial balances and other reports to demonstrate how financial information is processed a copy of an organisational policy with examples of how the policy effects the processing of financial information. notes of a demonstration of the use of computer software notes of research undertaken or training attended on changes to regulations, which apply to the organisation.

Preparation of financial reports

Competency:

The mentee should demonstrate the ability to prepare draft and final financial statements of an organisation.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> ensure there is supporting documentations and reconciliations prepare financial reports that meet the desired outcomes prepare financial reports that meet all regulatory requirements recognise when an expert's opinion is required. 	<ul style="list-style-type: none"> provide financial reports they prepared according to schedules and identify external input explain how they assisted an organisation in preparing accurate financial reports by identifying desired outcomes, gathering essential information, doing research and reviewing the compilation demonstrate how financial statements are prepared in compliance with accounting standards and regulatory requirements identify and document the need for expert opinion and document the reasons for expert opinion where necessary. 	<ul style="list-style-type: none"> financial reports prepared together with a working file consisting of supporting documentation emails or memos that summarise research undertaken and information gathered, and the effect it will have on the preparation of financial statements notes of research undertaken or training attended on changes to regulations which are applied to the organisation copies of expert opinions sought together with why the information was sought.

Reliability of financial information

Competency:

The mentee should demonstrate the ability to ensure that the financial information of the organisation is reliable.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> understand effective systems and assurance and the ability to assess their effectiveness contribute to documenting effective systems and assurances implement process that ensure that the financial information prepared is reliable test and monitor relevant information systems and analyse associated risk. 	<ul style="list-style-type: none"> explain how the effectiveness of systems and assurances can be documented demonstrate that they have tested and monitored relevant information systems for their effectiveness, including whether they are cost effective, meet reporting needs, easy to use, accessible and meet computer and non-computer specifications demonstrate that they have analysed the key financial reporting risks of an organisation. 	<ul style="list-style-type: none"> documentation that can include an email or memo written or minutes of a meeting to which they contributed, which documents the effectiveness of systems and assurances test plans and/or reports, which summarise how information systems were tested or monitored for their effectiveness a listing of financial reporting risks and possible solutions to reduce or manage the risks.

Defining a client’s situation

Competency:

The mentee should demonstrate the ability to contribute to establishing and defining a client’s situation.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee’s competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> establish a client’s situation and define their needs generate strategic options and explain them to a client. 	<ul style="list-style-type: none"> undertake and document a client’s situation document the client’s needs or objectives. 	<ul style="list-style-type: none"> a list of variables affecting a person’s financial situation and ways in which it can be modelled notes from a meeting with a client which explores the client’s needs evaluation criteria for the review of strategic options, linking them with a client’s needs.

Developing a financial plan

Competency:

The mentee should demonstrate the ability to participate in developing a financial plan.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee’s competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> contribute to establish the scope of the potential services to be offered and the associated strategic parameters contribute to developing a plan with recommendations to implement strategies conduct relevant research. 	<ul style="list-style-type: none"> document the assignment and develop appropriate timelines for the assignment research critical issues and document their outcomes evaluate and present a range of options canvas a range of options and document the plan. 	<ul style="list-style-type: none"> details of the timing of various types of financial planning assignments processes involved in conducting and validating research practice policies and guidelines relating to developing and negotiating financial plans.

Implementing a financial plan

Competency:

The mentee should demonstrate the ability to participate in implementing a financial plan.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> define key assumptions establish actions, some of which may be to follow client instructions provide services to defined standards contribute to agreeing subsequent action with the client. 	<ul style="list-style-type: none"> conduct analysis and modelling exercises explain the relevant practice policy and procedures for implementing financial plans demonstrate that appropriate documentation was prepared prepare a timetable to be adhered to which outlines future actions. 	<ul style="list-style-type: none"> a list of key strategic assumptions for a range of clients procedures for providing ongoing financial services relating to financial plans and demonstrating that they were followed correspondence with clients outlining future action and deadlines.

Reviewing a financial plan

Competency:

The mentee should demonstrate the ability to participate in reviewing a financial plan.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> monitor the performance of a financial plan plan or activate necessary changes recognise factors which might affect the plan as a result of environmental changes. 	<ul style="list-style-type: none"> demonstrate how the service performance of a financial plan is monitored and measured from a client's perspective explain how revisions to financial plans are implemented document examples of how to react and adopt environmental change. 	<ul style="list-style-type: none"> work papers that include calculations which monitor the performance of a financial plan memos or notes which document the client's responses to plan revisions correspondence that evaluates the impacts of environmental changes.

Establishing financial objectives

Competency:

The mentee should demonstrate the ability to participate in establishing the financial objectives and risk strategies for an organisation.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> understand the organisation's financial situation contribute to establishing an organisation's financial objectives analyse the implication of an organisation's objectives, strategies and business plan on the present and projected financial position contribute to establishing a risk strategy. 	<ul style="list-style-type: none"> monitor and report on the financial implications of an organisation's situation translate business plans into financial risk terms identify the effects of financial strategies on key stakeholders and on business strategies determine the organisation's or client's attitude to risk. 	<ul style="list-style-type: none"> emails or reports advising the organisation of the financial implication of their situation working notes relating to financial estimates of business strategies, objectives and plans documented financial strategies including critical assumptions financial models, cash flow and profitability patterns used in analysis documented risk profiles or financial risk strategies for an organisations or client.

Monitoring the financing operations

Competency:

The mentee should demonstrate the ability to participate in the monitoring and managing of an entity's financing operations.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> assess investment sources and methods monitor an organisation's cash flow and contribute to managing surplus funds determine potential investment options contribute to the information system requirements for a financial risk management function. 	<ul style="list-style-type: none"> demonstrate involvement in managing the capital structure of an organisation assess and determine different investment sources and options monitor an organisation's cash flow and suggest ways to manage funds surplus to requirements discuss structural issues involved in establishing the infrastructure of a treasury function and information system requirements. 	<ul style="list-style-type: none"> notes relating to sources of finance and their review notes relating to the organisation's or client's investment policy guidelines and reviews short and long-term cash flow budgets notes which explain how internally and externally generated data is recorded.

Managing financial risk

Competency:

The mentee should demonstrate the ability to assist in managing the financial risk of an organisation.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> • identify and measure current and future financial exposure • assess the effectiveness of the financial risk management process • contribute to an organisation's response to risk and the external environment. 	<ul style="list-style-type: none"> • identify and measure current and potential financial exposure • design or assess effective and efficient systems or procedures for internal control • explain how the financial risk management function is adapted for change • explain how an organisation's financial risk is effected by external environmental influences. 	<ul style="list-style-type: none"> • notes and reports relating to analysis of exposures and recommendations • notes relating to the way treasury function is promoted at an organisation • assessment notes or reports that outline the need for change (whether it be internal or external) in order to decrease financial risk.

Financial control systems

Competency:

The mentee should demonstrate the ability to participate in developing performance related information systems and establishing financial control systems.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> • contribute to policies and procedures for managing financial exposure • contribute to designing or assess effective and efficient systems. 	<ul style="list-style-type: none"> • assess key risk areas • document internal control systems • liaise with and evaluate proposals from providers of financial risk • document policies and procedures. 	<ul style="list-style-type: none"> • a listing of the internal control systems explaining how they contribute to an effective or efficient financial risk management function • documented policies and procedures for managing exposures • notes or reports relating to policy and procedures review.

