Hong Kong Institute of
Certified Public Accountants
香港會計師公會

Qualification Programme Practical Experience Framework

Support Manual

July 2026 version

Table of Contents

Section 1 – Introduction 1

1.1 About the Practical Experience Framework 1

1.2 About the Support Manual 2

1.3 Glossary 3

Section 2 – Recognized practical experience 6

2.1 Overview 6

2.2 Time requirements 7

2.3 Competence requirements 9

2.4 Other matters 12

Section 3 – Authorized Employers and Authorized Supervisors 13

3.1 Overview 13

3.2 Qualification requirements 13

3.3 Roles and responsibilities 14

Section 4 – Authorized training environment 18

4.1 Overview 18

4.2 Practical Experience Codes and Guidelines 19

4.3 Authorization process 20

4.4 Withdrawal of authorization 23

4.5 Appeal mechanism 23

Section 5 – Reporting and assessment of practical experience 24

5.1 Overview 24

5.2 Practical experience process 25

5.3 Admission to HKICPA membership 30

5.4 Practical Experience Online System 30

5.5 Recognition of practical experience obtained under the legacy Practical Experience Framework 30

Appendices

A Practical Experience Competence Grid

B Guidance Notes for Self-Assessment on Compliance with Practical Experience Codes and Guidelines

C Development Commitment (Sample)

D Practical Experience Training Records (Sample)

E Training Records Summary of Practical Experience for Membership Admission (Sample)

F Responsibilities of Member-In-Charge/ Counselors/ Authorized Supervisors and QP Students in the Authorization Process and Practical Experience Process

Section 1 – Introduction

1.1 About the Practical Experience Framework

The Hong Kong Institute of Certified Public Accountants (the "Institute" or "HKICPA") is the statutory body established by the Professional Accountants Ordinance responsible for the professional training, development and regulation of certified public accountants in Hong Kong. The Institute's Qualification Programme ("QP") offers the most direct route and comprehensive training for aspiring accountants to qualify as a Hong Kong Certified Public Accountant ("CPA").

To ensure professional accountants are equipped with the necessary knowledge, skills and experience, the QP embraces the competence requirements and learning outcomes for the three tenets of the CPA qualification framework, i.e. pre-entry education, professional programme and practical experience. In September 2002, the Institute introduced a set of guidelines, the Practical Experience Framework, which became mandatory for all QP students on 1 January 2005, governing the attainment of practical experience for HKICPA membership admission purposes.

Under the Practical Experience Framework, practical experience gained by QP students for membership admission will be recognized only if it is gained under the supervision of an Authorized Employer ("AE") or an Authorized Supervisor ("AS") accredited by the Institute. The requirements for practical experience for HKICPA membership admission are prescribed in Section 24 and By-law 41 of the Professional Accountants Ordinance.

To review how AE/ AS comply with the registration requirements and provide structured training to the QP students, the Institute launched the AE and AS Enhancement Programme in 2008 and 2010 respectively to conduct interviews with AE/ AS/ QP students to monitor the adherence of registration requirements, improve the communications and understand the stakeholders' difficulties in the implementation of the AE/ AS scheme.

To strengthen the effectiveness of the practical experience for membership admission and to align the process with international standards and best practices of leading accountancy bodies, the Institute launched the revised Practical Experience Framework in December 2022. The revision aims at (1) enhancing the flexibility of the time requirements to embrace the wide variety of work environments; (2) strengthening the quality assurance of the AE/ AS system; and (3) promoting communication and improving the transparency and timeliness of documentation through a newly developed bespoke online system.

1.2 About the Support Manual

To meet the practical experience requirements for HKICPA membership, QP students have to complete at least three years of relevant practical experience under the supervision of the Institute's AE or AS. Therefore, it is essential for QP students to have a clear understanding of the practical experience requirements before starting their practical experience journey.

The **Support Manual** (the "Manual") is designed to provide the practical experience requirements and guidelines under the Practical Experience Framework. The Manual covers the following sections:

- **Section 2** describes the recognition requirements of practical experience acquired by QP students. It is essential for QP students to understand how they can acquire recognized practical experience in their workplace.

- **Section 3** sets out the qualification requirements of authorized training personnel including the Member-In-Charge, Counselors and AS, and covers their roles and responsibilities during the practical experience process.

- **Section 4** delineates the authorization process employed to consider the eligibility of AE/ AS based on the Practical Experience Codes and Guidelines ("Code and Guidelines"). Applicants who wish to seek authorization as an AE/ AS should perform a self-assessment to ascertain their commitment to comply with the Code and Guidelines before making the application to the Institute.

- **Section 5** illustrates how QP students should kick off and complete their practical experience training. QP students are required to enter into a Development Commitment with the AE/ AS and record their achieved competences in the Practical Experience Training Records ("Training Records"). This section also elaborates how and when the Training Records should be reviewed and signed off. It is useful for QP students to learn what they will go through in the practical experience process.

We wish the Manual will be able to furnish you with all the essential information about the practical experience requirements for HKICPA membership admission.

Should you have any questions regarding the Practical Experience Framework, please contact Institute's Education and Training Department – Practical Experience Team via email pef-enquiry@hkicpa.org.hk.

1.3 Glossary

Term	Definition
Authorization Process	The quality assurance process through which the suitability of organizations or individuals seeking to register as the Institute's Authorized Employer or Authorized Supervisor is assessed.
Authorized Employer	An organization which has demonstrated willingness and ability to comply with the principle of the Practical Experience Codes and Guidelines and is authorized by the Institute to take on QP students and provide them with a work environment to acquire relevant practical experience satisfying the Institute's prescribed Technical and Enabling Competences for HKICPA membership admission. The Authorized Employer discharges its commitments and responsibilities through the appointment of a Member-In-Charge (and Member-In-Charge Deputy(ies) if needed) and Counselor(s).
Authorized Supervisor	An individual who has demonstrated willingness and ability to comply with the principle of the Practical Experience Codes and Guidelines and has obtained support from his/ her employer to take on QP students and provide them with a work environment to acquire relevant practical experience satisfying the Institute's prescribed Technical and Enabling Competences for HKICPA membership admission. The individual is authorized by the Institute to train QP students under his/ her charge. The Authorized Supervisor takes on roles and responsibilities similar to a Member-In-Charge and a Counselor under the Authorized Employer scheme.
Counselor	A person assigned by the Member-In-Charge under the Authorized Employer scheme and is delegated with the responsibilities to review and verify the QP students' Practical Experience Training Records.
Development Commitment	A written agreement to be entered into between the Authorized Employer or Authorized Supervisor and the QP student within three months of commencement of the Practical Experience Period setting out the parties' understanding, commitments and responsibilities in relation to the practical experience training provided to the QP student.

Term	Definition
Enabling Competences	Professional skills, values, ethics and attitudes required to be developed by a QP student during the Practical Experience Period in accordance with the International Education Standards 3 and 4 of the International Federation of Accountants.
Member-In-Charge	A person appointed by the Authorized Employer to assume the overall responsibility for supervising the training of QP students and to confirm to the Institute that the QP students have attained the required competence. The Member-In-Charge may also be a Counselor.
Member-In-Charge Deputy	A person appointed by the Member-In-Charge under the Authorized Employer scheme to perform some of the responsibilities of the Member-In-Charge.
Practical Experience Codes and Guidelines	The fundamental attributes of an Authorized Employer or Authorized Supervisor in the provision of quality learning and development opportunities for QP students whom they employ, and are relied on by the Institute in assessing and evaluating the suitability of organizations and individuals seeking to register as an Authorized Employer or Authorized Supervisor.
Practical Experience Framework	The competency-based system of practical experience supervision and guidance that defines the types of skills that a QP student should acquire during the Practical Experience Period before becoming a member of the Institute. The Practical Experience Framework became mandatory for all QP students on 1 January 2005.
Practical Experience Period	A period of time through which a QP student attains relevant experience under supervision of an Authorized Employer or Authorized Supervisor for HKICPA membership application. The total required Practical Experience Period is at a minimum of three years.
Recency rule	A rule for determining the relevancy of the practical experience acquired by a QP student, which requires the practical experience to be attained within 10 years prior to the date the QP student applies for HKICPA membership.

Term	Definition
Reflective Statement	A record of self-assessment on competences acquired during the Practical Experience Period by a QP student with a view to identifying improvement areas and future development needs. The Reflective Statement forms part of the Practical Experience Training Records.
Technical Competences	Professional knowledge and skills required to be developed by a QP student during the Practical Experience Period in accordance with the International Education Standard 2 of the International Federation of Accountants.
Practical Experience Training Records ("Training Records")	A record of time input and competences acquired during the Practical Experience Period to be prepared by a QP student and signed off by an Authorized Employer or Authorized Supervisor as evidence of achieving the practical experience requirements for admission to HKICPA membership.
Working Days	In the context of measuring time input during the Practical Experience Period, a Working Day is defined as eight working hours per day. Working hours can be accumulated.

Section 2 – Recognized practical experience

2.1 Overview

To provide the appropriate practical experience information for HKICPA membership application, QP students and their employers/ supervisors should have a clear understanding of all relevant requirements for recognized practical experience.

QP students are required to attain a combination of time requirements (input based) and competence requirements (output based) in their workplace. The requirements set out the depth and breadth of professional knowledge and skills expected to be developed by QP students.

The following summarizes the key requirements for recognized practical experience:

- QP students should acquire **a minimum of three years** of practical experience and **at least 500 Working Days** of practical experience. The duration of practical experience required for each year of training and each selected technical element is specifically defined in terms of Working Days (Refer to **Sections 2.2.1 to 2.2.3**).

- **Practical experience is subject to the 10-year recency rule**. Practical experience which is not acquired within 10 years prior to the date of HKICPA membership application will not be recognized (Refer to **Section 2.2.4**).

- QP students should fulfil both Technical and Enabling Competence requirements (Refer to **Section 2.3**).

  - Technical: **Four out of 18 technical elements** should be selected. At least one compulsory element must come from the area of Financial Accounting and Reporting.

  - Enabling: **All the Enabling Competences are compulsory**.

2.2 Time requirements

2.2.1 Required length of relevant practical experience

QP students should complete at least three years of relevant practical experience under the supervision of the Institute's AE/ AS.

Depending on the academic qualification, some students might have to attain the relevant practical experience for a longer period. The below table summarizes these relevant time requirements for your information:

	Minimum length of relevant practical experience	**Minimum Working Days during the Practical Experience Period**
Approved degree holders or QP students graduated from the Associate Level of the QP	3 years	500 Working Days
Approved accountancy diploma holders	4 years	670 Working Days
Holders of other academic qualifications	5 years	830 Working Days

"Practical experience" means experience whether in Hong Kong or elsewhere acceptable to the Council as an employee of a person practising public accountancy or in the financial or management accountancy department of an organisation in industry, commerce or the public service or in a similar department.

Within the required length of the Practical Experience Period, QP students are allowed a maximum of three employments and only one of the employments can be less than 12 months.

QP students are required to complete a minimum of 500, 670 and 830 Working Days within the three, four and five years of Practical Experience Period, respectively.

2.2.2 Working days

The concept of "Working Days" is applicable to the time measurement of Technical Competences. A "Working Day" is defined as eight working hours per day and working hours can be accumulated. Specifically, the following time requirements should be observed:

- QP students are required to gain at least 130 Working Days of practical experience for each year of their training;
- QP students are required to achieve at least 75 Working Days of practical experience in each of the selected technical elements;
- At least 50% of the total Working Days (i.e. 250 days) in the Practical Experience Period should reach proficiency level 3; and
- A maximum of 40 hours of attendance at relevant training courses each year can be counted as Working Days.

2.2.3 Practical experience period

"Practical Experience Period" means the period of time through which a QP student attains relevant experience under the supervision of an AE/ AS for HKICPA membership application. The total required Practical Experience Period should cover a minimum of three years.

Upon successful QP registration, a QP student can recognize practical experience from the commencement of the Practical Experience Period. When a QP student commences practical experience training, the AE/ AS and QP student should enter into a Development Commitment through the Practical Experience Online System. For more details about the Development Commitment, please refer to **Section 5.2.2**.

Can the practical experience period be suspended or extended?

QP students need not attain the required practical experience with the same employer throughout the Practical Experience Period. In real-life situations, practical experience training may be suspended for various reasons (e.g. full-time study, change of employment).

For example, the recognition of practical experience would be suspended under one of the following circumstances:

- The AE/ AS ceases to be a registered AE/ AS under the Practical Experience Framework;
- The AS is no longer an employee of the AS Employing Organization;
- The QP student ceases to be a registered QP student under the HKICPA QP;
- The QP student is no longer an employee of the AE/ AS Employing Organization; or
- Mutual agreement by both parties.

The Development Commitment should be terminated under any of the above circumstances. QP students are required to report the termination to the Institute immediately. The QP student should also submit the completed Training Records for AE/ AS to sign off and endorse (Refer to **Section 5.2.6)**. They also have to enter into a new Development Commitment with the new AE/ AS if they want to continue their practical experience training.

The AE/ AS status may be suspended or withdrawn in some specified circumstances (Refer to **Section 4.4**).

If a QP student has not completed all practical experience requirements (i.e. time and/ or competence) after three years of training, the Counselor/ AS and the QP student should agree to an extension of training until completion of all practical experience requirements.

