



ICAEW Level 4 Accounting Technician Apprenticeship

PORTFOLIO AND REFLECTIVE STATEMENT - A GUIDE FOR STUDENTS

For exams from December 2024

This document provides you with all the information you need to complete the Level 4 Accounting Technician Apprenticeship Portfolio and Reflective Statement.

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OVERVIEW

Once you have completed your on-programme assessment, you will move on to the next, and final, stage of your apprenticeship, which is the end-point assessment.

The end-point assessment assesses your competence in the required knowledge, skills and behaviours of the apprenticeship - as set out on Appendix A - and consists of two elements:

- a Portfolio and Reflective Statement; and
- a Role Simulation exam.

In order for you to successfully complete your apprenticeship, you will need to pass both these elements, in addition to having passed your ICAEW CFAB exams as part of your on-programme assessment.

This document focuses on the Portfolio and Reflective Statement element of the apprenticeship and will help you to understand what is required of you during this process.

Brief description of the Portfolio and Reflective Statement

It is an essential part of the Level 4 apprenticeship and assesses your competence in the knowledge, skills and behaviours required in order to become a Level 4 Accounting Technician.

For the Portfolio and Reflective Statement, you will need to identify and describe situations where you have shown competence in the knowledge, skills or behaviours required. You will also need to include what you have learned from these situations and what you would do differently in the future.

Requirements for the completion of the Portfolio and Reflective Statement

You will base your Portfolio and Reflective Statement on examples from the training log you have used to record your development during the on-programme assessment.

Once you have completed the portfolio and reflective statement, you will need to submit it to ICAEW for assessment.

Examination of ethics within the Portfolio and Reflective Statement

Ethics is a very important issue for accountants. Reflecting this there are two separate requirements covering this in the Portfolio and Reflective Statement.

You are required to demonstrate **knowledge** of the Ethical Standards. This requires you to provide evidence of being able to identify a potential ethical issue and your understanding of the Fundamental Ethical Principles within the ICAEW Code of Ethics.

You are also required to demonstrate the **behaviour** of Ethics and Integrity. This requires you to provide evidence of the application of ethics and integrity i.e. what you did when you encountered an ethical issue

THE PORTFOLIO AND REFLECTIVE STATEMENT TEMPLATE

Overview of the template

Appendix B shows the Portfolio and Reflective Statement assessment template. The template has two sections.

Section 1

For each knowledge, skill, or behaviour, you will need to briefly describe a situation where you demonstrated competence.

There are a total of 17 examples needed in this section, and a maximum of 50 words per example.

Section 2

You will then select four skills or behaviours to discuss in more detail.

For each of your choices, you will need to describe what you did, how you used the skill or behaviour, what you learned from the situation or how you would deal with a similar situation in the future, based on what you have learned.

You will have to write a maximum of 500 words per example (not including the requirements), and summarise this information concisely.

Please note that no further marks will be awarded once the word count has been exceeded.

Completing the template

Section 1

Section 1 of the Portfolio and Reflective Statement requires you to draw on your experience, as documented in your training log. Each situation you describe should be drawn from and referenced to your training log.

Your tuition provider will be able to provide you with support and guidance on how to select the best examples from your training log.

It is recommended that you provide a good spread of examples from your apprenticeship, preferably using different situations for each of the 17 knowledge, skills and behaviours.

If you choose to use the same situation to illustrate your competence in more than one of the 17 categories, you will need to make sure that you write each example so as to demonstrate competence in that specific knowledge, skill or behaviour.

Section 2

Section 2 requires you to choose four of the skills or behaviours from Section 1 and describe them in more detail. In order to help you structure your examples, Section 2 of the assessment template is set out in a number of text boxes for you to complete.

For each of the four parts of Section 2, you are required to:

- indicate which skill or behaviour you are describing;
- note the date when the situation took place;
- describe the situation; and
- provide evidence of your competence in the skill or behaviour.

In addition, you are required to complete one of the last two text boxes for each example. These require you to:

- describe what you learned from the activity; or
- describe what you would do differently if you could do the activity again.

Please note that if you choose to complete the text box that asks you to describe what you would do differently, it will not be interpreted as a lack of competence in the knowledge, skill or behaviour, but as a way for you to reflect on how you could further improve your performance in the future.

ASSESSMENT

Overview of the assessment

As the purpose of the Portfolio and Reflective Statement is to provide evidence of your experience, it is not timed or invigilated. This means that you are also free to get assistance from your tuition provider, or even your colleagues.