Assessing a competitive position

Competency:

The mentee should demonstrate the ability to contribute to assessing the competitive position of an individual or an organisation.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> • assess the competitive position of the organisation or the individual • analyse the organisation's or individual's financial position • assess the commercial viability of the financial state. 	<ul style="list-style-type: none"> • identify and analyse risk factors • identify critical risks, options, advantages, conduct sensitivity analysis and test conclusions. 	<ul style="list-style-type: none"> • competitive analysis and sensitivity analysis reports • draft reports on financial position based on research and testing • draft commercial viability reports.

Options for those facing insolvency

Competency:

The mentee should demonstrate the ability to participate in evaluating, identifying and recommending strategic options for underperforming, possibly insolvent or insolvent organisations.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> • identify and evaluate strategic options • recommend a range of strategic options. 	<ul style="list-style-type: none"> • collect and analyse relevant data • identify limiting factors and gather information to conduct comparative analysis and establish criteria for making appraisals • document various options which are available. 	<ul style="list-style-type: none"> • research notes and a draft assessment of options • evaluation drafts and reports, and working notes and comparative appraisals • a recommendation report which includes an options assessment.

Managing a reconstruction

Competency:

The mentee should demonstrate the ability to participate in managing a reconstruction.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> monitor, review and assess the progress of a reconstruction plan contribute to developing a plan. 	<ul style="list-style-type: none"> report on a reconstruction, including assessing actual performance against objectives provide a draft plan with established timeframes. 	<ul style="list-style-type: none"> progress reports and working notes draft plan with timeframes.

Liquidating a company

Competency:

The mentee should demonstrate the ability to participate in the liquidation of an organisation.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> develop reports on forms of administration and determine the appropriate form participate in a liquidation including how to identify and realise assets and settle creditors identify how a debtor becomes bankrupt. 	<ul style="list-style-type: none"> document forms of administration and prepare a reconciliation of expected and actual results evaluate options and prepare documentation to support a recommended form of administration identify how to set valuation parameters and identify best options when realising assets document the effect of particular debtor circumstance. 	<ul style="list-style-type: none"> reconciliations of expected and actual results draft and final options paper assets lists and their expected values and valuation parameters calculations of income contributors under a variety of circumstances.

Setting an organisation’s direction

Competency:

The mentee should demonstrate the ability to participate in the direction setting of an organisation.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> • contribute to the forming of strategies • appraise projects against their objectives • contribute towards preparing business plans and budgets • contribute towards decision making for operations. 	<ul style="list-style-type: none"> • explain how they prepared a development, operational and/or capital budgets for an organisation • demonstrate how a business plan is used by management for decision making • document how they contributed to formulating management accounting strategies and processes • explain how they appraised a project within an organisation by assessing key assumptions, undertaking project life analysis, target costing, and conducting, risk, sensitivity or probability analysis. 	<ul style="list-style-type: none"> • demonstrate how a business plan is evaluated which may include estimating and testing revenue, expenses or investment estimates and preparing a SWOT analysis • a budget prepared, which could be a developmental, operational or capital budget • profitability analysis and cash flow statements and predictions • a list of factors to be included in a business plan • emails or notes which discuss formulating management accounting strategies and processes • presentations or briefing notes which appraise an organisation's project (e.g. reports, notes or other documentation) • an email or memo which evaluates a business plan according to requirements.

Design of organisational processes

Competency:

The mentee should demonstrate the ability to participate in organisational change to design processes.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> • contribute to financially assessing organisational design or redesign • contribute to monitoring financial aspects of organisational change and assessing the effects • contribute to developing financial management accounting structures by adding value and responding to organisational and business imperatives • contribute to the operation of the management accounting function. 	<ul style="list-style-type: none"> • prepare a financial assessment of an organisational design or redesign • demonstrate how to monitor financial aspects of an organisational design and to assess its effectiveness • explain how the management accounting function develops in response to organisational and business imperatives • explain their role in the financial management function and associated processes. 	<ul style="list-style-type: none"> • an email/memo regarding a financial assessment of an organisational design or redesign • a copy of a company process that defines their role in particular processes • a copy of recommendations made, which can be in the form of an email or memo, which are designed to add value • notes of changes initiated or supported to improve the management accounting function.

Performance measurement

Competency:

The mentee should demonstrate the ability to contribute to developing performance measurement systems.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> • facilitate the development of performance measurement • contribute to the implementation of performance measurement systems • contribute to business planning, cost control and budgeting • contribute to project appraisals and organisation design and development. 	<ul style="list-style-type: none"> • evaluate how the management accounting function is conducted to meet the organisation's needs • explain how performance is measured in an organisation and make suggestions on how this can be improved • identify their involvement in streamlining an organisation's performance management system • evaluate the effect of external and internal organisational relationships on measuring performance. 	<ul style="list-style-type: none"> • drafts of financial and non-financial performance measures • notes or reports of performance management reviews—KPIs • calculations and spreadsheets that are used to prepare budgets and measure performance with explanations of how this influences decision making • emails or memos that identify adoption of the organisation's performance management • copies of external requirements on measuring performance such as requirements from banks, major suppliers, major customers, and/or other key stakeholders.

Financial control and systems

Competency:

The mentee should demonstrate the ability to develop performance related information systems and establishing financial control systems.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> • facilitate the development of financial control systems • contribute to the implementation of IT control system; • contribute to designing, implementing and reviewing an organisational control system. 	<ul style="list-style-type: none"> • explain how the financial control systems are developed, and the purpose for their implementation • demonstrate that they have contributed to the design, implementation and/or review of an organisation's IT control system. • demonstrate that they have used information technology to develop controls. 	<ul style="list-style-type: none"> • documentation that can include an email or memo written or minutes of a meeting to which they contributed and which documents control systems that they have designed, implemented or reviewed • criteria for assessing effectiveness of control systems including benchmarks • test plans which summarise how information systems were tested or monitored for their effectiveness.

Determining an organisation’s tax position

Competency:

The mentee should demonstrate the ability to participate in determining the tax position and liability of an organisation or entity (which may include individual).

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee’s competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> contribute to the tax function determine all taxation due dates and liabilities of an entity meet the reporting, payment and compliance obligations of an entity provide advice on the taxation effects of transactions and events. 	<ul style="list-style-type: none"> explain how they contribute to the taxation function for individuals and small business or part of a tax function to a large organisation demonstrate how to calculate the tax liability for different types of entities and be familiar with the due dates of the tax obligations of entities document how they ensure that tax reporting and payment compliance obligations are met explain the types of advice that they give on the taxation effects of transactions, operations, organisational structures, arrangements and financing. 	<ul style="list-style-type: none"> work papers that include how they calculated the tax liability correspondence with a client, which they prepared that outlines how their tax reporting and payment compliance obligations are met emails or memos written, or notes from meetings to which they contributed, where they gave tax advice file notes which outline the tax obligations.

Tax effective planning

Competency:

The mentee should demonstrate the ability to effective tax planning of an organisation (which may include an individual).

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee’s competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> contribute to assessing an organisation’s taxation strategy contribute to establishing an organisation’s taxation strategy contribute to planning of the incidence and timing of taxation liabilities. 	<ul style="list-style-type: none"> prepare an assessment of an organisation’s taxation strategy explain the process involved in establishing an organisation’s taxation strategy document a plan for the timing of taxation liabilities. 	<ul style="list-style-type: none"> an email/memo regarding an assessment of the tax position of an organisation minutes from a meeting during which an organisation’s taxation strategy was established. research or files notes, which may include calculations, that were prepared when either establishing or assessing the organisation’s taxation strategy a file note or written correspondence that documents a plan of the timing of a taxation liability.