2.2.4 10-year recency rule

To ensure relevancy of practical experience, the practical experience of a QP student must be attained within 10 years prior to the date of the QP student applying for HKICPA membership. In other words, practical experience which is not attained within 10 years prior to the date of HKICPA membership application will not be recognized.

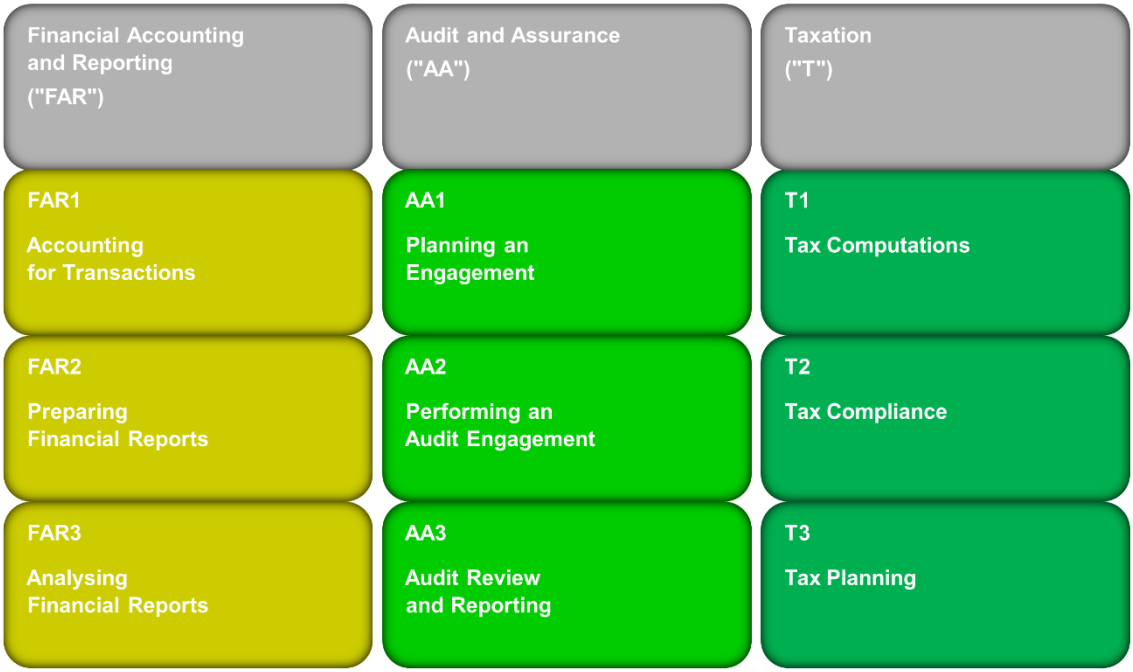
2.3 Competence requirements

The Institute introduced the Practical Experience Framework to define, in competence terms, the coverage and type of practical experience gained by QP students en route to qualification. Practical experience extends the competence-based framework already applied to the academic prerequisites and knowledge components of the professional programme to the workplace. This relates to both the acquisition and development of Enabling Competences and professional attitudes, as well as to more specific Technical Competences.

Practical experience requirements are a combination of time (input based) and competences (output based). On the output side, both the Technical Competences and Enabling Competences are in line with the International Education Standards of the International Federation of Accountants and meet the training needs of QP students working in a wide variety of work environments. As for the input side (Refer to **Section 2.2**), it allows more flexibility for QP students to achieve the time requirements and the Working Days of the competences.

2.3.1 Technical competences

To recognize and embrace the wide variety of work environments, QP students are provided with the opportunities to demonstrate Technical Competences in 18 elements categorized into six core areas as follows:



QP students are required to satisfy the competence requirements for four out of the above 18 technical elements. One of which must be in the area of Financial Accounting and Reporting while the other three elements can be chosen from the remaining 17 elements.

The practical experience of QP students can be counted if their technical competences, in principle, meet the Grid's prescribed sub-elements and its required proficiency level. For example, QP students from various work environments may gain practical experience that differs from the sub-element FAR2.1 (e.g. Private entities in Hong Kong may not include a corporate governance report or sustainability-related disclosures).

It should be noted that all competences are assigned with the required levels of proficiency. These are:

- **Level 1: Foundation** (Knowledge and comprehension) – Ability to remember previously learned materials and demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.

- **Level 2: Intermediate** (Application and analysis) – Ability to use new knowledge and solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way. In addition, the QP student is able to examine and break information into parts by identifying motives or causes, make inferences and find evidence to support generalization.

- **Level 3: Advanced** (Integration and evaluation) – Ability to compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. Moreover, the QP student is able to demonstrate the ability to judge the value of material for a given purpose.

The details of Technical Competences and related proficiency level expectations are depicted in the Practical Experience Competence Grid (**Appendix A**).

2.3.2 Enabling competences

In addition to the Technical Competences, QP students are required to demonstrate skills in all Enabling Competences, which underpin the roles and behaviours required of the professional accountants in any accounting-related role or position.

The Enabling Competences cover two areas and seven elements, which are illustrated in the table below:

The details of Enabling Competence and related proficiency level expectations are depicted in the Practical Experience Competence Grid (**Appendix A**).

2.4 Other matters

2.4.1 Approved apprenticeship/ internship programmes

To attract young talent, some employers may offer apprenticeship and internship opportunities to students before they complete their degree programmes. These students may be assigned with different projects and tasks which fall within the technical and enabling competences under the Institute's PE Framework. The Institute may consider the apprenticeship/ internship programme on a case-by-case basis. For detailed criteria, please refer to the factsheet.

For more information, please contact the Institute's Education and Training Department – Practical Experience Team via email: pef-enquiry@hkicpa.org.hk.

2.4.2 Recognition of practical experience prior to the date of registration as a QP student

Practical experience gained by QP students under the Institute's AE/ AS will only be counted for membership admission from the date that they successfully registered as the Institute's QP students. In addition, the AE/ AS is required to submit an information update through to the Institute within one month when there are any updates on the AE/ AS records.

With effect from July 2026, a QP student's prior practical experience may be recognized on a case-by-case basis. This is subject to the request submitted by AE/ AS, the required supporting evidence (if any), and the fulfilment of the relevant criteria. Once approved, a QP student's prior practical experience can be recognized for up to 18 months from the AE/ AS Information Update submission date, but not earlier than the date of the QP student's employment and the registration date of the AE/ AS.

For more details please refer to FAQ 23 or contact the Institute's Education and Training Department – Practical Experience Team via email: pef-enquiry@hkicpa.org.hk.

Section 3 – Authorized Employers and Authorized Supervisors

3.1 Overview

QP students are required to obtain the appropriate type and level of practical experience from an AE/ AS registered with the Institute.

If an organization wishes to obtain the authorization status in its own name, it should make an application to register as an AE. Upon successful application, the AE should be committed to providing QP students with a quality work environment to acquire relevant practical experiences for HKICPA membership admission. The AE would discharge its roles and responsibilities through the appointment of Member-In-Charge ("MIC") (and MIC Deputy(ies) if needed) and Counselor(s) under the AE scheme.

In case where a QP student is not working for an organization authorized by the Institute as an AE, an eligible person could apply to register as an AS given that the person is willing to obtain support from his/ her employer to provide the QP student with a quality work environment to acquire relevant practical experience for HKICPA membership admission. The AS takes on roles and responsibilities similar to a MIC and a Counselor under the AE scheme.

To uphold the quality of training for QP students, specific qualification and experience are required for the MIC/ MIC Deputies, Counselors and AS. The qualification requirements of these training personnel are delineated in **Section 3.2**. Their respective roles and responsibilities can be found in **Section 3.3**.

To seek registration as an AE/ AS, the applicant should demonstrate willingness and ability to comply with the principle of the Practical Experience Codes and Guidelines (Refer to **Section 4.2**).

3.2 Qualification requirements

The MIC/ MIC Deputies, Counselors and AS are the training personnel under the Practical Experience Framework. In general, they must satisfy the following:

- **Qualification** – Be a member of the Institute or a professional accountancy body that is recognized by the Institute. For MIC, they should hold a senior management position in the AE.

  The list of recognized accountancy bodies can be found on our website, which will be reviewed and updated whenever necessary.

The MIC/ MIC Deputies and AS must have a minimum of three years of post-qualification experience.

The training personnel should also understand clearly their respective roles and responsibilities through watching the learning videos.

3.3 Roles and responsibilities

The MIC/ MIC Deputies, Counselors and AS undertake essential roles and responsibilities under the AE/ AS scheme. Their respective roles and responsibilities are set out below:

3.3.1 Member-In-Charge/ Member-In-Charge Deputies

Each AE needs to appoint a MIC to assume the overall responsibility for supervising the training of QP students and to confirm to the Institute that QP students have attained the required competences. Some AEs may consider appointing a maximum of five MIC Deputies to perform some of the MIC's responsibilities below which are marked with an asterisk (*****).

The MIC is responsible for performing all of the following:

(a) Complying with and maintaining the authorization status;

(b) Meeting with the Institute's Assessors during the authorization visit;

(c) Advising the Institute of any material change in the organization that may affect its authorization status;

(d) Acting as the first point of contact with the Institute in matters relating to the Practical Experience Framework;

(e) Overseeing the QP students' training within the organization;

(f) Ensuring that there are appropriate resources to support the QP students' training;

(g) Agreeing the Development Commitment with QP students through the Practical Experience Online System within three months of commencement of the Practical Experience Period * (Refer to **Section 5.2.2**);

(h) Confirming to the Institute the QP students' completion of practical experience requirements by endorsing the completed Training Records through the Practical Experience Online System * (Refer to **Section 5.2.6**) [Note]; and

Note: MIC/ MIC Deputies are also required to endorse the Training Records when the Development Commitment is terminated for any reasons.

(i) Approving and assigning Counselors to QP students *.

3.3.2 Counselors

Under the AE scheme, the MIC would delegate the responsibility to Counselors for reviewing and verifying the QP students' Training Records. The Counselor is responsible for performing all of the following:

(a) Developing QP students and discussing training issues with them;

(b) Performing interim and annual review meetings with assigned QP students and signing the Training Records through the Practical Experience Online System on an annual basis (Refer to **Sections 5.2.4** and **5.2.5)** [Note]; and

Note: Signing the Training Records when the Counselor ceases to train his/ her current QP students.

(c) Discussing the following areas during the review meetings with QP students:

- Time spent on practical experience;
- Progress in achieving competences required for HKICPA membership;
- Reflective Statements (Refer to **Section 5.2.5**);
- Professional development;
- Ethical issues and training;
- Career development; and
- Any other issues affecting the QP students' ability to satisfy the requirements of becoming a professional accountant (e.g. modules and study progress).

3.3.3 Authorized Supervisors

The AS is required to perform similar responsibilities as a MIC and has the same responsibilities as a Counselor. His/ her responsibilities include the following:

(a) Complying with and maintaining the authorization status;

(b) Meeting with the Institute's Assessors during the authorization visit;

(c) Advising the Institute of any material change in the organization that may affect the authorization status;

(d) Acting as the first point of contact with the Institute in matters relating to the Practical Experience Framework;

(e) Overseeing the QP students' training within the organization;

(f) Ensuring that there are appropriate resources to support the QP students' training;

(g) Agreeing the Development Commitment with QP students through the Practical Experience Online System within three months of commencement of the Practical Experience Period (Refer to **Section 5.2.2**);

(h) Confirming to the Institute the QP students' completion of practical experience requirements by endorsing the completed Training Records through the Practical Experience Online System (Refer to **Section 5.2.6**) [Note];

Note: Signing and endorsing the Training Records when the Development Commitment is terminated for any reasons.

(i) Developing QP students and discussing training issues with them;

(j) Performing interim and annual review meetings with assigned QP students and signing the Training Records through the Practical Experience Online System on an annual basis (Refer to **Sections 5.2.4** and **5.2.5)**;

(k) Discussing the following areas during the review meetings with QP students:

- Time spent on practical experience;
- Progress in achieving competences required for HKICPA membership;
- Reflective Statements (Refer to **Section 5.2.5**);
- Professional development;
- Ethical issues and training;
- Career development; and
- Any other issues affecting the QP students' ability to satisfy the requirements of becoming a professional accountant (e.g. modules and study progress).

3.3.4 Counselor-student training ratio

It is essential that adequate advice and counselling are given to each QP student on personal and professional development. Each Counselor or AS should not be responsible for more than eight QP students at any point of time. In case where extra number of QP students are required to be trained and supervised under the Practical Experience Framework, more eligible Counselors or AS should be properly engaged to satisfy the training needs of QP students.

3.3.5 Scheme Coordinator

The Scheme Coordinator ("SC") is a person appointed by the AE for coordinating and administering matters related to the AE scheme. The SC can also serve as a communication channel between the AE and the Institute.

The SC is not subject to any professional qualification and experience requirements if he/ she will only take up a coordination and communication role. The SC can also register as a Counselor if he/ she can satisfy the relevant qualification requirements.

3.3.6 QP students

To meet the practical experience requirements, QP students must ensure the following:

(a) Working for an AE/ AS under a Development Commitment;

(b) Working closely with the AE/ AS to acquire the necessary experience to meet both the time and competence requirements;

(c) Using the Training Records to document the achievement of competences;

(d) Meeting with Counselors/ AS as required by the Institute to discuss progress and sign off the Training Records; and

(e) Ensuring that the AE/ AS signs off the Training Records upon completion of the practical experience requirements or when the Development Commitment is terminated for any reasons.