For consistency and to help you best demonstrate your competence, you will need to complete the standard template provided by ICAEW – Appendix B.

The maximum mark that can be awarded is 100%. The pass mark is 55%.

You are not required to pass each part of the assessment separately, as long as you achieve an overall mark of 55% or above.

Mark allocation

| Section | Description | Mark allocation | Maximum marks available |
|-----------|--|----------------------------------|-------------------------|
| Section 1 | 17 x 50 word descriptions of situations showing competence in knowledge, skills and behaviours | Maximum 2 marks per description | 34 |
| Section 2 | 4 x 500 word descriptions of situations showing competence in the selected skill or behaviour | Maximum 14 marks per description | 56 |

| | | | |
|------------------------|--|----------------------------|------------|
| | | | |
| Presentation and style | Use of clear business language, neatly presented | Maximum 10 marks available | 10 |
| Total marks | | | 100 |

A maximum of two marks is available for each 50-word description of competence in Section 1. A maximum of 34 marks are therefore available for this section.

A maximum of 14 marks is available for each of the 500-word reflections in Section 2. A maximum of 56 marks are therefore available for this section.

In addition, 10 marks are available for good presentation and style.

Pass criteria

ICAEW will assess each section of your Portfolio and Reflective Statement against certain criteria, as described below:

Section 1

In order to pass each part of Section 1, you need to have:

- adequately described the situation you have chosen;
- given a clear description of the way you have gained competence in the knowledge, skill or behaviour; and
- explained how the knowledge, skill or behaviour was appropriate to the situation.

Section 2

In order to pass each part of Section 2, you need to have included:

- strong evidence of your personal involvement;
- a clear description of an appropriate situation; and
- a clear description of the skill or behaviour.

In your description of what you learned or what you would do differently, you will need to have included:

- a clear description of what you learned, which was clearly appropriate to the situation; or
- a clear description of what you would do differently which was clearly appropriate to the situation.

In order to gain additional marks for the presentation, style and referencing, you will need to have:

- used clear business language throughout your submission; and
- presented your submission neatly and consistently throughout.

Appendix C provides you with an example of a good pass of the Portfolio and Reflective Statement. There are more examples available to you as separate documents, which will potentially be useful when you start completing your own Portfolio and Reflective Statement.

Submission of the Portfolio and Reflective Statement

Once you have completed your Portfolio and Reflective Statement, you need to submit it to ICAEW for marking.

There are three sessions for the end-point assessment, held in December, March and June each year. You will need to submit your Portfolio and Reflective Statement for marking, and book your Role Simulation exam during the booking window of the session you wish to sit. Your employer or tuition provider will be able to advise you further on specific dates.

Plagiarism and Generative AI Tools

Please note that your submission must be in your own words. Under no circumstances should the submitted text in your answers be taken from any previous submission, existing submission, example submission or any other individual or existing source. Submitting answers which originate from another source is likely to be considered to be plagiarism, and will be investigated as a matter of misconduct for which serious penalties may be applied to candidates. For this reason ICAEW carries out detailed checks on each submission at every session. These checks include comparisons against all Level 4 Portfolio and Reflective Statement submissions, both past and present using sophisticated anti-plagiarism software.

It is acceptable to ask colleagues and training providers to help you prepare your Portfolio and Reflective Statement – for example helping you choose the best situations from your Training Records to answer the questions, or proof reading your answers before you submit them. However, your Portfolio and Reflective Statement **MUST** describe your own experiences and be written by yourself, in your own words.

The “in your own words” requirement means that you **MUST NOT** incorporate within your submission any work (published or unpublished in whatever format or medium) created by another person. In addition you **MUST NOT** use Generative AI tools (such as Chat GPT) to produce any part of your submission.

Where ICAEW finds evidence which suggests content has been produced using Generative AI tools or has been plagiarised, the case will be referred to its Assessment Committee. ICAEW's Assessment Committee is able to take action against such applicants, such as rejecting the application outright, setting the mark of the examination to zero, restriction of further examination attempts for an extended period of time, referral to the applicant's current professional body, and any further sanctions deemed appropriate by the committee and within its powers. Other parties implicated in such activity, who are ICAEW members, may be referred for investigation by our Professional Conduct Department.