Promoting tax awareness

Competency:

The mentee should demonstrate the ability promote tax awareness within the organisation or with clients.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> • discuss or debate issues relating to taxation • explain the organisation's response to taxation developments • keep up date with changes in taxation legislation, regulation and case law. 	<ul style="list-style-type: none"> • evaluate how they have been able to promote the understanding of taxation issues of an organisation or entity or individuals • provide external communications, such as newsletters or technical updates to which they contributed • explain their involvement in a taxation awareness program • document how they contributed to the establishment of an organisation's response to tax issues • discuss current changes in taxation legislation, regulation or decisions in case law. 	<ul style="list-style-type: none"> • a newsletter or technical update to which they contributed which may be internal or external • notes from a presentation presented regarding taxation issues • emails or memos that explain taxation issues and how they apply to an organisation.

Taxation representation

Competency:

The mentee should demonstrate the ability to participate in the representation, negotiation and litigation of taxation matters in an organisation or on behalf of clients.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> • contribute to the representation of an organisation or client on tax matters, which may include legal or administrative action • contribute to negotiations on tax matters. 	<ul style="list-style-type: none"> • document how they represented the organisation or a client on taxation matters • demonstrate that they have contributed to negotiation on tax matters. 	<ul style="list-style-type: none"> • file notes or calculations that were used in representing the client or organisation on tax matters • correspondence with the taxation authorities to negotiate with the taxation authorities on behalf of the client or the organisation • documentation of information required by external or internal parties for the negotiation of tax matters.

Self awareness

Competency:

The mentee should demonstrate awareness of the qualities they should display as a professional in the workplace.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> continuously update professional and personal skills to ensure that they are equipped to meet the requirements of working as a professional acknowledge and be responsible for their own actions and expertise, and recognise and pursue assistance when required adapt to and manage change display confidence in their professional ability complete all tasks required to finalise a piece of work accept responsibility for the work undertaken internalise the organisation's core values. 	<ul style="list-style-type: none"> provide personal observation or feedback from work colleagues of examples of a time that the mentee successfully managed a change in the workplace or demonstrated the organisation's core values review training needs and the completion of training demonstrate that they can request assistance and acknowledge those who provide support. 	<ul style="list-style-type: none"> feedback from training a log or other record of training undertaken and a plan of future training staff appraisal form where constructive feedback regarding professional behaviour has been noted and subsequently rectified.

Building relationships and interpersonal skills

Competency:

The mentee should demonstrate the ability to build relationships and communicate with others.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> consider their behaviour and the impact it may have on others and modify where necessary demonstrate professional courtesy when interacting with work colleagues recognise and respect of individuals differences have effective working relationships by developing contacts, relationships and suitable networks and by responding appropriately operate effectively in a team environment for both face-to-face and virtual teams identify individual and team goals, tasks, responsibilities and schedules for themselves and their colleagues work together with others towards shared goals. 	<ul style="list-style-type: none"> provide personal observation or feedback from work colleagues of examples of a time that the mentee modified behaviour after considering others provide examples of the use of contacts made through networking provide feedback, observations or emails that show that individual differences were recognised and respected, professional courtesy was demonstrated and that the mentee worked effectively as part of a team document occasions of the use of key contacts and networks to benefit the organisation. 	<ul style="list-style-type: none"> chairing or actively participating in meetings exchanging information with colleagues and/or clients to support the achievement of work objectives exchanging ideas and information, within appropriate boundaries of confidentiality, to develop supportive networks with other professionals.

Business communication

Competency:

The mentee should demonstrate verbal and written business communication skills in order to be able to work effectively and efficiently as a professional.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> communicate appropriately and professionally with colleagues, clients, managers and other external and internal stakeholders; which includes evidence that their opinions and ideas are valued identify and understand the needs of the group or individual and adjust communication styles to suit the audience and context converse confidently in formal and informal work environments communicate clearly on key issues in a business context to demonstrate the ability to research and share information communicate clearly, both formally and informally, in a variety of medias, including standard business correspondence, verbal communications and online technologies use different communication skills such as interpreting non-verbal communication, listening effectively and giving and receiving feedback. 	<ul style="list-style-type: none"> provide written communication that relates to objectives and the stated audience collect feedback relating to a meeting chaired or a presentation given by the mentee keep a journal of the usage of different types of media such as a presentation, chairing a discussion group, a document analysing alternative strategies, each being appropriate in order to satisfy different needs and requirements of the audience. 	<ul style="list-style-type: none"> notes of a meeting to which the mentee made a significant contribution to achieve an outcome draft letters, an issues paper or research memos presentation to work colleagues of research findings on different types of business communication such as issues papers, research memos, presentations and discussion groups feedback from work colleagues or external stakeholders.

Critical analysis and professional judgement

Competency:

The mentee should demonstrate the ability to apply critical analysis and professional judgement in the work environment. This is accomplished by understanding and evaluating issues that arise, and making decisions based on this evaluation and the importance of the issues.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> • identify issues that arise in the work environment • verify information gathered for analysis and confirm that it is comprehensive and accurate • evaluate information against set criteria by interpreting trends, developing options and identifying key issues in relation to complex facts • generate work-related ideas which are structured logically based on facts with supporting evidence • make a decision or propose a decision based on the information gathered, ideas generated and the evaluation performed. 	<ul style="list-style-type: none"> • explain how information was gathered for analysis • list methods that can be used to verify information • document decisions or proposals made. 	<ul style="list-style-type: none"> • a list of identified issues relevant to assessing alternatives • a list of the evaluation criteria from most important to least important. • notes of a contribution to business improvements, new processes or new business opportunities.

Regulatory environment

Competency:

The mentee should demonstrate an understanding of the regulatory environment in which a business is operating, and have the ability to interpret and apply relevant legislation and standards relevant to their work, and apply regulations. Relevant legislation can include laws and regulations relating to companies, business, taxation, accounting and auditing standards, and particular industries and activities.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> understand the regulatory environment in which a business is operating interpret and apply legislation and professional standards relevant to the business interpret and apply legislation and professional standards in their commercial context. 	<ul style="list-style-type: none"> list the regulations (i.e. standards or legislative requirements) that must be complied by the organisation explain how the regulations impacted on the organisation, including how these regulations were accessed and how they were interpreted to complete the task. 	<ul style="list-style-type: none"> a draft list of regulatory requirements presentations or briefings notes given to stakeholders that outline the regulatory standards that apply to professional activities (e.g. reports, notes or other documentation) a listing of people within an organisation with responsibilities for managing compliance with relevant legislation and the process for achieving compliance obligations discussing the regulatory environment relating to an organisation.