Section 4 – Authorized training environment

4.1 Overview

It is imperative for the success of the Practical Experience Framework that the Institute registers eligible AE/ AS that will offer QP students a work environment with quality learning and development opportunities.

In this regard, the fundamental attributes of eligible AE/ AS have been strengthened and elaborated as the guiding principle to assess the suitability of authorizing organizations or individuals seeking to register as an AE/ AS. The Institute also adopts a better-defined process for authorization, and monitoring of AE/ AS including self-assessment and authorization visits.

The following summarizes some key elements of the enhanced AE/ AS system:

- **The fundamental attributes of AE/ AS are strengthened and elaborated as three codes supported by 15 guidelines**. A new applicant or an existing AE/ AS has to demonstrate the commitment to comply with the principle of Practical Experience Codes and Guidelines in all material aspects (Refer to **Section 4.2**).

- **The authorization process is conducted electronically and is categorized into two stages**: (1) application for authorization, and (2) annual monitoring and information update. (Refer to **Section 4.3**).

- **New applications may be subject to an authorization visit**. The selection of visit will be conducted by adopting a risk-based approach. Self-assessment results and past disciplinary sanctions are examples of risk indicators (Refer to **Section 4.3.1**).

- **The authorization status is subject to an annual monitoring process**. The AE/ AS should conduct information updates through the Practical Experience Online System on a timely basis to ensure the completeness and accuracy of the records (Refer to **Sections 4.3.2**).

- **The AE/ AS authorization status may be suspended or withdrawn in certain circumstances** (Refer to **Section 4.4**).

4.2 Practical Experience Codes and Guidelines

The Practical Experience Codes and Guidelines ("Codes and Guidelines") outline the fundamental attributes of an AE/ AS in the provision of quality learning and development opportunities for QP students under their employment. The following table lists out the three codes and their underlying 15 guidelines:

CODE 1: The AE/ AS exhibits professional and ethical practices.	
Guideline 1	The AE/ AS's employing organization meets its regulatory and ethical requirements in its country of residence.
Guideline 2	The AE/ AS or the individuals involved in training have no ethical or professional issues.
CODE 2: The AE/ AS is committed to and identifies the training and development needs of QP students.	
Guideline 3	The AE/ AS identifies and provides adequate resources to train QP students.
Guideline 4	The AE identifies and assigns qualified accountants with suitable experience as Counselors and provides resources to enable them to fulfil their role. The AS should be a qualified accountant with suitable experience and ensure appropriate resources are provided by the AS's employing organization to enable the AS to fulfil his/ her role.
Guideline 5	The MIC, Counselors, AS and QP students understand their roles and responsibilities for training and development.
Guideline 6	The AE/ AS sets the QP students' objectives as part of a performance review.
Guideline 7	The AE/ AS identifies opportunities for QP students to obtain appropriate practical experience.
Guideline 8	The AE/ AS ensures QP students understand how they contribute to the organizational or departmental objectives.
Guideline 9	The AE/ AS agrees Development Commitment with QP students which is relevant to their current roles or their future career aspirations.
CODE 3: The AE/ AS provides development opportunities for QP students and monitors and reviews development activities.	
Guideline 10	The AE/ AS provides appropriate practical experience to QP students.
Guideline 11	The AE/ AS provides training and development opportunities to QP students to achieve their objectives and explains the nature and extent of these opportunities to them.
Guideline 12	The AE/ AS monitors and evaluates the QP students' progress towards fully meeting the practical experience requirements, and identifies and takes appropriate action as a result of reviews with QP students.
Guideline 13	The AE/ AS ensures the QP students' time is documented and can be counted towards the practical experience requirements.
Guideline 14	The AE/ AS reviews the QP students' ethical and professional behaviour throughout the Practical Experience Period.
Guideline 15	The AE/ AS evaluates and monitors QP students to undertake development activities.

The Codes and Guidelines also serve as the guiding principles for the Institute to consider and assess the suitability of authorizing organizations or individuals seeking to register or continue to register as an AE/ AS.

4.3 Authorization process

The AE/ AS applicants can complete the whole authorization process through the Practical Experience Online System. The authorization process can be categorized into the following:

- Application for authorization
  - **Stage 1:** Application and preparation (including self-assessment)
  - **Stage 2:** Application under review (including authorization visit if selected)
  - **Stage 3:** Determination of result
- Annual monitoring and information update

4.3.1 Application for authorization

Stage 1: Application and preparation

Before starting the application process, you are advised to consider the following:

- Should you elect to have AE or AS registration for training QP students in your organization?
- Have you reviewed the eligibility of the MIC/ MIC Deputies/ Counselors/ AS based on the criteria laid down in **Section 3.2**?
- Have the MIC/ MIC Deputies/ Counselors/ AS obtained good understanding of their roles and responsibilities (Refer to **Section 3.3**)?
- Have you carried out a review of the commitment to comply with the Codes and Guidelines (Refer to **Section 4.2**) in all material aspects?

To better understand the Codes and Guidelines, the AE/ AS applicants may read the "**Guidance Notes for Self-assessment on Compliance with Practical Experience Codes and Guidelines**" (**Appendix B**) for further explanation. A non-exhaustive list of possible considerations and examples of supporting evidence are provided for reference.

When applying for the authorization status, the AE/ AS applicants are required to:

- Complete an online self-assessment form by evaluating whether their organization complies with the principles of the Codes and Guidelines in all material aspects;
- Gather evidence that help demonstrate their compliance with the Codes and Guidelines based upon their self-assessment findings.

Stage 2: Application under review

What approach will be adopted for the review?

The Institute will conduct an assessment on the application and may request submission of additional information and/or supporting documents.

Additionally, the Institute will adopt a risk-based approach for selection of applications to conduct authorization visits. The selection criteria include self-assessment results, number of QP students, any past disciplinary sanctions, ongoing investigation or conditional requirements imposed by the accountancy or regulatory bodies, or any concerns brought to the attention of the Institute.

During the visit, the Institute's Assessors will meet the employer representatives (usually the MIC, AS or the senior personnel in the AS Employing Organization) to discuss the compliance with the Codes and Guidelines and review the relevant evidence. Meanwhile, the Institute's Assessors will also meet the existing staff (i.e. corroborators) of the AE/ AS applicants to understand the organization's training and development environment further. The corroborators can be QP students or persons participating in the activities that the Institute's Assessors are seeking to substantiate (e.g. human resources personnel, Counselors).

This review approach enables the Institute to have a reasonable understanding of the applicant's work environment and determine the suitability of authorizing organizations or individuals seeking to register as an AE/ AS.

Stage 3: Determination of result

The Institute will determine the outcome of the application based on our overall evaluation on self-assessment and/ or authorization visits. If the AE/ AS applicants can demonstrate their compliance with the principles of the Codes and Guidelines in all material aspects, the authorization status would be granted. For successful cases, an electronic Authorization Certificate[1] will be issued to the AE/ AS and the list of AE and AS will be published on Institute's website periodically for public search.

As for those unsuccessful cases, the Institute will provide the reasons for the decision to the AE/ AS applicants.

AE/ AS registration is subject to review by the Institute on a case-by-case basis. If the AE/ AS is considered unfit to continue the registration, the Institute has the right to terminate the registration. Please refer to **Section 4.4** for details.

[1] Please submit a written request and include an administration fee of HK$350 for either: (1) reissuing an e-certificate due to an organization or individual name change; or (2) printing a hard-copy certificate.

4.3.2 Annual monitoring and information update

Why is annual monitoring important?

AE/ AS are required to complete an online annual monitoring declaration to the Institute for ensuring that they uphold the principles of Codes and Guidelines and that their work environments continuously offer quality training to QP students.

Monitoring visits will be conducted based on a risk-based approach. The selection criteria include self-assessment results, number of QP students, any past disciplinary sanctions, ongoing investigation or conditional requirements imposed by the accountancy or regulatory bodies, or any concerns brought to the attention of the Institute.

For any failure to comply with the Institute's monitoring procedures, this may result in withdrawal of AE/ AS authorization and/ or could pose an adverse impact on QP students who need to acquire practical experience for HKICPA membership admission.

Why is the information update important?

Under the Practical Experience Framework, the Practical Experience Online System is able to promote communication among our stakeholders and improve the transparency and timeliness of documentation. To achieve this, the MIC/ MIC Deputies/ AS have to ensure that the online system records contain complete and accurate information which include the following items:

- Details about the AE/ AS Employing Organization;
- Personal particulars about the MIC/ MIC Deputies/ Counselors/ AS/ QP students;
- Any changes regarding the MIC/ MIC Deputies/ Counselors/ AS/ QP students;
- Details about the assignment of Counselors to QP students; and
- Details about the period of supervision.

Information updates should be conducted witin one month when there are any updates on the AE/ AS records. AE/ AS shall be able to complete the information update through the Practical Experience Online System whenever they need to do so.

In practice, some AEs require performing the information update more frequently. They may consider engaging the Scheme Coordinator to undertake part of the administrative work.

4.4 Withdrawal of authorization

If at any time the Institute has concerns over the suitability of an AE/ AS and their commitment to the Codes and Guidelines, it can re-assess their AE/ AS status. The Institute may suspend or withdraw the AE/ AS status when it observes one or more of the following circumstances:

- Any material failure to comply with the Codes and Guidelines, the registration requirements or responsibilities, including disciplinary proceedings;
- Any failure to observe the Institute's monitoring procedures including submission of timely and accurate information;
- Any actions of the AE/ AS/ AS's Employing Organization deemed by the Institute to be sufficient grounds for withdrawal of the authorization;
- Complaints by members or students of the Institute which have been substantiated;
- Any circumstances show that the AE/ AS is unfit to provide structured training for QP students;
- The Institute's Qualification and Examinations Board (the "Board") is of the view that AE/ AS has abused its status;
- AE/ AS is not co-operative in any enquiry, briefing, authorization visit or investigation conducted by the Institute.

4.5 Appeal mechanism

The Institute has a formal grievance process that allows AE/ AS applicants to appeal against the decision of authorization made by the Institute. The Institute will conduct an independent review of the evidence submitted and inform the aggrieved AE/ AS of the review result.

AE/ AS applicants who are not satisified with the decision of authorization may request for a review by writing to the Director of Education and Training within 20 days upon receipt of the application result. The appeal case will be brought up to the Board for deliberation. The Board's decision on the review is final and conclusive.

A fee of HK$8,000 is imposed on the appeal application, which is non-refundable.

Section 5 – Reporting and assessment of practical experience

5.1 Overview

QP students have to undergo different stages with their Counselor/ AS in the practical experience process. The Practical Experience Online System is able to provide a wide range of support to AE/ AS and QP students to promote regular communication and confirm mutual expectations between both parties.

AE/ AS may leverage on the Practical Experience Online System to oversee the AE/ AS scheme while QP students could make good use of the system to keep track of their development progress of professional competences. The following outlines the key requirements for going through the practical experience process:

- **There are six stages in the practical experience process** including:
  (1) finding an eligible Counselor/ AS;
  (2) entering into a Development Commitment with AE/ AS;
  (3) creating Training Records and recording practical experience;
  (4) attending interim and annual review meetings;
  (5) completing the Training Records and Reflective Statement; and
  (6) performing final sign-off on the Training Records.

  The whole process is supported by the Practical Experience Online System.

- **As a good starting point, QP students should check whether their employers/ supervisors are AE/ AS**. They should also contact the MIC/ Scheme Coordinator/ AS/ Human Resources ("HR") personnel/ direct managers or supervisors, and inform them of their need of supervision by Counselors/ AS if they wish to acquire practical experience for HKICPA membership admission (Refer to **Section 5.2.1**).

- For setting out a clear understanding of AE/ AS and QP students' expectations and responsibilities, the **Development Commitment should be signed through the Practical Experience Online System by both parties within three months of commencement of the Practical Experience Period** (Refer to **Section 5.2.2**).

- **QP students should reflect time input and competences output in the Training Records**. They are also advised to gather corroborative evidence to support the information provided in the Training Records (Refer to **Section 5.2.3**).

- **Interim and annual review meetings should be conducted for each training year**. Counselors/ AS could review their QP students' training progress interactively and provide constructive feedback on how QP students can improve competences and identify suitable training needs (Refer to **Section 5.2.4**).

- **QP students should ensure that their Training Records (including Reflective Statement) have been duly reviewed and signed off for each year of training.** Training Records should normally be signed off by 31 December each year (Refer to **Section 5.2.5**).

- **At the completion of the Practical Experience Period, QP students should ensure that the final sign-off has been performed on the Training Records**. (Refer to **Section 5.2.6**).

The MIC/ Counselors/ AS/ QP students play a key role in the practical experience training. Their respective key responsibilities can be found in **Appendix F**.

5.2 Practical experience process

QP students are required to attain relevant practical experience under the supervision of AE/ AS for a minimum of three years. It is essential for QP students to provide useful information (e.g. the types and duration of work experience) to demonstrate their achievement of the professional competences and facilitate their Counselors/ AS to perform the review and assessment on the basis of complete and accurate records.

It is also important for AE/ AS and QP students to have regular communication on learning and development related issues so as to ensure that the QP students' training is moving in the right direction.