Detailed guidance on how you can submit your Portfolio and Reflective statement to the ICAEW

marking system is available within the [how to book your end-point assessment guide](#).

AFTER SUBMISSION

Results

ICAEW will notify the Institute for Apprenticeships (IfA) once all elements of the apprenticeship are completed.

The IfA will then post your apprenticeship certificate to your employer.

Resits

If you are unsuccessful in the Portfolio and Reflective Statement, you will receive feedback on the situations that did not provide sufficient evidence to fulfil the requirements. You will only need to resubmit the parts you have failed.

We advise that you read this feedback carefully, and address it before re-submitting

In re-submitting, you can use a new example if you wish. However, it is often better to revise an original example, as you may be more likely to pass on the next attempt, once you have addressed the feedback you were given.

You should use the same training log in completing your re-submission. You can use any situation from your training log from any time during your apprenticeship. You can also use examples drawn from the time after your first submission, if you wish. This means that you will have more experience to draw upon.

There is no maximum number of attempts for the Portfolio and Reflective Statement and the Role Simulation exam. However, if you are unsuccessful in either element of the end-point assessment and wish to re-sit, you must re-attempt and pass within 12 months.

If the 12-month period expires, you will have to re-attempt both elements of the end-point assessment – the role simulation exam and the Portfolio and Reflective Statement.

Therefore, the maximum number of attempts you will be allowed for the Portfolio and Reflective Statement before you need to start again will be determined by how many exam sessions there are in the 12 months after you have passed your Role Simulation.

If you have any questions regarding the submission or assessment of the Portfolio and Reflective Statement, please do contact our student support team:

T +44 (0)1908 248 250

Contact us form

[icaew.com/webchat](https://www.icaew.com/webchat)

Alternatively, if you are browsing the ICAEW website, look out for the live help boxes. You will be able to speak directly to an adviser.

APPENDIX A – DEFINITIONS AND INDICATORS FOR EACH OF THE KNOWLEDGE, SKILL AND BEHAVIOUR REQUIRED BY THE LEVEL 4 ACCOUNTING TECHNICIAN APPRENTICESHIP

The knowledge, skills and behaviours that you will need to demonstrate are shown below.

| Knowledge | What is required? | Examples of appropriate criteria |
|---------------------------|---|--|
| Accounting | Understand and / or validate the accounting standards for basic accounts preparation and / or the drafting of financial statements. Specialist knowledge in other aspects of accounting, for example management accounting and tax accounting. | <ol style="list-style-type: none"> 1. Prepared / posted journals 2. Prepared information for a financial statement 3. Carried out variance analysis 4. Identified financial trends 5. Prepared or reviewed a budget 6. Carried out a tax calculation |
| Business awareness | Understand the industries and environments in which an organisation operates, including customer and supplier needs, in order to create and / or validate and / or report financial information. | <ol style="list-style-type: none"> 1. Carried out market analysis 2. Carried out analysis on a competitor 3. Carried out internal analysis 4. Created financial information 5. Validated financial information 6. Reported financial information |
| Ethical standards | Understand and apply the relevant Ethical Standards to their own behaviour and appropriately challenge the actions of others where they do not meet these standards. | <ol style="list-style-type: none"> 1. Understood Fundamental Principles within the ICAEW Code of Ethics (i.e. Integrity, Objectivity, Professional Competence and Due Care, Confidentiality and Professional Behaviour) 2. Understood potential threats and safeguards in relation to ethical standards. |

| | | |
|----------------------------------|--|---|
| | | <p>3. Identified a potential ethical issue (e.g. Conflicts of interest, Doubtful accounting or commercial practices, Inappropriate pressure, Confidentiality, Money laundering, Governance, Fraud, Segregation of duties)</p> <p>4. Identified a professional dilemma</p> |
| Regulation and compliance | Understand and apply professional standards and legal regulations to an organisation's financial information, and to comply with the fundamental principles of integrity, objectivity, professional competence and due care and confidentiality. | <p>1. Worked on a director's duty issue</p> <p>2. Worked on a Memorandum / Articles issue</p> <p>3. Worked on a tax law issue</p> <p>4. Applied relevant standards on an audit</p> <p>5. Complied with a fundamental principle (i.e. integrity, objectivity, professional competence, due care & confidentiality)</p> |
| Systems and processes | Understand and evaluate an organisation's systems and processes and make recommendations for improvement, as appropriate. A basic understanding of external and internal audit's function in giving assurance over these systems and processes. | <p>1. Carried out a test of controls</p> <p>2. Worked on an internal audit</p> <p>3. Worked on an external audit</p> <p>4. Performed a period-end reconciliation process</p> <p>5. Made a recommendation to improve a system or a process</p> |