Leveraging technology

Competency:

The mentee should demonstrate the ability to use information technology and systems to efficiently and effectively perform their accounting role in the workplace.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> • use standard software/technology/ approaches in managing work and demonstrate a general knowledge of IT • use of and understanding of a range of IT and information systems controls • understand of the roles of the manager, evaluator or designer of information systems. 	<p><i>General knowledge of IT:</i></p> <ul style="list-style-type: none"> • an understanding of IT as a business process enabler where candidates can explain, describe or discuss how IT impacts on the business processes and understand the role of the accountant within it • an understanding of the management of IT and explain, describe or discuss how IT is managed within an organisation. • the ability to evaluate the different IT mediums to be used for communication and collaboration. <p><i>IT control</i></p> <ul style="list-style-type: none"> • an understanding of the need for sufficient control of information systems IT in the workplace and the ability to contribute to the assessment of associated risks. • the ability to contribute to strategies to control the risks faced by the organisation resulting from the use of IT and information systems. <p><i>IT user competencies</i></p> <ul style="list-style-type: none"> • competency in IT systems and tools as applied in the workplace to facilitate managing business and accounting issues • an understanding of business and accounting systems. 	<ul style="list-style-type: none"> • a description of how IT is managed within an organisation which may include induction training, ongoing training, variety of systems relating for example to document control, security of information and data or privacy protection • a description of how different information systems and IT applications enhance their role, and the obstacles they may encounter using IT • an explanation of the importance of having sufficient internal controls over the organisation's IT function. • a document explaining the various types of electronic communication used, for example, for arranging meetings, recording discussions, applying for leave or conducting online meetings.

Domestic and global business context

Competency:

The mentee should demonstrate an understanding of their organisation or business or their client's business as it is influenced by the context within the domestic and global environment.

To be competent, the mentee should demonstrate an ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> understand internal and external business factors which influence the environment of the business understand the local and global market and trends impacting on their organisation or their client's organisation gather and use competitor knowledge to gain a better understanding of the business context understand and evaluate information from a variety of sources to enhance their understanding of the business context. 	<ul style="list-style-type: none"> list the factors which influence the business environment summarise (for instance, in the form of an email or file note) how these factors may affect the business. 	<ul style="list-style-type: none"> contributions to the formulation of accounting strategies and processes for an organisation, which would include suggested data analysis, draft notes relating to strategy formulations, an analysis of the needs of stakeholders and/or shareholders contributions to planning in an organisation which could include an evaluation of parts of the business or undertaking a SWOT analysis contributions to market assessments for the organisation presentations and briefings conducted by the mentee to clients or colleagues in relation to their operations/market environment.

Business analysis and risk management

Competency:

The mentee should demonstrate an understanding of and an ability to use tools and skills of business analysis which includes evaluating and managing the risk associated with the business being analysed.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> identify stakeholders research the business, its environment and factors that will affect the future activities of the business identify the level of financial risk of the business, and differentiate between different types of risk understand how the results of the business analysis undertaken and possible future risk will affect the business contribute to planning how the business could react to these findings communicate the business analysis and risk management to appropriate individuals. 	<ul style="list-style-type: none"> undertake research into factors affecting a business and its business plans provide notes/email/minutes from a meeting which identifies stakeholders that are affected by a particular decision and of the business analysis and or risks associated with the business. 	<ul style="list-style-type: none"> a summary of research undertaken a list of the key risks notes of a meeting of stakeholders where the mentee contributed to a briefing on business risks.

Ethics and governance

Competency:

The mentee should demonstrate personal integrity and ethical behaviour as an individual, and as part of their organisation, the profession and the community. Further, the mentee should be able to identify the need for good governance and it how it can be effectively implemented into an organisation.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> • adhere to an ethical framework in all aspects of their professional life • demonstrate integrity and objectivity • respect confidentiality • understand how governance is evident within an organisation, and the ability to identify risks where relevant • identify the need for effective implementation of good governance. 	<ul style="list-style-type: none"> • document their consideration of the ethical framework and code of conduct in relevant situations • demonstrate compliance with the organisation's policies and procedures and that they are familiar with their responsibilities for their role • document how ethical decisions were made with particular reference to honesty, integrity, objectivity and confidentiality and the obstacles that were faced • evaluate external and internal resources available for consultation in relation to making ethical decisions when encountering issues regarding corporate governance. 	<ul style="list-style-type: none"> • a description of situations where professional ethics, values or judgement might have been challenged • references to the practical application of the code of conduct/ethics that they abide by • presentations or briefings by the mentee to clients or work colleagues that outline the ethical standards that apply to professional activities.

Diversity and consciousness

Competency:

The mentee should demonstrate their ability to adapt their behaviour in recognition of diversity.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> • understand, respect, and value the diverse cultures and backgrounds of people in the workplace • recognise cultural differences and understand when and how to adapt behaviour accordingly • actively assist in managing of group dynamics • explain their understandings of different cultures and how these may impact on communication. 	<ul style="list-style-type: none"> • document examples of how behaviour was adapted to recognise cultural differences • demonstrate how knowledge was acquired regarding different cultures • document obstacles faced when communicating with people from different backgrounds • document how their personal behaviour was adapted as a result of group dynamics. 	<ul style="list-style-type: none"> • document a situation where the mentee recognised cultural differences and adapted their behaviour • research notes on differing communication styles and a situation in which it was applied • notes of a situation in which the mentee demonstrated that they adapted to cultural diversity in a group.

Planning/innovative thinking

Competency:

The mentee should demonstrate an understanding of the importance of planning and their contribution to improving business plans and processes.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> set challenging goals, objectives and performance indicators understand organisational goals in relation to personal and functional team goals seek out and generate new ideas, based on analysis and/or creative thinking undertake trend analysis to inform business plans and improvements support new ideas, strategies and processes and be involved in documenting processes. 	<ul style="list-style-type: none"> provide a performance development plan which outlines goals, objectives and performance indicators outline the organisational goals and explain how personal or team goals may need to be adapted to comply with the organisation goals plan and adapt workflows to achieve personal, team and /or organisational goals document new ideas and the way that they were generated document the way how new ideas, strategies and processes will affect their day-to-day tasks. 	<ul style="list-style-type: none"> a performance development plan a documented plan of workflow and adoption of new goals documented new ideas and the way these were progressed.

Problem solving and decision making

Competency:

The mentee should demonstrate an understanding of the role of gathering information and the available resources to solve problems and make decisions.

To be competent, the mentee should demonstrate the ability to:	To assess and measure the mentee's competence, a mentor could request that the mentee:	Examples of evidence might include:
<ul style="list-style-type: none"> identify problems and issues which require decision making undertake research and use available resources to identify potential solutions recommend or contribute to making decisions based on analysis undertaken. 	<ul style="list-style-type: none"> document problems or issues and decisions that are needed to achieve resolution list potential avenues for research within the organisation to assist the resolution of a problem or issue explain how decisions were made and analyse how these decisions will affect other decisions and their work. 	<ul style="list-style-type: none"> research performed to solve particular problems a list of possible solutions proposed as a result of research undertaken a list of people consulted when making decisions an evaluation of how decisions made affected their role.

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CPA Program

3 Logbook

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Using the logbook

The logbook enables you to record your practical experience requirement progress.

It contains space for you to record the evidence you have collected under the 'Description of workplace evidence', and allows your mentor to sign and date that he or she has sighted the evidence and is satisfied that you have demonstrated competence in that sub-skill.

Your mentor will need to sign off against each sub-skill once it has been fully demonstrated and completed.

You must complete all the personal effectiveness, business and leadership sub-skills. You must also complete four technical sub-skills. Enter the code and sub-skill in the blank space provided. Remember, for technical skills, they can be from up to four different areas of work.

Below is an example of a sub-skill schedule:

Code	Subskill
BUS1	Regulatory environment
Description of workplace evidence	
Mentor's signature	Date

Your mentor should sign once satisfied that you have demonstrated competence in this sub-skill.

You should complete a description of the evidence you provided to your mentor to demonstrate that you are competent.

The date your mentor signed for that sub-skill.

The logbook can be saved as a working document.

This will allow you and your mentor to update it electronically.