After reading this section, you will learn how QP students can acquire recognized practical experience through the following six stages:

- **Stage 1:** Getting started – Find an eligible AE/ AS
- **Stage 2:** Enter into a Development Commitment with AE/ AS
- **Stage 3:** Create Training Records and record practical experience
- **Stage 4:** Attend interim and review meetings
- **Stage 5:** Complete Training Records
- **Stage 6:** Perform final sign-off on the Training Records

QP students can go through all six stages and comply with the relevant requirements under supervision of the same AE/ AS during the whole period of experience. In case the QP students wish to pursue their careers in a new company or work for new managers/ supervisors, they may have to look for new Counselors/ AS and go through the above six stages again.

5.2.1 Getting started – Find an eligible Counselor/ AS (Stage 1)

To attain recognized practical experience, QP students must be trained under the supervision of Counselors/ AS. Here are some useful tips for QP students to get started:

- **Search the Lists of Authorized Employers and Authorized Supervisors**

  QP students should check whether their employer is an AE or whether there is any AS in their organization. A list of Authorized Employers and Authorized Supervisors is available on our website for public search.

- **Contact the MIC/ Scheme Coordinator/ AS**

  QP students should inform the MIC/ MIC Deputies/ Scheme Coordinator/ AS of their supervision needs from the Counselor/ AS. The AE/ AS can then assign appropriate resources to QP students.

- **Contact the HR personnel/ direct manager or supervisor**

  For QP students who are not working for an AE/ AS, they may check with relevant parties to explore whether their employer/ supervisor can apply to register as an AE/ AS.

  The Counselor/ AS is not necessarily the direct supervisor of the QP student, but must have access to the direct manager and the work undertaken by the QP student to ensure compliance with the practical experience requirements. The Counselor/ AS may come from the subsidiaries of the QP student's employing organization provided that the group registration application is approved by the Institute.

5.2.2 Enter into a Development Commitment with AE/ AS (Stage 2)

Once an eligible Counselor/ AS has been identified, the QP student should start his/ her practical experience training as soon as practicable. Within three months of commencement of the Practical Experience Period, the QP student should initiate to create a new Development Commitment through the Practical Experience Online System for the AE/ AS to review and sign.

The Development Commitment is designed to nurture a constructive discussion and relationship between AE/ AS and QP student and ensure that both parties have a clear understanding of the expectations and responsibilities on practical experience training. A standard Development Commitment should include the following:

- Name of the AE/ AS, the MIC and the QP student;
- Date of commencement and terms of the Development Commitment;
- Responsibilities of the AE/ AS;
- Responsibilities of the QP student;
- Conditions for termination of the Development Commitment; and
- Signatures of the AE/ AS, the QP student and dates.

The Development Commitment should be signed online by both the AE/ AS and the QP student within three months upon commencement of the Practical Experience Period. All tailor-made terms in the Development Commitment have to be in compliance with the Codes and Guidelines and is subject to review and approval by the Institute. A sample of the Development Commitment is set out in **Appendix C** for illustration purpose.

Failure to sign and submit the Development Commitment online implies that the practical experience acquired by the QP student may not be recognized, and the QP student's admission to HKICPA membership will be delayed.

Once the Development Commitment is approved, the QP student can create his/ her Training Records for recording the recognized practical experience.

Should the Development Commitment be terminated for any reasons (Refer to **Section 2.2.3**), the QP student should submit the completed Training Records for AE/ AS to sign off and endorse (Refer to **Section 5.2.6)**, and the QP student is required to inform the Institute immediately. In addition, whenever the QP student resumes practical experience training, he/ she should enter into a Development Commitment with the new AE/ AS.

5.2.3 Create Training Records and record practical experience (Stage 3)

Having entered into the Development Commitment with the AE/ AS, QP students can create Training Records to record evidence of practical experience and skills and have these records verified by their AE/ AS. The Training Records include:

- The QP student's personal particulars;
- Record of the time input;
- Record of the relevant practical experience competence output; and
- Reflective Statement (Refer to **Section 5.2.5**).

QP students are advised to devise a good plan to achieve the professional competences and skills. Here are some easy-to-follow suggestions:

- **Be familiar with the pre-defined elements of professional competences**

  QP students should learn how their work can fit into the pre-defined elements and how they can achieve competences at the required level of proficiency. QP students should consult their Counselors/ AS for any uncertainties.

- **Record practical experience on a timely basis**

  QP students can easily keep a complete set of Training Records if they can update their time input and competence output on the Practical Experience Online System periodically. Meanwhile, QP students can plan ahead whenever there is a need to catch up the training progress.

- **Maintain proper documentation as supporting evidence**

  This will definitely help Counselors/ AS to evaluate whether the professional competences acquired by QP students have been successfully achieved during the review meetings.

A sample of the Training Records is attached in **Appendix D** for illustration purpose.

5.2.4 Attend interim and annual review meetings (Stage 4)

Regular communication is crucial to the quality of practical experience training. Interim and annual review meetings should be conducted for each training year.

The interim review can take place any time throughout the training year. The Counselors/ AS should evaluate QP students' training progress while QP students' work performance and achievement of competences are still fresh in mind. No detailed documentation is required except putting down the review date on the online Training Records.

The annual review meeting has to be conducted so that QP students' training progress is properly reviewed and monitored. The Counselors/ AS should perform sign-off on the Training Records at least on an annual basis. See **Section 5.2.5** for more information about the annual sign-off.

At the review meetings, Counselors/ AS and QP students may discuss the following:

- Time spent on practical experience;
- Progress in achieving competences required for HKICPA membership;
- Reflective Statements;
- Professional development;
- Ethical issues and training;
- Career development;
- Any other issues affecting QP students' ability to satisfy the requirements of becoming a professional accountant (e.g. modules and study progress).

5.2.5 Complete Training Records and Reflective Statement (Stage 5)

Why is the Reflective Statement required?

It is essential for the Counselors/ AS to have an overall understanding and evaluation of QP students' achievement of professional competences before signing off the Training Records. In this regard, QP students should not only record the duration (i.e. time input) and type (i.e. competence output) of professional competences achieved throughout the training year, but also write down their self-reflective feedback in the Reflective Statement which forms part of the Training Records.

The objective of writing Reflective Statement is to encourage QP students to take ownership for their personal development and engage in self-improvement on a regular basis. This provides opportunities for QP students to give more specific examples illustrating how they demonstrated their achievement of professional competences and how they are going to turn their training needs into future development actions.

The self-reflective section includes the following:

- Main areas of work and activities undertaken during the Practical Experience Period;
- An evaluation of the particular skills developed with reference to the competence(s) achieved during the Practical Experience Period; and
- An identification of the improvement areas or further development needs for the forthcoming year and plans to achieve them (e.g. elements of competence(s) planned to develop and demonstrate).

The Reflective Statement completed by QP students should be reviewed and discussed with the Counselors/ AS at least on an annual basis (e.g. at the annual review meeting). The Counselors/ AS can then evaluate the QP students' competences development and performance against the targets set, advise on future experience and development needs and provide constructive feedback.

When should the Counselors/ AS perform the sign-off?

The Training Records should be reviewed and signed off under the following situations:

- **At least on an annual basis**

  The Training Records should be signed off by the Counselor/ AS on an annual basis (by 31 December each year). Alternatively, you can schedule the review and sign-off for the Training Records during your annual performance appraisal with the Counselor/ AS, however, this must occur at least once each year.

- **When the QP student ceases to be trained by the current Counselor/ AS**

  This may arise when (1) the Counselor/ AS/ QP student is going to work for a new company; (2) the QP student is going to work under the supervision of a new Counselor; or (3) the QP student has completed all practical experience requirements.

If the online Training Records have not been properly signed off, there may be a risk that the practical experience acquired by the QP student would not be recognized for HKICPA membership admission or the QP student would not be able to commence the practical experience training in his/ her new employment or position.

Failure to conduct an annual sign-off on the Training Records without reasonable causes may trigger follow-up actions by the Institute (e.g. phone enquiry or on-site visit). In the worst-case scenario, it may result in the removal of the AE/ AS authorization status and/ or rejection of the QP students' membership application.

What can you do if you have doubts on the contents of the Practical Experience Training Records?

If more information has to be obtained before sign-off, the Counselor/ AS may contact the QP student concerned or any relevant parties for further details or clarification. In case amendment is required for the training record information completed by the QP student, the Counselor/ AS should request the QP student to make the changes and explain why the changes are appropriate or necessary.

5.2.6 Perform final sign-off on the Practical Experience Training Records (Stage 6)

To satisfy the time and competence requirements, QP students have to go through Stages 1 to 6 throughout the practical experience process as outlined under **Section 5.2.**

At the completion of the Practical Experience Period or when the Development Commitment is terminated for any reasons, QP students should submit the signed off Training Records for final sign-off (i.e. the MIC/ MIC Deputies/ AS's endorsement) to confirm the QP students' attained competences and their employment period.

In case of termination of the Development Commitment, the Training Records should be endorsed by the MIC/ MIC Deputies/ AS within three months of the end date of the Practical Experience Period.

5.3 Admission to HKICPA membership

Within the Practical Experience Online System, QP students are allowed to select the valid Training Records from their previous employment(s) and generate a set of Training Records Summary of Practical Experience for Membership Admission ("Summary Report") (Refer to **Appendix E**) for HKICPA membership admission. This report also provides QP students with a brief summary of their practical experience and highlights any requirements that may not fully achieved.

Upon completion of the education, examination and experience requirements under the QP, QP students are eligible to apply to become HKICPA members. QP students should submit the online membership application form with other required documents, including the signed Summary Report. For further details, please obtain from the Membership & Admission Department of the Institute or visit the Institute's website.

5.4 Practical Experience Online System

All practical experience documentation (e.g. Development Commitment, Training Records) and the application for authorization, annual monitoring, information updates are created, completed and submitted through the Practical Experience Online System. This enhances the transparency and timeliness of documentation between employers, supervisors, Counselors and QP students. QP Students can also keep track of their development progress of professional competences through the Practical Experience Online System anytime.

In addition, QP student or Counselor/ AS who has been removed from the Institute's Student Register or Member Register will no longer have access to the Practical Experience Online System.

If you wish to know more information about the online system, please refer to the Practical Experience Online System User Guide.

5.5 Recognition of practical experience obtained under the legacy Practical Experience Framework

The revised Practical Experience Framework has been implemented on 1 January 2023. QP students who have started accumulating experience prior to 1 January 2023 were allowed to attain the practical experience under the legacy Practical Experience Framework until 31 December 2025.

All QP students are required to acquire their practical experience under the revised Practical Experience Framework on or after 1 January 2026 if that part of experience is to be counted for the Institute's membership admission purpose.

The practical experience is subject to the 10-year recency rule, that it must be attained within 10 years prior to the date of the QP student applying for HKICPA membership. (Refer to **Section 2.2.4**).

QP students are required to provide the following supporting documents:

- Duly signed Training Records by an AE-Counselor or AS, covering the practical experience period under both the legacy and revised Practical Experience Framework; and

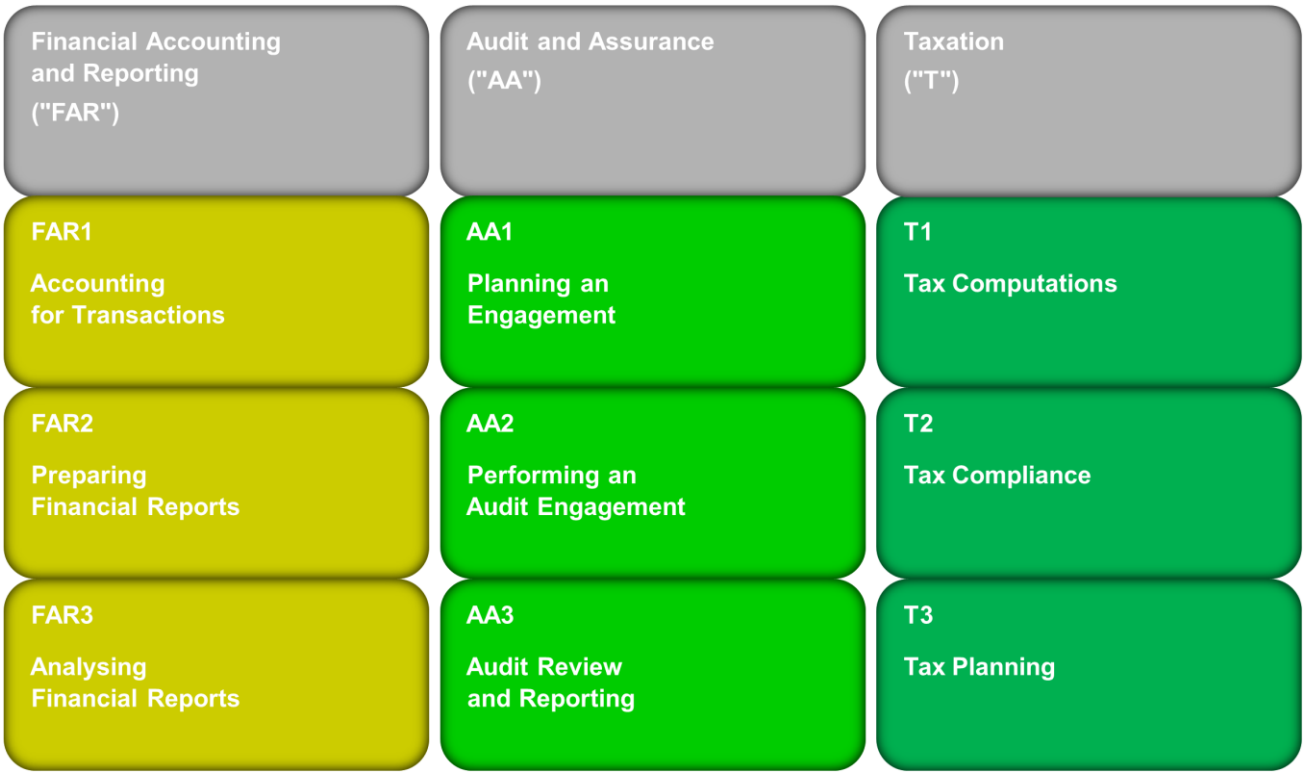
- A completed Conversion Report to ensure the practical experience gained under the legacy PE Framework meets the revised Practical Experience Framework requirements, or if there are any shortfalls.