| Skills | What is required? | Examples of appropriate criteria |
|----------------------|--|---|
| Analysis | Create and interpret information, and show how that information can be used most effectively to add value to the organisation. | <p>1. Created information</p> <p>2. Interpreted information</p> <p>3. Used information to help decision making</p> |
| Communication | Effectively communicate relevant information across the organisation and to appropriate stakeholders in | <p>1. Wrote a document</p> <p>2. Wrote a presentation</p> <p>3. Gave a presentation</p> <p>4. Tailored information to</p> |

| | | |
|--|--|--|
| | both written and verbal formats. | audience |
| Leadership | Proactively manage their own development and is committed to the job and their profession. | <ol style="list-style-type: none"> 1. Responsible for a task 2. Led a team 3. Suggested a way forward 4. Gave guidance to others 5. Supervised a task 6. Showed commitment |
| Planning and Prioritisation | Work to tight deadlines and respond to changing priorities. Effectively plan and prioritise time and coordinate the input of others in order to meet both deadlines and changing priorities. | <ol style="list-style-type: none"> 1. Met a deadline 2. Prioritised work 3. Planned a task 4. Coordinated input from others |
| Produces Quality and Accurate Information | Apply accounting/tax knowledge to consistently deliver high quality, accurate data and information in a timely fashion. | <ol style="list-style-type: none"> 1. Finished a task on time 2. Produced accurate work 3. Produced high quality work |
| Team Working and Collaboration | Work effectively in a team and with others, maintaining effective, professional working relationships both internally and externally across organisations. | <ol style="list-style-type: none"> 1. Worked with others 2. Worked across organisations 3. Worked in a team. |
| Uses Systems and Processes | Understand the systems and processes of the organisation sufficiently, as applicable to the role. Proficient in the IT systems applicable to the role. | <ol style="list-style-type: none"> 1. Used an IT system 2. Followed a process |

| Behaviours | What is required? | Examples of appropriate criteria |
|---------------------|---|--|
| Adaptability | Willing to both listen and learn and to accept changing priorities and working requirements and has the flexibility to maintain high standards in a changing environment. | <ol style="list-style-type: none"> 1. Responded appropriately to change 2. Was flexible 3. Listened to feedback 4. Demonstrated learning |

| | | |
|--------------------------------|--|--|
| Adding Value | Actively engage in the wider business, as appropriate, and look to provide information that positively contributes to influencing business decisions. Continually strive to improve own working processes and those of the organisation. | <ol style="list-style-type: none"> 1. Improved a process 2. Contributed to a decision 3. Improved own performance |
| Ethics and Integrity | Honest and principled in all of their actions and interactions. They will respect others and meet the ethical requirements of their profession. | <ol style="list-style-type: none"> 1. Behaved with integrity 2. Acted independently & objectively 3. Ensured professional competence & due care 4. Maintained confidentiality 5. Behaved professionally |
| Proactivity | Takes responsibility. Demonstrates the drive and energy to get things done, even under pressure. | <ol style="list-style-type: none"> 1. Started a task on their own 2. Developed a new idea 3. Suggested something 4. Did more than minimum 5. Acted without being asked 6. Thought ahead |
| Professional Scepticism | Demonstrates an attitude that includes a questioning mind, being alert to conditions which may indicate possible misstatement of financial information due to error or fraud. | <ol style="list-style-type: none"> 1. Questioned assumptions 2. Asked about the source of information 3. Tested accuracy of information 4. Detected errors 5. Considered potential for bias |