To fill out the interactive logbook select the Hand tool, and click inside the text box and type your text.

When you have finished filling out the appropriate information click Save, and print if desired.

Summary of the skill areas

Skill areas	Code	Area of work	Sub-skills
Technical	AUD1	Auditing	Planning an audit
	AUD2		Performing an audit
	AUD3		Promoting audit awareness
	AUD4		Audit control and improvement
	FAC1	Financial Accounting	Financial reporting requirements
	FAC2		Processing of financial information
	FAC3		Preparation of financial reports
	FAC4		Reliability of financial information
	FPL1	Financial Planning	Defining a client's situation
	FPL2		Developing a financial plan
	FPL3		Implementing a financial plan
	FPL4		Reviewing a financial plan
	FRM1	Financial Risk Management	Establishing financial objectives
	FRM2		Monitoring the financing operations
	FRM3		Managing financial risk
	FRM4		Financial control systems
	INS1	Insolvency	Assessing a competitive position
	INS2		Options for those facing insolvency
	INS3		Managing a reconstruction
	INS4		Liquidating a company
MAN1	Management Accounting	Setting an organisation's direction	
MAN2		Design of organisational processes	
MAN3		Performance measurement	
MAN4		Financial control and systems	
TAX1	Taxation	Determining an organisation's tax position	
TAX2		Tax effective planning	
TAX3		Promoting tax awareness	
TAX4		Tax representation	
Personal effectiveness	PER1		Self awareness
	PER2		Building relationships and interpersonal skills
	PER3		Business communication
	PER4		Critical analysis and professional judgement
Business	BUS1		Regulatory environment
	BUS2		Leveraging technology
	BUS3		Domestic and global business context
	BUS4		Business analysis and risk management
Leadership	LEA1		Ethics and governance
	LEA2		Diversity and consciousness
	LEA3		Planning and innovative thinking
	LEA4		Problem solving and decision making

Logbook

Technical skills

Code	Subskill
Description of workplace evidence	
Mentor's signature	Date

Code	Subskill
Description of workplace evidence	
Mentor's signature	Date

Code	Subskill
Description of workplace evidence	
Mentor's signature	Date

Code	Subskill
Description of workplace evidence	
Mentor's signature	Date

Personal effectiveness skills

Code	Subskill
PER1	Self awareness
Description of workplace evidence	
Mentor's signature	Date

Code	Subskill
PER2	Building relationships and interpersonal skills
Description of workplace evidence	
Mentor's signature	Date

Code	Subskill
PER3	Business communication
Description of workplace evidence	
Mentor's signature	Date

Code	Subskill
PER4	Critical analysis and professional judgement
Description of workplace evidence	
Mentor's signature	Date

Business skills

Code	Subskill
BUS1	Regulatory environment
Description of workplace evidence	
Mentor's signature	Date

Code	Subskill
BUS2	Leveraging technology
Description of workplace evidence	
Mentor's signature	Date

Code	Subskill
BUS3	Domestic and global business context
Description of workplace evidence	
Mentor's signature	Date

Code	Subskill
BUS4	Business analysis and risk management
Description of workplace evidence	
Mentor's signature	Date

Leadership skills

Code	Subskill
LEA1	Ethics and governance
Description of workplace evidence	
Mentor's signature	Date

Code	Subskill
LEA2	Diversity and consciousness
Description of workplace evidence	
Mentor's signature	Date

Code	Subskill
LEA3	Planning and innovative thinking
Description of workplace evidence	
Mentor's signature	Date

Code	Subskill
LEA4	Problem solving and decision making
Description of workplace evidence	
Mentor's signature	Date



CPA Program

4 Forms

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Summary of practical experience requirement forms

1. Practical Experience Requirement Update Form			
Purpose	Who needs to complete it?	When should it be sent to CPA Australia?	Special instructions
This form is used by mentee's to update CPA Australia regarding changes to their PER enrolment and/or progress through the program	The mentee must ensure all relevant sections are completed by the previous mentor, new mentor and employer contact.	This form must be submitted within 30 working days of a change or when ready to advance to CPA status.	This form is the only form which allows a mentee to claim time with a mentor. Mentees who change mentors will need to have this form signed off by the previous mentor and employer.
2. Evidence of Knowledge			
Purpose	Who needs to complete it?	When should it be sent to CPA Australia?	Special instructions
This form is used by the mentor, supervisor or manager when workplace evidence can not be sighted due to confidentiality issues.	The mentor completes the form when formulating questions to ask the mentee. The mentee's supervisor or manager endorses entries to validate the mentee's work.	This form may be requested if a mentee is selected for audit by CPA Australia.	This form can only be used to demonstrate up to 50% of the sub-skills within a chosen skill area. One form must be used for each sub-skill.
3. Personal Development			
Purpose	Who needs to complete it?	When should it be sent to CPA Australia?	Special instructions
This form allows the mentor to gain a good understanding of the mentee's background and goals. It can be used to establish the mentoring relationship.	The mentee and mentor should discuss the questions and topics raised on the form.	This form does not need to be sent to CPA Australia.	It is useful where the mentor is outside of the workplace, or where the mentee and mentor do not know each other well. It is for the mentee's records only.

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Please tick to indicate why you are completing this form:

- Change of employment details
 Change of mentor
 Update progress on the PER

Step 1. Read the practical experience requirement (PER) Form Guide (pg.58) and Rules & Regulations (pg.60-61)

Step 2. Fill in this form and lodge with CPA Australia within 30 days

Print clearly in BLOCK letters.

A. Mentee Details

To be completed by the mentee

A1. Your personal details

Member number:

Title Mr Mrs Ms Miss Other

Family name

First name

Middle name

Preferred name

Date of birth / /

D D M M Y Y

A2. Your employment details

Preferred mailing address (please tick)

Position title

Company name

Company address

Suburb

State Postcode Country

Business phone Business fax

A3. Your home contact details

Preferred mailing address (please tick)

Home address

Suburb

State Postcode Country

Home phone Mobile

A4. Your email address

Email

B. Change of employer/employer status

To be completed by the mentee

B1. Employer's status

Is your current employer a Recognised Employer Partner?

To confirm visit: cpaaustralia.com/rep_employer_partners

- Yes** – complete section B2
- No** - complete section B2, section C and if you have a new mentor complete section D

B2. Employment dates

The start date with my new employer was / /
D D M M Y Y

The end date with my previous employer was / /
D D M M Y Y

B3. Unemployed (if applicable)

I am currently unemployed

The end date with my previous employer was / /
D D M M Y Y

C. Change of employer contact

To be completed by a Human Resources or Learning & Development manager within the mentee's workplace

Employer contact's CPA Australia member number (if applicable):

Title Mr Mrs Ms Miss Other Family name

First name Middle name

Preferred name

Position title

Company name

Company address

Suburb

State Postcode Country

Business phone Business fax

Email

Employer contact's declaration: I declare that:

- I am the contact person for the Associate member identified on this form whilst they undertake the PER and they are employed by the organisation identified on this form;
- I am authorised to sign this agreement on behalf of the employer;
- The employer information provided on this form is correct and will be updated as required;
- I have read, understood and agree to be bound by the PER Rules & Regulations and the Privacy Statement.