For more information, please refer to the factsheet or the Institute's website to obtain all essential information.

Appendix A - Practical Experience Competence Grid

Technical Competences

Practical Experience with Six Core Areas and 18 Elements



Financial Accounting and Reporting

Practical Experience Competence [Note 1]		Proficiency Level [Note 2]
FAR1: Accounting for Transactions		
FAR1.1	Evaluate financial statement information (routine and non-routine) and estimates by reference to the entity's books, records and events	3
FAR1.2	Design systems to capture and process accounting data	
FAR1.3	Prepare and/ or evaluate reconciliations of financial information	2
FAR2: Preparing Financial Reports		
FAR2.1	Determine the appropriate accounting reporting and regulatory framework to be applied in the preparation of an entity's financial statements and reports (e.g. sustainability-related disclosures)	2
FAR2.2	Prepare the primary financial statements for a single entity and a group: statement of comprehensive income, statement of financial position, statement of changes in equity and cash flow statement and notes in accordance with relevant accounting framework	
FAR2.3	Prepare or evaluate appropriate disclosures (e.g. sustainability-related disclosures) for inclusion in the financial statements	
FAR2.4	Compare financial information presented in the financial statements to the other contents of an annual report to ensure consistency (e.g. Management Discussion, Director's Report, Corporate Governance Report)	
FAR3: Analysing Financial Reports		
FAR3.1	Evaluate the financial and non-financial performance of an entity by analysing financial statements, sustainability disclosures, and other disclosures and reports	3
FAR3.2	Evaluate the effect of a change in accounting policy and accounting estimate on the financial statements	

Note 1: The practical experience of QP students can be counted if their technical competences, in principle, meet the Grid's prescribed sub-elements and its required proficiency level. For example, QP students from various work environments may gain practical experience that differs from the sub-element FAR2.1 (e.g. Private entities in Hong Kong may not include a corporate governance report or sustainability-related disclosures).

Note 2: **Levels of proficiency:**

Level 1: Foundation (Knowledge and Comprehension)
The QP student is able to remember previously learned materials and demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.

Level 2: Intermediate (Application and Analysis)
The QP student is able to use new knowledge and solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way. In addition, the QP student is able to examine and break information into parts by identifying motives or causes, make inferences and find evidence to support generalization.

Level 3: Advanced (Integration and Evaluation)
The QP student is able to compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. Moreover, the QP student is able to demonstrate the ability to judge the value of material for a given purpose.

Audit and Assurance

Practical Experience Competence		Proficiency Level
AA1: Planning an Engagement		
AA1.1	Evaluate the scope, objective and standards applicable to a particular audit/ assurance assignment, including assurance of sustainability information (if any)	3
AA1.2	Prepare an engagement letter	2
AA1.3	Evaluate the business environment including identifying the major classes of balances and transactions (routine and non-routine)	3
AA1.4	Evaluate and document the control environment of an entity including flow charts and other system notes (manual and computerized)	
AA1.5	Formulate an appropriate level of materiality and performance materiality for an entity by reference to the nature and size of the business and other related matters	
AA1.6	Evaluate the risk of material misstatements in the financial statements at the account balance and transaction levels; or the sustainability disclosures (if any) at the disclosure or assertion level	
AA1.7	Evaluate relevant internal controls which mitigate the likelihood of material misstatements	
AA1.8	Design appropriate tests of internal controls, substantive test of details and substantive analytical review procedures including the calculation of sample sizes and mode of selection	
AA1.9	Evaluate compliance with relevant ethical requirements, including independence	
AA1.10	Develop inquiries regarding fraud and error	
AA2: Performing an Audit Engagement		
AA2.1	Evaluate the need for using the work of external experts	3
AA2.2	Evaluate and document the results of tests of controls for effectiveness	
AA2.3	Evaluate and document the results of substantive test of detail and substantive analytical review	
AA3: Audit Review and Reporting		
AA3.1	Prepare the appropriate opinion paragraph in an audit/ assurance report in accordance with appropriate Auditing/ Assurance Standards	2
AA3.2	Prepare the management representation letter	
AA3.3	Evaluate the impact of identified misstatements against materiality, audit/ assurance scope and opinion	3
AA3.4	Analyse the issues to be included in the management representation letter for those charged with governance to cover items required by the appropriate Auditing/ Assurance Standards	2

Taxation

Practical Experience Competence		Proficiency Level
T1: Tax Computations		
T1.1	Compute the taxation position for an individual and a legal entity	2
T1.2	Produce information from financial records and Inland Revenue Department communications to prepare tax computations	3
T1.3	Analyse the impact of recent legislative changes and Board of Review decisions on the determination of the tax computations	2
T2: Tax Compliance		
T2.1	Advise the tax filing procedures under the Inland Revenue Ordinance and the consequences of non-compliance	3
T2.2	Justify the circumstances where an objection to an assessment or an appeal can be raised	2
T2.3	Advise the tax lodgement and assessment payment requirements under the Inland Revenue Ordinance and the consequences of breaches	3
T3: Tax Planning		
T3.1	Contrast the differences between tax planning, tax avoidance and tax evasion	2
T3.2	Consider recent changes in the Inland Revenue Ordinance, regulatory environment and Board of Review decisions on the determination of tax position	3
T3.3	Evaluate the tax implications for proposed future plans of an individual or an entity	
T3.4	Recommend tax mitigation strategies by utilizing incentives and reliefs	

Management Accounting, Finance and Financial Management

Practical Experience Competence		Proficiency Level
MF1: Cost Management and Evaluation		
MF1.1	Evaluate appropriate cost classifications and the main types of cost accounting systems including alternative methods of dealing with overhead or common costs and the criteria for their uses	3
MF1.2	Analyse the appropriate costing methodologies for an entity's products and services	2
MF1.3	Analyse cost behaviours and revenues, actual and forecast, to meet management needs	
MF2: Cash Management, Planning and Budgetary Control, and Treasury		
MF2.1	Advise on the financial and non-financial implications of an entity's strategies	3
MF2.2	Analyse budgets by adopting appropriate assumptions, methodologies and other information inputs in line with an entity's strategies	2
MF2.3	Analyse budget variances and determine the likely causes and provide recommendations for improvements (if possible)	
MF2.4	Evaluate appropriate present and future levels of cash (short and long term) and working capital by assessing liability and capital structures, asset structures and liquidity, present and future leverage levels, cash flow and profitability patterns	3
MF2.5	Evaluate an entity's needs for additional financing or consider options for projected cash surplus to an entity's requirements (e.g. the evaluation of decisions related to distribution of profits)	
MF2.6	Advise on the appropriate sources and types of finance considering availability of finance, conditions attached to raising finance, tax implications and sustainable finance opportunities	
MF3: Appraising Investments		
MF3.1	Evaluate the opportunities, risks and considerations (e.g. strategic, financial and sustainability) associated with the replacement of a capital asset or acquisition of a new business/ expansion of existing business	3
MF3.2	Apply appropriate investment appraisal techniques to determine a range of values for a business or capital asset	2
MF3.3	Justify the assumptions made that support the valuation and perform sensitivity analyses to support the range of values	
MF3.4	Analyse the performance of products and business segments with the use of financial or non-financial indicators	

Governance and Sustainability, Risk Management and Internal Control

Practical Experience Competence		Proficiency Level
GRI1: Identifying and Managing Risk		
GRI1.1	Evaluate risks (e.g. strategic, operational, financial, regulatory, technological and sustainability) within an entity	3
GRI1.2	Evaluate the entity's business processes and controls which mitigate risks	
GRI1.3	Recommend strategies to manage, transfer, reduce or avoid the identified risks	
GRI2: Designing Internal Controls		
GRI2.1	Analyse the requirements for effective internal control	2
GRI2.2	Design and document an effective system of internal control (including the control environment, application and general controls)	3
GRI2.3	Design appropriate manual and computerized tests on the system of internal control to assess its effectiveness in preventing or detecting error	
GRI2.4	Recommend improvements to the system of internal control based upon the results of the internal control testing	
GRI3: Monitoring Performance and Accountability, and Managing Sustainability		
GRI3.1	Evaluate the governance structure, policies and practices of an entity by reference to the Listing Rules, best practices and other regulatory requirements, including those related to sustainability	3
GRI3.2	Analyse the strategic, operational, financial, regulatory, technological and sustainability risks based on an assessment of the external and internal environment, strategies and processes	2
GRI3.3	Analyse the key business processes of an entity (i) for the occurrence of material misstatements together with relevant manual and computerized internal controls that mitigate the misstatements; or (ii) for the sustainability initiatives based on performance data	

Information Technology, Business Strategy and Management, and Insolvency and Reconstruction

Practical Experience Competence		Proficiency Level
IBR1: Information Technology		
IBR1.1	Evaluate IT applications (e.g. word processing, spreadsheets and email) for communication and collaboration	3
IBR1.2	Recommend appropriate applications to obtain, analyse and present information	
IBR1.3	Use the internet as a source of relevant and reliable information	2
IBR2: Business Strategy and Management		
IBR2.1	Analyse whether the business strategies are appropriate for an entity by considering financial and non-financial factors (e.g. ethical and sustainability factors)	2
IBR2.2	Determine the impact of external and internal environments on implementing business strategy by considering the use of appropriate methodologies	
IBR2.3	Contrast the different types and levels of risks and advise their likely impact on the business together with a mitigation strategy	
IBR3: Insolvency and Reconstruction		
IBR3.1	Appraise the financial position of an individual or entity using financial and ratio analysis	3
IBR3.2	Appraise the competitive position of an entity in terms of its products, services and markets	
IBR3.3	Recommend strategic options for and underperforming or insolvent entity	
IBR3.4	Plan, implement, review and assess a reconstruction plan	
IBR3.5	Categorize how an entity becomes bankrupt and determine the appropriate form of administration	2

Enabling Competences

Practical Experience with Two Areas and Seven Elements

Professional Values, Ethics and Attitudes

Practical Experience Competence		Elements	Proficiency Level
(a) Professional Scepticism and Professional Judgement			
(i)	Apply a questioning mindset critically to assess financial information and other relevant data	A1	2
(ii)	Evaluate and recommend reasonable alternatives to reach well-reasoned conclusions based on all relevant facts and circumstances, and communicating with stakeholders		3
(b) Ethical Principles			
(i)	Demonstrate the importance of relevant ethical requirements to all professional activities	A2	2
(ii)	Apply the relevant ethical requirements to all professional activities		
(iii)	Identify ethical issues using relevant ethical principles, analyse alternative courses of action and determine the ethical consequences of these		
(iv)	Apply the fundamental ethical principles of integrity, objectivity, professional competence and due care, confidentiality, and professional behaviour to ethical dilemmas and determine an appropriate approach		
(c) Commitment to the Public Interest			
(i)	Determine the role of ethics within the profession and in relation to the concept of social responsibility	A3	2
(ii)	Evaluate the role of ethics in relation to business and good governance		3
(iii)	Analyse the interrelationship of ethics and law, including the relationship between laws, regulations, and the public interest		2
(iv)	Consider the consequences of unethical behaviour to the individual, the profession, and the public		3
(d) Business Ethics and Professional Negligence			
(i)	Evaluate the appropriate course of action across a wide range of ethical dilemmas	A3	3

Professional Skills

Practical Experience Competence		Elements	Proficiency Level
(a) Intellectual			
(i)	Evaluate information from a variety of sources and perspectives through research, collaboration, analysis, and integration	B1	3
(ii)	Apply professional judgement, including identification and evaluation of alternatives, to reach well-reasoned conclusions based on all relevant facts and circumstances		2
(iii)	Justify when it is appropriate to consult with specialists to solve problems and reach conclusions		
(iv)	Apply reasoning, critical analysis, and innovative thinking to solve problems		
(v)	Recommend solutions to unstructured, multi-faceted problems		3
(b) Interpersonal and Communication			
(i)	Demonstrate effective communication, collaboration, and cooperation when working with or within multi-disciplinary teams	B2	3
(ii)	Communicate clearly and concisely with a range of stakeholders		
(iii)	Apply key concepts of diversity, equity, and inclusion in communication, considering and respecting language and contextual differences		2
(iv)	Apply active listening and effective questioning techniques		
(v)	Develop negotiation skills to reach solutions and agreements		3
(vi)	Develop consultative skills to minimize or resolve conflicts, solve problems, and maximize opportunities		
(vii)	Use informed views and ideas to influence others to provide support and commitment		
(c) Personal			
(i)	Develop a commitment to lifelong learning	B3	3
(ii)	Apply professional scepticism through questioning and critically assessing all information		2
(iii)	Develop high personal standards of delivery and appraise personal performance, through feedback from others and through reflection		3
(iv)	Plan time and resources to achieve professional commitments		
(v)	Evaluate challenges and plan potential solutions		
(vi)	Develop intellectual curiosity to emerging ideas and practices		

Practical Experience Competence		Elements	Proficiency Level
(d) Organizational			
(i)	Plan assignments in accordance with established practices to meet prescribed deadlines	B4	3
(ii)	Appraise own work and that of others to determine whether they comply with the entity's quality standards		
(iii)	Develop people management skills to motivate and develop others		
(iv)	Develop delegation skills to deliver assignments		
(v)	Consider appropriate tools and technology to increase efficiency and effectiveness and improve decision making		
(vi)	Develop time management techniques		
(vii)	Develop project management skills		
(viii)	Develop problem solving skills		
(e) Team Management and Leadership			
(i)	Develop team leadership skills	B2	3
(ii)	Develop exceptional client service		
(iii)	Develop leadership skills to influence others to work towards organizational goals	B4	
(iv)	Produce communications appropriate to an informed reader integrating material across a range of areas	B2	
(v)	Appraise the management and leadership styles and culture within an entity	B4	
(vi)	Apply change management skills		2
(vii)	Prepare to become a leader	B2	

Hong Kong Institute of Certified Public Accountants
Authorized Employer/ Authorized Supervisor
Guidance Notes for Self-assessment on Compliance with Practical Experience Codes and Guidelines

Important note: The below possible items and supporting evidence are for illustrative purposes only and not meant to be exhaustive or mandatory. It does not represent a full list of supporting evidence. The AE/ AS can consider other evidence that is effective in demonstrating their compliance with the principle of the Codes and Guidelines in all material aspects.