APPENDIX B – EXAMPLE OF A GOOD PASS OF THE PORTFOLIO AND REFLECTIVE STATEMENT

Section 1

1.1 KNOWLEDGE

Complete all the sections below:

| Training log ref | Knowledge | Brief description of a situation from your training log that shows your competence | Date |
|------------------|------------|---|--------------|
| P1 | Accounting | <p>Description of the situation:</p> <p>I worked as part of an audit team of a company</p> | 6 March 2017 |

| | | | |
|-----------|---------------------------|---|--------------|
| | | dealing mostly in management fees. | |
| | | <p>Evidence of your competence:</p> <p>I recalculated prepayments using the invoices supplied by the client. Prepayments had been calculated on a monthly basis, not weekly, so may have been slightly overstated. I raised an audit journal.</p> | |
| P2 | Business Awareness | <p>Description of the situation:</p> <p>I worked in a team on a client site in an East African country on a forensic investigation.</p> | 4 April 2017 |
| | | <p>Evidence of your competence:</p> <p>I carried out desk-based analysis of a competitor to compare its profitability with the client's, so as to identify potential anomalies to investigate further.</p> | |
| P3 | Ethical Standards | <p>Description of the situation:</p> <p>During the audit of a clothing company, the FD gave me a 25% off voucher, for any item with a value of £200 or less.</p> | 1 May 2017 |
| | | <p>Evidence of your competence:</p> <p>I referred to our organisation's policy on gifts from clients which stated that I could only accept gifts up to a value of £10.</p> | |
| P4 | Regulation and Compliance | <p>Description of the situation:</p> <p>I worked on a project where I was tasked with reviewing draft contracts for an acquisition to be made by our client.</p> | 1 Feb 2017 |
| | | <p>Evidence of your competence:</p> <p>I noticed that the contract included several clauses that included the wrong transaction date. This led to concerns about the accuracy of the entire contract draft, and the need for a further, more comprehensive review of it.</p> | |

| | | | |
|-----------|-----------------------|--|-------------|
| P5 | Systems and Processes | Description of the situation: I worked as part of an audit team of a company dealing in defence and security services. | 15 Nov 2016 |
| | | Evidence of your competence: One member of the finance team had the authority to make purchases, receive them and authorise payments. I raised a management letter point suggesting segregation of duties. | |

1.2 SKILLS

Complete all of the sections below:

| Training log ref | Skill | Brief description of a situation from your training log that shows your competence | Date | Reference to Section 2 |
|-------------------------|---------------|--|--------------|-------------------------------|
| P6 | Analysis | Description of the situation: I worked on the cash tracing element of a forensic Expert Report. | 14 Feb 2017 | |
| | | Evidence of your competence: I used original bank statements and databases to identify cash inflows and trace them forward using a complex methodology based on Exact matching and FIFO. I then analysed the outflows to categorise them resulting in refunds shown to our client which contributed to his defence in court. | | |
| P7 | Communication | Description of the situation: I worked on the audit of a client who dealt mostly in transport management. | 3 April 2017 | Example 2 |
| | | Evidence of your competence: I was given the task of walkthrough testing. This involved communicating with the client and creating easy to understand documents for the audit team. | | |

| | | | | |
|-----|------------------------------------|--|---------------|-----------|
| P8 | Leadership | <p>Description of the situation:</p> <p>I was sent alone to a school in Luton to gather audit evidence for teachers' pension contributions.</p> <p>Evidence of your competence:</p> <p>This involved going to the school and being independent and responsible for my own time and deadlines. I was able to complete the task on time.</p> | 20 June 2017 | |
| P9 | Planning and prioritisation | <p>Description of the situation:</p> <p>I worked on the audit of an end of year certificate for teachers' pensions and was given a strict time frame to complete the work.</p> <p>Evidence of your competence:</p> <p>I spent some time the day before preparing for the work and creating templates for myself. This helped me to complete the work on time.</p> | 9 May 2017 | Example 1 |
| P10 | Produces quality and accurate work | <p>Description of the situation:</p> <p>I worked on the audit of a group who dealt mostly in transport management and defence.</p> <p>Evidence of your competence:</p> <p>I had to gather information on intercompany transactions within the group and populate a spreadsheet. This was done on time and accurately so the senior could use it for further testing.</p> | 6 April 2017 | |
| P11 | Team working And collaboration | <p>Description of the situation:</p> <p>I worked on a Supplementary Expert Report for a cash tracing investigation with the expert and a senior consultant in</p> | 20 April 2017 | |

| | | | | |
|------------|----------------------------|--|---------------|--|
| | | the Cayman Islands to a tight deadline of a week. | | |
| | | <p>Evidence of your competence:</p> <p>We successfully collaborated by dividing up tasks, adjusting our working hours to overlap for discussions and using tracked changes in Word to give suggestions and quality check each other's work.</p> | | |
| P12 | Uses systems and processes | <p>Description of the situation:</p> <p>I worked on the accounts preparation of a novelty gifts business.</p> | 3 August 2017 | |
| | | <p>Evidence of your competence:</p> <p>The software used to create the accounts is called Caseware. I had not used this before but quickly got to grips with it in order to provide accurate work.</p> | | |