Employer contact signature

Date: / /
D D M M Y Y

D. Change of mentor

To be completed by the new mentor

D1. Mentor's membership details

I am a CPA or FCPA

Provide your CPA Australia member number:

OR

I am a member of an equivalent IFAC professional body (see 3.3 in Rules & Regulations pg.61)

Provide your member number:

Name of equivalent professional body you belong to:

D2. Mentor's personal details

Title Mr Mrs Ms Miss Other

Family name

First name

Middle name

Preferred name

D3. Mentor's employment details

Preferred mailing address (please tick)

Position title

Company name

Company address

Suburb

State

Postcode

Country

Business phone

Business fax

D4. Mentor's home contact details

Preferred mailing address (please tick)

Home address

Suburb

State

Postcode

Country

Home phone

Mobile

Email

D5. Start date of mentoring relationship

Start date:

 / /

D

D

M

M

Y

Y

Mentor's agreement: By signing this form:

- I agree to act as the mentor for the applicant, for the purposes of the PER and have been doing so since the date specified in section D5;
- I declare that I am a full member of the equivalent professional body as stated above;
- I will not offer or accept any monetary or other remuneration as a result of my role as mentor;
- I will not offer my services as a mentor for a fee, to potential mentees;
- I have read, understood and agree to be bound by the PER Rules & Regulations and the Privacy Statement.

Mentor signature

Date:

 / /

D

D

M

M

Y

Y

E. Mentor testimonial

To be completed by the mentor at the end of the mentoring relationship

E1. Mentor's details

CPA Australia member number (if applicable):

Title Mr Mrs Ms Miss Other Family name

First name Middle name

Preferred name

Did the mentee demonstrate any skills during the mentoring relationship?

Yes, complete sections E2 and E3

No, complete E3

E2. Skill areas and evidence requirements

For each sub-skill that was demonstrated, tick the completed box. For the technical skill area, insert the code for the sub-skills you have chosen.

Please note: only fully completed sub-skills can be claimed via the Practical Experience Requirement Update Form.

	Sub-skill	Completed	Sub-skill	Completed	Sub-skill	Completed	Sub-skill	Completed
Technical skills								
Personal effectiveness skills	PER1		PER2		PER3		PER4	
Business skills	BUS1		BUS2		BUS3		BUS4	
Leadership skills	LEA1		LEA2		LEA3		LEA4	

The mentor must confirm that the mentee's evidence met the evidence requirements (please tick)

Valid – does the workplace evidence provided by the mentee directly reflect what is in the guide and logbook?

Authentic – is the workplace evidence presented the mentee's own work?

Current – is the skill still current and can the mentee still perform the task described?

Sufficient – is there enough workplace evidence to demonstrate competence?

E3. Date of mentoring relationship

From / / to / /

D D M M Y Y D D M M Y Y

Mentor's declaration: By signing this form I declare that all of the information provided is true and correct.:

Mentor signature

Date: / /

D D M M Y Y

F. Employer contact testimonial

To be completed by the employer contact at the end of the mentee's period of employment

CPA Australia member number (if applicable):

Title Mr Mrs Ms Miss Other Family name

First name Middle name

Preferred name

Employer contact's declaration:

By signing this form I declare that the mentee has been employed in a professional accounting and/or financial role at:

Company name

from / / / to / / /

D D M M Y Y to D D M M Y Y

Employer contact signature Date: / / /

D D M M Y Y

G. Practical experience requirement (PER) - Privacy Statement

Privacy statement

You consent to the collection, storage, use and disclosure of your personal and/or organisation's information as set out below. When you enrol in the PER, your personal and/or organisation's information will be collected and stored by us and/or our local or overseas suppliers who provide services in respect of the PER ('our suppliers'). We only use that personal and/or organisation information for the purposes for which you have provided it to us and for related purposes, including to facilitate the PER and to develop appropriate new products and services and may use the personal information in publicising the PER by identifying you as a participant in the PER.

Your personal and/or organisation information may be disclosed to:

- each party identified in this form
- our suppliers,
- regulatory bodies

Otherwise, we will not disclose personal and organisation information to a third party unless:

- you have consented,
- we have told you we will,
- it is required or authorised by law.

Personal and/or organisation's information (including provision of access to and correction of this information) is otherwise treated in accordance with the CPA Australia Privacy Policy which can be located at cpaaustralia.com.au

Where to send your completed form

1. Mail:

CPA Australia Ltd
Member Advisory and Information Services
GPO Box 2820
Melbourne VIC 3001

2. Email: A PDF of this completed form can be sent to ma.comms@cpaaustralia.com.au

3. Fax: 1300 78 76 73 (Within Australia) +613 9606 9844 (Outside Australia)

Please note:

- If you fax or email your form keep a record of this communication (you do not need to mail the original)
- Your form will be processed as soon as possible. Please refer to our website for current processing timeframes:
cpaaustralia.com.au/per_processing
- Once the form is processed, you will be sent a confirmation email. If you do not receive a confirmation email please contact CPA Australia via email: ma.advisory@cpaaustralia.com.au

More information:

If you require more information regarding the practical experience requirement, please refer to CPA Australia's website: cpaaustralia.com.au/per

This document is a guide to be used when filling in the Practical Experience Requirement Update Form.

Please retain this guide for future reference. Do not submit it with your completed form.

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Please take time to read and understand the requirements outlined in this form guide.

Incomplete forms received by CPA Australia Ltd (CPA Australia) cannot be processed and will cause delay and in some cases may cause delay to your advancement to CPA status.

For PER processing timeframes, please visit cpaaustralia.com.au/per_processing

If you need more information, call 1300 73 73 73 (toll-free in Australia), or +61 3 9606 9606 (outside Australia).

A. Mentee details

Associate members are responsible for ensuring that all relevant sections of this form have been completed correctly. Please take the time to check over your completed form before you submit it to CPA Australia for processing.

A1. Your personal details

Ensure that you complete your personal details correctly on the form. If you have a preferred alternative first name, please include this information in the preferred name section.

A2 & A3. Your employer and home contact details

Ensure that you provide your company and home addresses in full (including suburb and postcode). Please select one (only) preferred mailing address. If a box is not ticked then the preferred mailing address will default to your home contact details. All mail will be sent to this address, including membership confirmation and CPA Program materials.

A4. Your email address

You must provide an email address to receive PER confirmation emails and other important updates and information.

B. Change of employer/employer status

B1. New employer status

Ensure you search the CPA Australia website (cpaaustralia.com/rep_employer_partners) to confirm whether your new employer is a Recognised Employer Partner. If they are, there are many sections of this form which will not be applicable to you.

Important information:

If your previous employer was **NOT** a Recognised Employer Partner then you will have had a previous mentor and employer contact and therefore need to complete sections E and F.

If your employer has not changed, but your current employer has recently become a Recognised Employer Partner, then you will also have had a previous mentor and employer contact and therefore need to complete sections E and F.

B2. Employment dates

Provide the start date of employment with your new employer and the end date of employment with your previous employer.

B3. Unemployed

Tick the box if you are currently unemployed and provide the date that your employment ended.

C. Change of employer contact

If you have changed employers and do not work for a Recognised Employer Partner, you will need to provide details of an employer contact person as outlined in 4.1-4.3 of the PER Rules & Regulations.

D. Change of mentor

If you do not work for a Recognised Employer Partner, you will need to provide details of a mentor as outlined in 3.1-3.4 of the PER Rules & Regulations.

D1. Mentor's membership details

The new nominated mentor must provide either their CPA Australia member number or provide full membership details if they are a member of an equivalent IFAC member body. For members of an IFAC recognised equivalent professional body, refer to 3.3 in the PER Rules & Regulations.

D2, D3 and D4

All new mentors must provide their full name and address details.