CODE 1: The AE/ AS exhibits professional and ethical practices.

Guideline 1
The AE/ AS's employing organization meets its regulatory and ethical requirements in its country of residence.

Possible items to consider:

- Has the AE/ AS's employing organization ever been the subject of any disciplinary sanctions (e.g. reprimand for non-compliance, court proceedings, etc.) by the accountancy or regulatory bodies?
- Has the AE/ AS's employing organization had ongoing investigations [Note] related to ethical or professional issues, or any conditional requirements imposed by the accountancy or regulatory bodies, or quality control issues pertaining to training environment?

Note: Please be mindful of any restrictions or prohibitions regarding the secrecy or disclosure of that information by the relevant accountancy or regulatory bodies.

Guideline 2
The AE/ AS or the individuals involved in training have no ethical or professional issues.

Possible items to consider:

- Has the Counselor/ AS or any individual involved in training QP students ever been subject to any disciplinary sanctions imposed by the accountancy or regulatory bodies, e.g. Securities and Futures Commission or other regulatory bodies? If yes, have the disciplinary sanctions been resolved?
- Has the Counselor/ AS or any individual involved in training QP students had ongoing investigations [Note] related to ethical or professional issues, or any conditional requirements imposed by the accountancy or regulatory bodies, or quality control issues pertaining to training environment?
- Has the Counselor/ AS or any individual involved in training QP students had any ethical or professional issues as defined under the Institute's Code of Ethics for Professional Accountants, Financial Reporting, Auditing and Assurance standards, and Professional Accountants Ordinance and By-Laws?
- Has the Counselor/ AS or any individual involved in training QP students had any significant internal regulatory records which may affect the consideration of the suitability of their roles of training personnel?

Note: Please be mindful of any restrictions or prohibitions regarding the secrecy or disclosure of that information by the relevant accountancy or regulatory bodies.

CODE 2: The AE/ AS is committed to and identifies the training and development needs of QP students.

Guideline 3
The AE/ AS identifies and provides adequate resources to train QP students.

Possible items to consider:

- Does the AE/ AS's employing organization have a functional/ departmental staff list with job descriptions for each position to identify competent qualified accountants to train QP students?
- Does the AE/ AS's employing organization have organizational charts which clearly shows the reporting and working relationship of the training personnel and QP students?
- Does the AE/ AS's employing organization have a list of competent and dedicated training personnel (e.g. Counselors) readily available to train QP students through appropriate on-the-job training and other formal trainings?
- Does the AE/ AS's employing organization have a list of resources readily available to support the Member-In-Charge ("MIC")/ AS in administration and monitoring of training for QP students, e.g. human resources personnel, training specialists or management personnel for the MIC Deputies (if needed)?
- Is there a clear training planning process to identify the needs and resources for supporting the training of QP students?
- (For AE only) Is the number of Counselors adequate to cover the number of QP students within the AE? Note: the maximum Counselor to Student ratio is 1:8.

Examples of supporting evidence:

- Job descriptions
- Functional/ departmental staff list
- Organizational chart
- List of training personnel and administrative staff
- Staff handbook

Guideline 4

The AE identifies and assigns qualified accountants with suitable experience as Counselors and provides resources to enable them to fulfil their role. The AS should be a qualified accountant with suitable experience and ensure appropriate resources are provided by the AS's employing organization to enable the AS to fulfil his/ her role.

Possible items to consider:

- Do the MIC/ Counselor/ AS have the membership certificates or licenses to confirm their professional qualification?
- Does the AE/ AS's employing organization have any functional/ departmental staff list with the MIC/ Counselors/ AS's job titles, roles and responsibilities as well as reporting relationships to determine the good standing of the MIC/ Counselors/ AS and their adequate knowledge of the QP students' work and the training undertaken?
- Does the AE/ AS's employing organization have any plan to provide adequate resources for Counselors/ AS to fulfil their role, e.g. sponsorship to Counselors/ AS on counseling skills or other related training, appropriate time arrangement or tools to aid Counselors/ AS to perform interim and annual review of the QP students' practical experience process?
- (For AE only) Does the AE have any plan to identify adequate qualified and competent accountants as Counselors to supervise QP students within a reasonable timeframe?
- (For AE only) Does the AE have a list of qualified Counselors that are ready to be allocated to QP students?
- (For AS only) Can the AS provide documentation to demonstrate the support from the AS's employing organization in training QP students?

Examples of supporting evidence:

- A list of qualified Counselors
- Copy of membership certificates from other professional accountancy bodies recognized by the Institute
- AS's employment support letter or relevant document to demonstrate support to train QP students
- Resource plan
- Functional/ departmental staff list
- Sponsorship on internal/ external trainings to Counselor/ AS

Guideline 5

The Member-In-Charge, Counselors, AS, and QP students understand their roles and responsibilities for training and development.

Possible items to consider:

- Does the AE/ AS hold kick-off meeting with QP students to ensure mutual agreement on each party's roles and responsibilities for training and development of the QP students?
- Does the AE/ AS's employing organization have a staff handbook/ induction policy containing information on the PE Framework administrative arrangements and resources as well as details of the roles and responsibilities of the MIC/ Counselor/ AS/ QP students?
- Does the AE/ AS's employing organization have any training guides or other measures to communicate to the MIC/ Counselors/ AS/ QP students about their roles and responsibilities?

Examples of supporting evidence:

- Correspondence/ meeting records of discussion on QP students' roles and responsibilities for training and development
- Staff handbook/ induction policy on MIC/ Counselors/ AS/ QP students' roles and responsibilities and relevant arrangements and resources
- Training guide
- Documentation on measures to communicate with the training personnel

Guideline 6

The AE/ AS sets the QP students' objectives as part of a performance review.

Possible items to consider:

- Does the AE/ AS's employing organization have any standard appraisal form/ system for QP students to document their annual goals on the practical experience requirements at the beginning of the year and self-evaluate their performance by year end and to be assessed by their appraising managers/ Counselor/ AS?
- Does the AE/ AS's employing organization have an appraisal policy and guidance to enable the appraising managers/ Counselors/ AS and QP students to utilize the appraisal system efficiently and effectively to assess goals and objectives, manage the work performance and the progress and development needs of QP students?
- Does the AE/ AS's employing organization have any measures/ tools other than the appraisal system to help QP students set their goals and objectives and obtain the competences required under the PE Framework, e.g. informal meeting or other documentation on training plan?
- Are the appraising managers appropriately trained?
- If the appraising managers are not the Counselors/ AS, how do the Counselors/ AS communicate with the appraising managers to assess the performance of the QP students?

Examples of supporting evidence:

- Standard appraisal form/ system
- Appraisal policy and guidance
- Documentation on other measures/ tools to help QP students set their goals and objectives
- Relevant evidence of performance management training for appraising managers

Guideline 7

The AE/ AS identifies opportunities for QP students to obtain appropriate practical experience.

Possible items to consider:

- Does the AE/ AS's employing organization have any plan for provision of work opportunities for the QP students with a reasonable mix of accounting work so as to achieve and demonstrate the technical and enabling competences under the practical experience requirements?
- Does the AE/ AS's employing organization have any appraisal/ performance review documents to track the QP student's performance and help identify work opportunities for the QP students to fulfil the practical experience requirements?
- Does the AE/ AS's employing organization have enough work/ project arrangements, job rotation programmes or secondment opportunities specifying the job descriptions, roles and responsibilities identified for QP students to acquire appropriate practical experience for fulfilling the practical experience requirements?

Examples of supporting evidence:

- Plan for provision of work opportunities for QP students
- Training plan
- Standard appraisal form/ system
- Job rotation programmes or secondment opportunities for QP students

Guideline 8

The AE/ AS ensures QP students understand how they contribute to the organizational or departmental objectives.

Possible items to consider:

- Does the AE/ AS's employing organization have any job descriptions detailing the QP students' roles and responsibilities which demonstrate how their roles fit into the organization?
- Does the AE/ AS's employing organization have any operational plans communicated to all staff which specifies the organizational or departmental objectives for QP students to understand and think of ways to contribute to these objectives?
- Does the AE/ AS's employing organization have any functional/ departmental staff list or organizational charts which show how different roles integrate into the organization?
- Does the AE/ AS's employing organization have any standard appraisal/ evaluation forms or review documents which require QP students to self-evaluate their own work performance in meeting the organizational or departmental objectives?

Examples of supporting evidence:

- Job descriptions for QP students
- Operational plan with organizational/ departmental objectives
- Functional/ departmental list or organizational charts
- Appraisal/ performance review documentation

Guideline 9 *(note)*

The AE/ AS agrees Development Commitment with QP students which is relevant to their current roles or their future career aspirations.

Possible items to consider:	Examples of supporting evidence:
■ Is there any training plan/ personal development plan/ appraisal review form for QP students to state their goals and plans on practical experience development which will then be reviewed and agreed by Counselors/ AS? ■ Does the Counselor/ AS hold a kick-off meeting and annual review meeting with the QP students to understand their practical experience process and align with their current roles or future career aspirations?	- Training plan/ Personal development plans/ appraisal review forms for QP student - Correspondence/ meeting records of discussion on QP students' development needs and plan

(note) Development Commitment is a new requirement under the revised PE Framework. Please consider the possible items under the existing PE Framework which aligns with the principle of this guideline under the revised PE Framework.

CODE 3: The AE/ AS provides development opportunities for QP students and monitors and reviews development activities.

Guideline 10

The AE/ AS provides appropriate practical experience to QP students.

Possible items to consider:	Examples of supporting evidence:
■ Does the AE/ AS's employing organization have any standard appraisal form/ performance review document that records the type of practical experience provided to QP students and evaluates whether the practical experience acquired meets the practical experience requirements? ■ Does the AE/ AS's employing organization have any monitoring and review procedures to ensure appropriate practical experience are provided to QP students? ■ Does the Training Records show appropriate practical experience which fully meets the practical experience requirements?	- Appraisal form/ performance review documentation - QP student's Training Records - Documentation on monitoring and review procedures

Guideline 11

The AE/ AS provides training and development opportunities to QP students to achieve their objectives and explains the nature and extent of these opportunities to them.

Possible items to consider:	Examples of supporting evidence:
■ Does the AE/ AS's employing organization establish any appropriate training and development programmes (e.g. internal training courses, orientation training, on-the-job training) for providing QP students with appropriate opportunities to meet their development needs? ■ Does the AE/ AS's employing organization provide support and opportunities for QP students to attend external trainings to achieve relevant Technical and Enabling Competences? ■ Does the AE/ AS's employing organization have induction guide/ training policy that ensures QP students understand and guide them through the nature and extent of the training and development opportunities? ■ Does the AE/ AS's employing organization have any policy in QP exam support of the QP students (e.g. QP exam or study leave, sponsorship of training courses or study materials, etc.)? ■ Are there any templates of time sheets or documentation to record and confirm the QP students are given sufficient opportunities to undertake training and development? ■ Have all those involved in the training of QP students, and the QP students themselves, been given sufficient time to commit to the training of the QP students?	- Training and development programmes - External/ internal training courses list - Time sheets for QP students - Sponsorship to external trainings - Induction guide/ training policy available for QP students - Staff handbook

Guideline 12

The AE/ AS monitors and evaluates the QP students' progress towards fully meeting the practical experience requirements, and identifies and takes appropriate action as a result of reviews with QP students.

Possible items to consider:

- Does the AE/ AS's employing organization have any internal standards and procedures for monitoring and supervision of QP students, including on-the-job training, counseling and development of both Technical and Enabling Competences?
- Does the AE/ AS's employing organization have any standard appraisal form/ system that ensures Counselors/ AS monitor and evaluate QP students' progress and plan for further development opportunities at least on an annual basis?
- Does the AE/ AS have any other measures to ensure Training Records are completed by QP students and signed off by Counselors/ AS in an interim and annual basis to ensure the QP students' progress is on track and evaluated?
- What actions will be taken to rectify situations where a QP student's training development progress does not meet the practical experience requirements?
- Will time sheets be first filled out by QP students, and then reviewed and signed off by Counselors/ AS on a regular basis (e.g. weekly or monthly) to ensure the practical experience progress is monitored?
- Have both QP students and Counselors/ AS been given sufficient time to complete the reviews?