1.3 BEHAVIOURS

Complete all of the sections below:

| Training log ref. | Behaviour | Brief description of a situation from your training log that shows your competence | Date | Reference to section 2 |
|--------------------------|------------------|--|---------------|-------------------------------|
| P13 | Adaptability | <p>Description of the situation:</p> <p>When first arriving at a client, I was aware what my jobs were for the next 2 weeks and had planned accordingly.</p> | 27 March 2017 | Example 4 |
| | | <p>Evidence of your competence:</p> <p>Upon arrival, we were informed that the person in charge of payroll was going on holiday in 2 days and was the only one with the records that we needed. I altered my work plan to complete the payroll section first.</p> | | |
| P14 | Adding value | <p>Description of the situation:</p> | 1 May 2017 | |

| | | | | |
|------------|-------------------------|--|---------------|-----------|
| | | <p>Whilst working on various teachers' pension audits, I was using the working papers from previous years to help to guide me for the current year.</p> <p>Evidence of your competence:</p> <p>I created a template that allowed me to complete the work much faster. I improved my own performance and helped to keep costs down for the client.</p> | | |
| P15 | Ethics and integrity | <p>Description of the situation:</p> <p>Whilst working on the audit of a ship management company, I was given the task of testing payroll.</p> <p>Evidence of your competence:</p> <p>I ensured that no one at the client's office or anyone without permission could access or see the records.</p> | 27 April 2017 | Example 3 |
| P16 | Proactivity | <p>Description of the situation:</p> <p>I worked on the audit of a large pension fund.</p> <p>Evidence of your competence:</p> <p>I was given the job of creating lead schedules for two different sections in the file i.e. the cash and bank section and testing expenses. I finished the work early and requested to help on other sections of the audit. This helped to keep audit costs down.</p> | 11 April 2017 | |
| P17 | Professional scepticism | <p>Description of the situation:</p> <p>I worked on the audit of a consultancy company.</p> <p>Evidence of your competence:</p> <p>One of my tasks was to complete the</p> | 16 March 2017 | |

| | | | | |
|--|--|--|--|--|
| | | window dressing test. I questioned the client on expense transactions and had to make a judgement on whether they were genuine business costs. | | |
| | | | | |

Section 2

Using a situation from your portfolio, provide evidence of how you demonstrated competence in a skill or behaviour.

Reflecting on this experience, describe what you learned OR what you would do differently if you could do it again. (500 words max)

2.1 EXAMPLE 1

| | |
|---|------------|
| Skill / Behaviour that you are reflecting on (underline your choice) | |
| Skills: Analysis / Communication / Leadership / <u>Planning and prioritisation</u> / Produces quality and accurate information / Team working and collaboration / Uses systems and processes Behaviours: Adaptability / Adding value / Ethics and integrity / Proactivity / Professional scepticism | |
| Date of the situation | 9 May 2017 |
| Describe the situation | |
| <p>I was sent alone to audit the end of year certificate for teachers' pension contributions at an academy in West London. I was told the week before and that I had to complete the field work in one day. I was given the name of the contact, address of the academy and was expected to be there when the school opened and finish by the time the school bursar was due to finish.</p> | |
| Evidence of competence in the skill or behaviour | |
| <p>The day before, I planned my journey and made sure I knew as much as possible about the school and the rules surrounding the teachers' pension scheme. I created templates of working papers based on another teachers' pension audit and tailored them to fit what I was expecting. This was in case I could not gain access to my firm's share drive on site. I planned what order I would do the work in and made sure that I arrived knowing exactly what information I would need and when.</p> | |
| Describe what you learned | |
| <p>I learned that planning is the most important part of auditing on site. There were a few complications and if I hadn't prepared the day before, I may not have had enough time to complete it. It also would have looked unprofessional if I was rushing at the end to get things</p> | |

finished. It would have also increased the chances that I would not have supplied the job manager with enough information. I have been sent on similar jobs since and am improving on my planning so that I can be more efficient when with a client.