D5. Start date of mentoring relationship

All new mentors must provide a start date for the new mentoring relationship.

E. Mentor testimonial

E1. Mentor's details

The mentor must provide their name and CPA Australia membership number (if applicable) so we can validate their details against our records.

They must also indicate whether their mentee has demonstrated any skills during the mentoring relationship. If so, sections E2 and E3 must be completed.

E2. Skill areas and evidence requirements

Any demonstrated sub-skills should be recorded in this table. The mentee and mentor will most likely complete this table together in their final meeting. The mentor will be signing off on the content of the logbook and this table as part of the Mentor's declaration.

If the table has been completed, then the mentor must confirm that the evidence requirements have been met by ticking the boxes.

E3. Dates of the mentoring relationship

All mentors must provide the start and end dates of the mentoring relationship.

F. Employer contact testimonial

When the mentee changes employers, the employer contact from the mentee's previous place of employment must provide confirmation and sign off that they were employed in a professional accounting and/or finance role and also provide the dates of employment.

G. Practical experience requirement (PER) - Privacy Statement

All parties must read and agree to the Privacy Statement before signing the Practical Experience Requirement Update Form.

H. Practical experience requirement (PER) - Rules & Regulations

You must read and agree to these Rules & Regulations before signing this form.

CPA Australia Ltd ("CPA Australia") conducts the practical experience requirement (PER) as part of the CPA Program by which Associate members (ASAs) may attain accreditation and advance to CPA status.

CPA Australia does not accept responsibility for any form of loss or liability whatsoever incurred (directly or indirectly) by ASAs arising out of their participation in the PER, irrespective of whether such loss or liability is the result of negligence or other default on the part of CPA Australia.

By signing and returning this form to CPA Australia, all participants indicate that they understand and accept to be bound by the PER Rules & Regulations and Privacy Statement. Each participant acknowledges and agrees that:

- each participant has supplied personal information in this form which the other participants will see and use for the purposes described in this form;
- each participant will only use the personal information supplied in this form for the purposes described in this form;
- CPA Australia will use, store and disclose personal information in accordance with the Privacy Statement;
- CPA Australia has no responsibility and accepts no liability for the use or disclosure that one participant makes of the personal information supplied, by another participant.

1. All Mentees

- 1.1 You must enrol in the PER as a component of the CPA Program for advancement to CPA status.
- 1.2 You must be an Associate member of CPA Australia to enrol in the PER. ASAs who are working in public practice and completing the CPA Program as a non-member must also enrol in the PER.
- 1.3 After enrolment, the Associate member will be referred to as the 'mentee'.
- 1.4 Time on the PER will be recognised from the date a completed enrolment form is received by CPA Australia.
- 1.5 It is your responsibility to update CPA Australia with your new employer and/or Mentor details. A Practical Experience Requirement Update Form, must be completed each time:
 - you change employers. Your Update Form must be submitted within 30 days of the change;
 - you end a mentoring relationship and you need to record progress for your PER. Time requirements will be recorded against your CPA Australia record in preparation for advancement to CPA status.
 - your employer contact changes
- 1.6 Mentees may take time off the PER for reasons such as travel or maternity leave. If you are not participating in the PER for more than 30 days, you will need to make up this time before advancement to CPA status.
- 1.7 Time restrictions apply to advance to CPA status. If you are unable to complete the PER within the advancement timeframe due to special circumstances, you may apply for an extension of time to advance. For more information, visit: cpaaustralia.com.au/advancements
- 1.8 To receive important updates, you are responsible for keeping your contact details up to date. Update your details at: cpaaustralia.com.au/managemembership

2. Mentees undertaking the PER with a mentor (non-recognised employer)

- 2.1 CPA Australia accepts no responsibility for, and makes no representations as to the:
 - a) qualifications, capacity, character or suitability of mentors to carry out their role, or ASAs to undertake the PER, other than by requiring each to provide a statement/evidence to the effect that they fulfil all requirements for their role, as notified by CPA Australia from time to time;
 - b) quality or accuracy of the advice and training provided by mentors to ASAs during the PER, and CPA Australia does not accept responsibility for any form of negligence, recklessness, breach of duty or other misconduct on the part of mentors in providing that support.
- 2.2 CPA Australia cannot and does not guarantee the existence, currency or adequacy of professional indemnity or any other insurance held by mentors.
- 2.3 You must be working in a professional accounting and / or finance role, which utilises the knowledge acquired through an accredited or approved accounting qualification.
- 2.4 You must keep a record of regular communication with your mentor. If you cannot demonstrate regular contact you may not include this period as part of your three year requirement. Communication is encouraged at least once a month and a minimum of 10 hours per year.
- 2.5 You must record the progress of attaining and demonstrating skills to your mentor in your PER guide and logbook. You may be required to submit your logbook if you are selected for audit by CPA Australia.

- 2.6 If you end a mentoring relationship, you must advise CPA Australia and your mentor. It is your responsibility to nominate a new mentor.
- 2.7 If you are removed from the membership register and subsequently apply for readmission will be able to claim time on the PER provided you have been in regular contact with your mentor and have been working in a professional accounting/finance role.
- 2.8 To advance to CPA status, you must complete and demonstrate all time and skill requirements. This will be demonstrated through ongoing completion of Practical Experience Requirement Update Forms signed by your mentor and employer contact.
-

3. The Mentor

- 3.1 Eligible mentors must:
- have experience in or work within the accounting and/or finance fields;
 - have experience in supervision, management or mentoring;
 - work full time, part time or be retired;
 - be prepared to commit to the mentoring relationship for a recommended minimum six-month period and to provide signed Practical Experience Requirement Update Forms to confirm what the mentee has achieved at either the end of the mentoring relationship or when the ASAs employment changes;
 - let the mentee know if they are no longer on the membership register of the professional body they belong to;
 - be of CPA or FCPA status or a full member of a recognised equivalent professional body.
- 3.2 Eligible mentors must not advertise their mentoring services to potential mentees for a fee, nor accept any fee for their mentoring services.
- 3.3 A recognised equivalent professional body is a body which is a full member of The International Federation of Accountants (IFAC). Full members of IFAC are accepted by CPA Australia as eligible mentors. For a full listing, please refer to web.ifac.org/about/member-bodies
- 3.4 CPA Australia strongly recommends the mentor is the immediate supervisor or manager of the mentee.
-

4. The Employer Contact

- 4.1 Mentees are required to provide CPA Australia with details of an employer contact person. This person must:
- a) be able to, and agree to, confirm the mentee's employment in a professional accounting of finance role;
 - b) be aware of professional development opportunities within the workplace;
 - c) be aware and agree, that CPA Australia may contact them for verification via email, whilst the mentee is enrolled into the PER.
- 4.2 The employer contact person is required to provide their business email address and business phone number.
- 4.3 The employer contact person is required to sign the testimonial section of Practical Experience Requirement Update Forms at the end of a mentoring/employment period to confirm that the mentee was employed in a professional accounting or finance role.
-

5. The mentoring relationship

- 5.1 The mentee is responsible for driving the mentoring relationship, scheduling meetings and recording all progress throughout their time on the PER and ensuring their mentor submits the relevant documentation to CPA Australia.
- 5.2 To encourage regular communication, CPA Australia is authorised to provide mentees, mentors and employer contacts with their respective contact details as submitted in this enrolment
- 5.3 CPA Australia is not authorised to provide any contact details to a mentee, mentor or employer contact after the mentoring relationship has officially ended.
- 5.4 Each party agrees:
- to conform to the objectives of the PER;
 - that their behaviour will be ethical, professional and responsible at all times;
 - that they will participate in the PER in a conscientious and diligent manner, with the utmost good faith towards and in the best interest of all parties;
 - that by virtue of their participation in the PER, they may have access to confidential information of the other participant and/or workplace evidence and agree not to, during or after their participation in the PER, make improper use of the confidential information.
-

6. Mentees undertaking the PER with a Recognised Employer Partner

- 6.1 You must currently be working for a Recognised Employer Partner in an accounting and / or finance role and undertaking your employer's internal mentoring program.
- 6.2 If you are removed from the membership register and subsequently apply for readmission, you will be able to claim time on the PER provided you have been working in a professional accounting/finance role with a recognised employer.
- 6.3 If you are working for a CPA Australia Recognised Employer Partner when you complete your three year requirement, your assessment to advance to CPA status will be an automated process.