Examples of supporting evidence:

- Time sheets for QP students
- Standard appraisal form/ system
- Training records of QP students
- Internal standards and procedures for monitoring and supervision

Guideline 13

The AE/ AS ensures the QP students' time is documented and can be counted towards the practical experience requirements.

Possible items to consider:

- Does the AE/ AS provide any guidelines to Counselors/ QP students to record time spent on work and activities which can be counted towards the practical experience requirements?
- Does the AE/ AS have the Institute's AE/ AS's support manual readily available for Counselors/ AS / QP students to make reference to and understand how to document the practical experience?
- Does the AE/ AS's employing organization have monitoring procedures to ensure QP students' time is documented and their practical experience be assessed by their Counselors/ AS at least twice a year (i.e. interim and annual review)?
- Are there any templates of time sheet, task lists or other tools for QP students to record the number of working hours and tasks for mapping to the Technical and Enabling Competences on the Training Records as required under the revised PE Framework?

Examples of supporting evidence:

- Time sheet template for QP students
- Guidelines to QP students to record time spent on work
- Support Manuals
- Sample of completed Training Records
- Monitoring procedures

Guideline 14

The AE/ AS reviews the QP students' ethical and professional behaviour throughout the Practical Experience Period.

Possible items to consider:

- Does the AE/ AS's employing organization have any staff handbook or guidelines on ethical and professional behaviour as part of the induction to QP students?
- Does the AE/ AS's employing organization provide any regular training courses on ethical and professional behaviour which are available for QP students to update their knowledge in this area?
- Does the standard appraisal form/ review documentation show evidence of conversations regarding ethical and professional behaviour?

Examples of supporting evidence:

- Standard appraisal form/ system
- Staff handbook or guidelines on ethical and professional behaviour
- Training courses for QP students on ethical and professional behaviours
- Training attendance sheets/ training schedule of QP students

Guideline 15

The AE/ AS evaluates and monitors QP students to undertake development activities.

Possible items to consider:

- Does the AE/ AS's employing organization have any standard appraisal form/ system which documents and evaluates the development activities undertaken by QP students?
- Does the AE/ AS's employing organization have any monitoring policies and guidelines detailing the evaluation and monitoring standards as well as setting parameters to measure QP students' performance in the development activities?
- Are there any tracking records which document the actual development activities undertaken by QP students against initial development activities planned to ensure the effectiveness of the activities?
- Are there any training attendance sheets to confirm the QP students' attendance for internal training?
- Are there any reports on training provided to AE/ AS's management for assessment on a regular basis, detailing QP student's development issues and training provided?

Examples of supporting evidence:

- Standard appraisal form/ system
- Monitoring policies, guidelines and procedures of development activities
- Development activities tracking records
- Training attendance sheets of QP students
- Management assessment reports or relevant documents

Appendix C – Development Commitment (Sample)

Development Commitment
between Qualification Programme ("QP") Student and Authorized Employer ("AE")

Section 1 – Purpose of this Development Commitment

Pursuant to the **Practical Experience Framework** (the "Framework") of the QP of the Hong Kong Institute of Certified Public Accountants (the "Institute"/ "HKICPA"), the QP student would attain relevant practical experience under the supervision of an AE for HKICPA membership application.

The purpose of this Development Commitment is to clarify the practical experience to be provided to the QP student by the AE.

Section 2 – Particulars of QP student and AE

The entity and the individual(s) to whom this Development Commitment relates are:

Particulars of QP student	**Particulars of AE**
Student Name WONG KA MAN	**Organization Name** PEF Holdings Limited
Employing Organization Name PEF Holdings Limited	**AE No.** AE202201
Student No. S124528	**Name of MIC/ MIC Deputy** CHAN TAI MAN
Commencement Date of Employment 01/01/2023	
AE/ AS Remarks	

Section 3 – Effective date of this Development Commitment

This Development Commitment is effective from the commencement date of the Practical Experience Period, subject to the provisions of earlier termination set out in Section 7.

Effective Date: _____

Section 4 – Responsibilities of the AE

During the Practical Experience Period of this Development Commitment, the AE agrees to make every effort to:

(a) Provide training to the QP student pursuant to the Framework;

(b) Provide the QP student with appropriate experience to assist in the development of the required competences;

(c) Ensure adequate arrangements for guidance to the QP student, including access to a Counselor and the QP student;

(d) Make suitable arrangements to monitor the QP student's progress;

(e) Appoint its Member-In-Charge ("MIC") responsible for:

- Overseeing and discharging the AE commitments under this Development Commitment;
- Assigning a Counselor (meeting qualifications as required by the Institute) to the QP student; and
- Endorsing the QP student's final Training Records at the completion of the Practical Experience Period;

(f) Ensure that the Counselor is responsible for:

- Supporting the QP student throughout the Practical Experience Period and creating opportunities for the QP student to gain relevant experience to satisfy the practical experience requirements;
- Making suitable arrangements to monitor the QP student's progress and the review meetings take place at least twice a year; and
- Reviewing and signing off the QP student's Training Records annually;

(g) In the event that the AE changes the MIC or the Counselor, the name of the person(s) appointed should be given to the QP student.

Section 5 – Responsibilities of the QP student

During the Practical Experience Period of this Development Commitment, the QP student agrees to make every effort to:

(a) Achieve success in all of the module workshops, examinations and appropriate practical experience requirements of the QP;

(b) Behave ethically;

(c) Be proactive and take responsibility for self-development and training direction;

(d) Maintain and update the Training Records at least twice per year so as to be prepared to review the practical experience progress and discuss with the Counselor;

(e) Contribute to the work of the employer and carry out the required duties faithfully and diligently;

(f) Keep the Training Records to demonstrate achievement of the time input and the competence output, and provide them to the Counselor, the MIC and the Institute when requested; and

(g) Inform the Institute within 30 days of the date of termination should this Development Commitment be terminated for any reasons.

Section 6 – Others (optional)

(Comments within this checkbox will be subject to approval from the Institute in order to ensure compliance with the Practical Experience Codes and Guidelines under the Framework.)

Section 7 – Termination of this Development Commitment

This Development Commitment will be deemed to have terminated in the event of the following:

(a) The QP student leaving the employment of the AE;

(b) The QP student ceasing to be a QP student under the HKICPA QP;

(c) The AE ceasing to be an AE under the Framework; and

(d) Mutual agreement between both parties.

Section 8 – Confirmation by the QP student

Please switch to "Yes" for completing the confirmation as below:

Yes | No — I confirm my agreement to this Development Commitment; and

Yes | No — I understand and acknowledge that this Development Commitment is not a Contract of Employment between the AE and the QP student.

Section 9 – Confirmation by the AE

Please switch to "Yes" for completing the confirmation on behalf of the AE as below:

Yes | No — We confirm our agreement to this Development Commitment; and

Yes | No — We understand and acknowledge that this Development Commitment is not a Contract of Employment between the AE and the QP student.

Development Commitment
between Qualification Programme ("QP") Student and Authorized Supervisor ("AS")

Section 1 – Purpose of this Development Commitment

Pursuant to the **Practical Experience Framework** (the "Framework") of the QP of the Hong Kong Institute of Certified Public Accountants (the "Institute"/ "HKICPA"), the QP student would attain relevant practical experience under the supervision of an AS for HKICPA membership application.

The purpose of this Development Commitment is to clarify the practical experience to be provided to the QP student by the AS.

Section 2 – Particulars of QP student and AS

The entity and the individual(s) to whom this Development Commitment relates are:

Particulars of QP student	**Particulars** of AS
Student Name WONG KA MAN	**AS Name** CHAN TAI MAN
Employing Organization Name PEF Holdings Limited	**Organization Name** PEF Holdings Limited
Student No. S124528	**AS No.** AS202201
Commencement Date of Employment 01/01/2023	
AE/ AS Remarks	

Section 3 – Effective date of this Development Commitment

This Development Commitment is effective from the commencement date of the Practical Experience Period, subject to the provisions of earlier termination set out in Section 7.

Effective Date: _____

Section 4 – Responsibilities of the AS

During the Practical Experience Period of this Development Commitment, the AS agrees to make every effort to:

(a) Provide training to the QP student pursuant to the Framework;

(b) Provide the QP student with appropriate experience to assist in the development of the required competences;

(c) Ensure adequate arrangements for guidance to the QP student;

(d) Support the QP student throughout the Practical Experience Period and create opportunities for the QP student to gain relevant experience to satisfy the practical experience requirements;

(e) Make suitable arrangements to monitor the QP student's progress and the review meetings take place at least twice a year;

(f) Review and sign off the QP student's Training Records annually; and

(g) Endorse the QP student's final Training Records at the completion of the Practical Experience Period.

Section 5 – Responsibilities of the QP student

During the Practical Experience Period of this Development Commitment, the QP student agrees to make every effort to:

(a) Achieve success in all of the module workshops, examinations and appropriate practical experience requirements of the QP;

(b) Behave ethically;

(c) Be proactive and take responsibility for self-development and training direction;

(d) Maintain and update the Training Records at least twice per year so as to be prepared to review the practical experience progress and discuss with the AS;

(e) Contribute to the work of the employer and carry out the required duties faithfully and diligently;

(f) Keep the Training Records to demonstrate achievement of the time input and the competence output, and provide them to the AS and the Institute when requested; and

(g) Inform the Institute within 30 days of the date of termination should this Development Commitment be terminated for any reasons.

Section 6 – Others (optional)

(Comments within this checkbox will be subject to approval from the Institute in order to ensure compliance with the Practical Experience Codes and Guidelines under the Framework.)

Section 7 – Termination of this Development Commitment

This Development Commitment will be deemed to have terminated in the event of the following:

(a) Either the QP student or the AS leaving the employment of the employer as named in Section 2;

(b) The QP student ceasing to be a QP student under the HKICPA QP;

(c) The AS ceasing to be an AS under the Framework; and

(d) Mutual agreement between both parties.

Section 8 – Confirmation by the QP student

Please switch to "Yes" for completing the confirmation as below:

Yes | No	I confirm my agreement to this Development Commitment; and
Yes | No	I understand and acknowledge that this Development Commitment is not a Contract of Employment between the employer as named in Section 2 and the QP student.

Section 9 – Confirmation by the AS

Please switch to "Yes" for completing the confirmation as below:

Yes | No	I confirm my agreement to this Development Commitment;
Yes | No	I confirm that the employer as named in Section 2 has expressed its willingness to support me in provision of training to the QP student under the Framework; and
Yes | No	I understand and acknowledge that this Development Commitment is not a Contract of Employment between the employer as named in Section 2 and the QP student.

Responsibilities under the Development Commitment	AE	AS
1. Provide training to the QP student pursuant to the Framework	✓	✓
2. Provide the QP student with appropriate experience to assist in the development of the required competences	✓	✓
3. Ensure adequate arrangements for guidance to the QP student	✓	✓
4. Make suitable arrangements to monitor the QP student's progress	✓	✓
5. Appoint its MIC responsible for: a. Overseeing and discharging the AE commitments under the Development Commitment b. Assigning a Counselor (meeting qualifications as required by the Institute) to the QP student c. Endorsing the QP student's final Training Records at the completion of the Practical Experience Period	✓	---
6. Ensure that the Counselor/ AS is responsible for: a. Supporting the QP student throughout the Practical Experience Period and creating opportunities for the QP student to gain relevant experience to satisfy the practical experience requirements b. Making suitable arrangements to monitor the QP student's progress and the review meetings take place at least twice a year c. Reviewing and signing off the QP student's Training Records annually d. Endorsing the QP student's final Training Records at the completion of the Practical Experience Period ***(for AS only)***	✓	✓
7. In the event that the AE changes the MIC or the Counselor, the name of the person(s) appointed should be given to the QP student.	✓	---

Responsibilities under the Development Commitment	QP students
1. Achieve success in all of the module workshops, examinations and appropriate practical experience requirements of the QP	✓
2. Behave ethically	✓
3. Be proactively and take responsibility of self-development and training direction	✓
4. Maintain and update the Training Records at least twice a year so as to be prepared to review the practical experience progress and discuss with the Counselor/ AS	✓
5. Contribute to the work of the employer and carry out the required duties faithfully and diligently	✓
6. Keep the Training Records to demonstrate achievement of the time input and the competence output, and provide them to the Counselor/ AS, the MIC and the Institute when requested	✓
7. Inform the Institute within 30 days of the date of termination should the Development Commitment be terminated for any reasons	✓

Appendix D – Practical Experience Training Records (Sample)

The sample illustrates the Practical Experience Training Records on which QP students should record their practical experience.