OR Describe **what you would do differently** if you could do it again

2.2 EXAMPLE 2

| | |
|---|--------------|
| Skill / Behaviour that you are reflecting on (underline your choice) | |
| <p>Skills: Analysis / <u>Communication</u> / Leadership / Planning and prioritisation / Produces quality and accurate information / Team working and collaboration / Uses systems and processes</p> <p>Behaviours: Adaptability / Adding value / Ethics and integrity / Proactivity / Professional scepticism</p> | |
| Date of the situation | 3 April 2017 |
| Describe the situation | |
| I worked on the audit of a listed company involved in transport management, shipping and other forms of business. One of my duties was to do walkthrough testing on their various purchases and revenue streams. | |
| Evidence of competence in the skill or behaviour | |
| To complete the testing, I had to speak to various people within the organisation to get the information and sufficient reliable audit evidence. First, I spoke to one of the Directors to find out the processes, who had authorisation in certain situations, who had access to the systems involved etc. Once I had spoken to the Director, I followed the invoices with the various people with access from beginning to end of the test, taking copies of information as I went along. As well as communicating with the client, it was important to communicate with my team and my seniors so they understood what I was doing. The working papers had to be clear and sufficiently referenced so others could follow exactly the test that I had carried out. | |
| Describe what you learned | |
| By that point I was already comfortable and on good terms with the client but it was important to get the work done efficiently. Therefore, I had to get the right information quickly to complete the test in a reasonable time without being forceful or seeming rude. I also learned that communication with the audit team must be consistent throughout the audit, especially at my level so the seniors know where I am with the tests and that I am gaining enough evidence for when my work is reviewed. | |
| OR Describe what you would do differently if you could do it again | |

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2.3 EXAMPLE 3

| | |
|---|---------------|
| Skill / Behaviour that you are reflecting on (underline your choice) | |
| Skills: Analysis / Communication / Leadership / Planning and prioritisation / Produces quality and accurate information / Team working and collaboration / Uses systems and processes | |
| Behaviours: Adaptability / Adding value / <u>Ethics and integrity</u> / Proactivity / Professional scepticism | |
| Date of the situation | 27 April 2017 |
| Describe the situation | |
| I worked on the audit of a ship management group based in Moorgate and was given the task of completing part of the payroll section of the audit file. For this, I needed access to the confidential payroll files. | |
| Evidence of competence in the skill or behaviour | |
| I was given access to the confidential payroll files and it was essential that I did not discuss or allow anyone to see or have access to the folder that was given to me. It was quite a busy office so I made sure that when I worked on it, no one else was able to see the information I was using or what I was working on. I never left it unattended or worked on it in the open. When I was finished that day, I gave it back to the Director who locked it in a secure cupboard. | |
| Describe what you learned | |
| | |
| OR Describe what you would do differently if you could do it again | |
| This was the first time I had worked on the payroll section in an open planned office and found that confidentiality could make the task take longer. For example, I wasn't able to just ask the management questions about it as there were many other people in the vicinity. I had to wait until there was a room free that we could use. In future, if given this testing, I would start it sooner to avoid any delays. | |

2.4 EXAMPLE 4

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|---|---------------|
| Skill / Behaviour that you are reflecting on (underline your choice) | |
| Skills: Analysis / Communication / Leadership / Planning and prioritisation / Produces quality and accurate information / Team working and collaboration / Uses systems and processes | |
| Behaviours: <u>Adaptability</u> / Adding value / Ethics and integrity / Proactivity / Professional scepticism | |
| Date of the situation | 27 March 2017 |
| Describe the situation | |
| I worked on a group plc which was involved mostly in defence and security. It was a two week audit and I was aware of the sections that I was responsible for completing so had planned accordingly. Upon arrival, we were informed that the person in charge of payroll was going on holiday in two days and all data had to be gathered before then, otherwise we would not be able to get it until she returned which was after our time on site had ended. | |
| Evidence of competence in the skill or behaviour | |
| Judging from the amount of work that was necessary on the payroll section, I understood that it may not be possible to complete all of the working papers in two days, since I had to work on other things to make things easier for the team going forward. Therefore, I prepared a list of everything that I would need for starters and leavers testing, payroll reconciliation, pay increases etc for the various companies in the group. I then sat with the person in charge of payroll and went through all of it, taking notes as I went along. I used my notes to complete the working papers at a later date. | |
| Describe what you learned | |
| I learned that circumstances can change in an instant which can destroy any amount of planning. It is important to be flexible as plans may need to be altered at any point. | |
| OR Describe what you would do differently if you could do it again | |
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