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The Evidence of knowledge form can be used by the mentee, when workplace evidence can not be sighted due to confidentiality issues. This form can be used to record sub-skills either by:

1. The mentor formulating three questions. The answers provided should allow the mentor to determine whether the mentee has satisfactorily demonstrated a particular sub-skill.
2. The mentee's supervisor or manager certifying that the mentee has satisfactorily demonstrated a particular sub-skill.

Please note:

- This form can be used to demonstrate up to 50% of the sub-skills required in each of the skill areas.
- This form may need to be submitted to CPA Australia in the case of an audit.
- One form must be used for each sub-skill.
- This form is a substitute for actual workplace evidence. Usage must be recorded and signed by the mentor in the logbook.

A. Mentee details

Member Number:

Family name:

First names:

Sub-skill code:

This form has been used as a substitute for actual workplace evidence, to demonstrate the attainment of sub skill code number.

B. Questions of evidence

Questions to be asked by the mentor and answered by the mentee

Q1:

Q2:

Q3:

The mentee's underpinning knowledge was satisfactory Yes No

Section C. Third Party Declaration (The third party person does not need to be CPA and/or equivalent)

Name of supervisor or manager:

Company name :

Business address:

Business phone: ()

Describe the workplace activities/documents the mentee has been involved in/completed that support the attainment of the above listed skills.

Have you read the section of the logbook which describes the sub-skill for which you are declaring the mentee to be competent in? Yes

Are you willing to be contacted should further verification of this statement be required? Yes

What is your relationship to the mentee?

How long have you worked with the mentee?

Does the mentee perform job tasks at an acceptable level? Yes

Does the mentee manage job tasks effectively? Yes

Overall do you believe the mentee is able to perform the skills listed on a consistent basis? Yes

Feedback to mentee

Privacy statement

I hereby declare that I have read the privacy statement and terms below.

Privacy statement: CPA Australia Ltd ('CPA Australia') is committed to protecting your privacy and security of personal information provided by you to us. The information you provide us in this form will be used to provide relevant information for the CPA practical experience requirement. It may be aggregated and used for internal review to analyse trends and statistics. You have the right to access your information held by CPA Australia which relates to you and to correct such information which is inaccurate. All matters relating to access and correction should be directed to CPA Australia. For more information on CPA Australia's Privacy Policy, visit our website at cpaaustralia.com.au

Terms: It is an express term of individuals agreeing to participate in the CPA practical experience requirement that CPA Australia Ltd ('CPA Australia') nor it's Directors, Officers or employees shall be liable for any loss or damage arising out of participation no matter how caused including consequential loss. CPA Australia does not warrant that the program is suitable as a method of instruction or may provide expert professional advice.

Name of mentor (if section B), supervisor or manager (if section C):

Date: / /

Signature:

Name of mentee:

Date: / /

Signature:

Member number:

To maximise career potential and the mentoring relationship, it is important the mentee understands their own needs and values as well as their strengths and weaknesses in a professional setting. By completing the personal development form, and discussing the issues with the mentor, the mentee can begin to understand their own strengths with relation to a career management strategy.

The mentee should complete the following short tasks with the mentor.

The mentor should review the responses to gain a better understanding of the mentee.

Formal education and other qualifications

List any formal education (outside of the CPA Program) that assisted in gaining any of the required skills within the areas of work.

Major accomplishments

Use this section to identify achievements. These will reveal what gives you the most satisfaction as well as what you are good at. Accomplishments can be both personal and professional as they provide indicators of strengths and limitations.

Personal goals

Personal goals need to always be considered alongside career goals as they can often influence career development. Personal goals such as living overseas or starting a family will influence career progression. It is important to be aware of personal goals as part of an overall career management strategy.

As the mentee, write down your top three personal goals for the next five year period. e.g. overseas travel, saving a deposit for a house.

Personal strengths and limitations

Recognising our strengths enables us to identify our interests and abilities. As the mentee, list your main strengths. You may want to use the major accomplishments section to identify strengths. Discuss these with your mentor and try to include these in your career management strategy.

Being aware of limitations enables us to challenge them. One method is to think about situations that we try to avoid or we don't feel very confident with. As the mentee, think about which limitations you want to overcome in the next five years or sooner, so that you can add to your list of professional accomplishments. Discuss some way you could overcome these with your mentor.

Strengths:

How can I best utilise these strengths in the workplace?

Limitations:

List some ways you could overcome these limitations:

Values and preferences

Recognising our values and preferences in a professional environment is an important part of setting up a career management strategy. Best work is often done in an organisation that shares our values and offers a working context within which our needs are met.

As the mentee, write down your top three in each category.

Motivation

Consider factors that motivate you (e.g. belonging, giving to community, honesty, independence, power, leadership, respect...)

- 1.
- 2.
- 3.

Satisfaction and interest

Activities from which you derive the most satisfaction and that engage your continuing interest (e.g. adventure, creative opportunities, initiating, problem-solving...)

- 1.
- 2.
- 3.

Optimal working conditions

The type of environment that most inspires you to achieve (e.g. high salary, location, learning opportunities, time freedom...)

- 1.
- 2.
- 3.

Important relationships

Types of relationships you prefer with others in the workplace (e.g. cooperation, friendships, individualism, leadership, loyalty, recognition, support)

- 1.
- 2.
- 3.

Career goals

This area lists the 10 most-quoted career goals amongst members. As the mentee, rank the goals in your present priority order (some categories overlap). Stipulate the approximate time frame you have in mind. Your priority goals and/or timing may change during the course of your practical experience as you gain more insight into your professional sphere.

Rank timeframe (in years)

Aim for promotion	Years
Aim for partnership	Years
Develop specialist expertise	Years
Move into management	Years
Move into consulting	Years
Start an accounting practice	Years
Start a non-accounting practice	Years
Aim for board positions	Years
Continue in my current role in a different organisation	Years
Continue in my current role in my current organisation	Years
other	Years

Interests and working style

Interests are fundamental in establishing a career management strategy, as these are where our greatest enthusiasm and passion lies. It is important to be involved in a career that is interesting to us. It is by being interested that we become motivated. As the mentee, consider how the career positions or options you are involved with or now are considering, support your interests and strengths. Are there other options that may offer better support?

Support of interests and strengths

1. Current positions/options

2. Other positions/options

It is also important to identify our preferred working style as we all have styles that work for us. Each of us has unique needs and different reactions to stress. As the mentee, refer back to your values and preferences section, and taking into account your personal and career goals, set out five important components of your working style and behaviour, including one that notes how you react to stress.

1. Style

2. Behaviour

3. Dealing with stress

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