TRAINING RECORD

Student Name:	CHAN Siu Ming
Student No.:	S124528
AE/ AS No.:	AE220201
Organization Name:	PEF Holdings Limited
Start date:	01/01/2024
End date:	31/12/2024
Practical Experience duration:	1 year(s) 0 month(s) 0 day(s)
Counselor/ AS Name:	LEE, Tom
AE/ AS Remarks:	Audit Team 001
Interim review date:	30/06/2024

TECHNICAL COMPETENCES

Financial Accounting and Reporting (FAR)

FAR1	Accounting for Transactions			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
FAR1.1	Evaluate financial statement information (routine and non-routine) and estimates by reference to the entity's books, records and events	3		
FAR1.2	Design systems to capture and process accounting data	3		
FAR1.3	Prepare and/ or evaluate reconciliations of financial information	2		
OTH	(Please specify)	2		
			Subtotal	

FAR2	Preparing Financial Reports			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
FAR2.1	Determine the appropriate accounting reporting and regulatory framework to be applied in the preparation of an entity's financial statements and reports (e.g. sustainability-related disclosures)	2		
FAR2.2	Prepare the primary financial statements for a single entity and a group: statement of comprehensive income, statement of financial position, statement of changes in equity and cash flow statement and notes in accordance with relevant accounting framework	2		
FAR2.3	Prepare or evaluate appropriate disclosures (e.g. sustainability-related disclosures) for inclusion in the financial statements	2		
FAR2.4	Compare financial information presented in the financial statements to the other contents of an annual report to ensure consistency (e.g. Management Discussion, Director's Report, Corporate Governance Report)	2		
OTH	(Please specify)	2		
			Subtotal	

FAR3	Analysing Financial Reports			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
FAR3.1	Evaluate the financial and non-financial performance of an entity by analysing financial statements, sustainability disclosures, and other disclosures and reports	3		
FAR3.2	Evaluate the effect of a change in accounting policy and accounting estimate on the financial statements	3		
OTH	(Please specify)	2		
			Subtotal	

Audit and Assurance (AA)

AA1	Planning an Engagement			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
AA1.1	Evaluate the scope, objective and standards applicable to a particular audit/ assurance assignment, including assurance of sustainability information (if any)	3		
AA1.2	Prepare an engagement letter	2		
AA1.3	Evaluate the business environment including identifying the major classes of balances and transactions (routine and non-routine)	3		
AA1.4	Evaluate and document the control environment of an entity including flow charts and other system notes (manual and computerized)	3		
AA1.5	Formulate an appropriate level of materiality and performance materiality for an entity by reference to the nature and size of the business and other related matters	3		
AA1.6	Evaluate the risk of material misstatements in the financial statements at the account balance and transaction levels; or the sustainability disclosures (if any) at the disclosure or assertion level	3		
AA1.7	Evaluate relevant internal controls which mitigate the likelihood of material misstatements	3		
AA1.8	Design appropriate tests of internal controls, substantive test of details and substantive analytical review procedures including the calculation of sample sizes and mode of selection	3		
AA1.9	Evaluate compliance with relevant ethical requirements, including independence	3		
AA1.10	Develop inquiries regarding fraud and error	3		
OTH	(Please specify)	2		
			Subtotal	

AA2	Performing an Audit Engagement			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
AA2.1	Evaluate the need for using the work of external experts	3		
AA2.2	Evaluate and document the results of tests of controls for effectiveness	3		
AA2.3	Evaluate and document the results of substantive test of detail and substantive analytical review	3		
OTH	(Please specify)	2		
			Subtotal	

AA3	Audit Review and Reporting			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
AA3.1	Prepare the appropriate opinion paragraph in an audit/ assurance report in accordance with appropriate Auditing/ Assurance Standards	2		
AA3.2	Prepare the management representation letter	2		
AA3.3	Evaluate the impact of identified misstatements against materiality, audit/ assurance scope and opinion	3		
AA3.4	Analyse the issues to be included in the management representation letter for those charged with governance to cover items required by the appropriate Auditing/ Assurance Standards	2		
OTH	(Please specify)	2		
			Subtotal	

Taxation (T)

T1	Tax Computations			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
T1.1	Compute the taxation position for an individual and a legal entity	2		
T1.2	Produce information from financial records and Inland Revenue Department communications to prepare tax computations	3		
T1.3	Analyse the impact of recent legislative changes and Board of Review decisions on the determination of the tax computations	2		
OTH	(Please specify)	2		
			Subtotal	

T2	Tax Compliance			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
T2.1	Advise the tax filing procedures under the Inland Revenue Ordinance and the consequences of non-compliance	3		
T2.2	Justify the circumstances where an objection to an assessment or an appeal can be raised	2		
T2.3	Advise the tax lodgement and assessment payment requirements under the Inland Revenue Ordinance and the consequences of breaches	3		
OTH	(Please specify)	2		
			Subtotal	

T3	Tax Planning			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
T3.1	Contrast the differences between tax planning, tax avoidance and tax evasion	2		
T3.2	Consider recent changes in the Inland Revenue Ordinance, regulatory environment and Board of Review decisions on the determination of tax position	3		
T3.3	Evaluate the tax implications for proposed future plans of an individual or an entity	3		
T3.4	Recommend tax mitigation strategies by utilizing incentives and reliefs	3		
OTH	(Please specify)	2		
			Subtotal	

Management Accounting, Finance and Financial Management (MF)

MF1	Cost Management and Evaluation			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
MF1.1	Evaluate appropriate cost classifications and the main types of cost accounting systems including alternative methods of dealing with overhead or common costs and the criteria for their uses	3		
MF1.2	Analyse the appropriate costing methodologies for an entity's products and services	2		
MF1.3	Analyse cost behaviours and revenues, actual and forecast, to meet management needs	2		
OTH	(Please specify)	2		
			Subtotal	

MF2	Cash Management, Planning and Budgetary Control, and Treasury			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
MF2.1	Advise on the financial and non-financial implications of an entity's strategies	3		
MF2.2	Analyse budgets by adopting appropriate assumptions, methodologies and other information inputs in line with an entity's strategies	2		
MF2.3	Analyse budget variances and determine the likely causes and provide recommendations for improvements (if possible)	2		
MF2.4	Evaluate appropriate present and future levels of cash (short and long term) and working capital by assessing liability and capital structures, asset structures and liquidity, present and future leverage levels, cash flow and profitability patterns	3		
MF2.5	Evaluate an entity's needs for additional financing or consider options for projected cash surplus to an entity's requirements (e.g. the evaluation of decisions related to distribution of profits)	3		
MF2.6	Advise on the appropriate sources and types of finance considering availability of finance, conditions attached to raising finance, tax implications and sustainable finance opportunities	3		
OTH	(Please specify)	2		
			Subtotal	

MF3	Appraising Investments			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
MF3.1	Evaluate the opportunities, risks and considerations (e.g. strategic, financial and sustainability) associated with the replacement of a capital asset or acquisition of a new business/ expansion of existing business	3		
MF3.2	Apply appropriate investment appraisal techniques to determine a range of values for a business or capital asset	2		
MF3.3	Justify the assumptions made that support the valuation and perform sensitivity analyses to support the range of values	2		
MF3.4	Analyse the performance of products and business segments with the use of financial or non-financial indicators	2		
OTH	(Please specify)	2		
			Subtotal	

Governance and Sustainability, Risk Management and Internal Control (GRI)

GRI1	Identifying and Managing Risk			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
GRI1.1	Evaluate risks (e.g. strategic, operational, financial, regulatory, technological and sustainability) within an entity	3		
GRI1.2	Evaluate the entity's business processes and controls which mitigate risks	3		
GRI1.3	Recommend strategies to manage, transfer, reduce or avoid the identified risks	3		
OTH	(Please specify)	2		
			Subtotal	

GRI2	Designing Internal Controls			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
GRI2.1	Analyse the requirements for effective internal control	2		
GRI2.2	Design and document an effective system of internal control (including the control environment, application and general controls)	3		
GRI2.3	Design appropriate manual and computerized tests on the system of internal control to assess its effectiveness in preventing or detecting error	3		
GRI2.4	Recommend improvements to the system of internal control based upon the results of the internal control testing	3		
OTH	(Please specify)	2		
			Subtotal	

GRI3	Monitoring Performance and Accountability, and Managing Sustainability			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
GRI3.1	Evaluate the governance structure, policies and practices of an entity by reference to the Listing Rules, best practices and other regulatory requirements, including those related to sustainability	3		
GRI3.2	Analyse the strategic, operational, financial, regulatory, technological and sustainability risks based on an assessment of the external and internal environment, strategies and processes	2		
GRI3.3	Analyse the key business processes of an entity (i) for the occurrence of material misstatements together with relevant manual and computerized internal controls that mitigate the misstatements; or (ii) for the sustainability initiatives based on performance data	2		
OTH	(Please specify)	2		
			Subtotal	

Information Technology, Business Strategy and Management, and Insolvency and Reconstruction (IBR)

IBR1	Information Technology			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
IBR1.1	Evaluate IT applications (e.g. word processing, spreadsheets and email) for communication and collaboration	3		
IBR1.2	Recommend appropriate applications to obtain, analyse and present information	3		
IBR1.3	Use the internet as a source of relevant and reliable information	2		
OTH	(Please specify)	2		
			Subtotal	

IBR2	Business Strategy and Management			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
IBR2.1	Analyse whether the business strategies are appropriate for an entity by considering financial and non-financial factors (e.g. ethical and sustainability factors)	2		
IBR2.2	Determine the impact of external and internal environments on implementing business strategy by considering the use of appropriate methodologies	2		
IBR2.3	Contrast the different types and levels of risks and advise their likely impact on the business together with a mitigation strategy	2		
OTH	(Please specify)	2		
			Subtotal	

IBR3	Insolvency and Reconstruction			
Code	**Sub Element**	**Required Proficiency Level**	**Achieved Proficiency Level**	**Working Days Acquired**
IBR3.1	Appraise the financial position of an individual or entity using financial and ratio analysis	3		
IBR3.2	Appraise the competitive position of an entity in terms of its products, services and markets	3		
IBR3.3	Recommend strategic options for and underperforming or insolvent entity	3		
IBR3.4	Plan, implement, review and assess a reconstruction plan	3		
IBR3.5	Categorize how an entity becomes bankrupt and determine the appropriate form of administration	2		
OTH	(Please specify)	2		
			Subtotal	

ENABLING COMPETENCES

Professional Values, Ethics and Attitudes

A1	Professional Scepticism and Professional Judgement	Achieved/ Not achieved
Code	**Sub Element**	**Required Proficiency Level**
A1.1	Apply a questioning mindset critically to assess financial information and other relevant data	2
A1.2	Evaluate and recommend reasonable alternatives to reach well-reasoned conclusions based on all relevant facts and circumstances, and communicating with stakeholders	3

A2	Ethical Principles	Achieved/ Not achieved
Code	**Sub Element**	**Required Proficiency Level**
A2.1	Demonstrate the importance of relevant ethical requirements to all professional activities	2
A2.2	Apply the relevant ethical requirements to all professional activities	2
A2.3	Identify ethical issues using relevant ethical principles, analyse alternative courses of action and determine the ethical consequences of these	2
A2.4	Apply the fundamental ethical principles of integrity, objectivity, professional competence and due care, confidentiality, and professional behaviour to ethical dilemmas and determine an appropriate approach	2

A3	Commitment to the Public Interest	Achieved/ Not achieved
Code	**Sub Element**	**Required Proficiency Level**
A3.1	Determine the role of ethics within the profession and in relation to the concept of social responsibility	2
A3.2	Evaluate the role of ethics in relation to business and good governance	3
A3.3	Analyse the interrelationship of ethics and law, including the relationship between laws, regulations, and the public interest	2
A3.4	Consider the consequences of unethical behaviour to the individual, the profession, and the public	3
A3.5	Evaluate the appropriate course of action across a wide range of ethical dilemmas	3

Professional Skills

B1	Intellectual	Achieved/ Not achieved
Code	**Sub Element**	**Required Proficiency Level**
B1.1	Evaluate information from a variety of sources and perspectives through research, collaboration, analysis, and integration	3
B1.2	Apply professional judgement, including identification and evaluation of alternatives, to reach well-reasoned conclusions based on all relevant facts and circumstances	2
B1.3	Justify when it is appropriate to consult with specialists to solve problems and reach conclusions	2
B1.4	Apply reasoning, critical analysis, and innovative thinking to solve problems	2
B1.5	Recommend solutions to unstructured, multi-faceted problems	3

B2	Interpersonal and Communication	Achieved/ Not achieved
Code	**Sub Element**	**Required Proficiency Level**
B2.1	Demonstrate effective communication, collaboration, and cooperation when working with or within multi-disciplinary teams	3
B2.2	Communicate clearly and concisely with a range of stakeholders	3

B2	Interpersonal and Communication	Achieved/ Not achieved
B2.3	Apply key concepts of diversity, equity, and inclusion in communication, considering and respecting language and contextual differences	2
B2.4	Apply active listening and effective questioning techniques	2
B2.5	Develop negotiation skills to reach solutions and agreements	3
B2.6	Develop consultative skills to minimize or resolve conflicts, solve problems, and maximize opportunities	3
B2.7	Use informed views and ideas to influence others to provide support and commitment	3
B2.8	Develop team leadership skills	3
B2.9	Develop exceptional client service	3
B2.10	Produce communications appropriate to an informed reader integrating material across a range of areas	3
B2.11	Prepare to become a leader	2

B3	Personal	Achieved/ Not achieved
Code	**Sub Element**	**Required Proficiency Level**
B3.1	Develop a commitment to lifelong learning	3
B3.2	Apply professional scepticism through questioning and critically assessing all information	2
B3.3	Develop high personal standards of delivery and appraise personal performance, through feedback from others and through reflection	3
B3.4	Plan time and resources to achieve professional commitments	3
B3.5	Evaluate challenges and plan potential solutions	3
B3.6	Develop intellectual curiosity to emerging ideas and practices	3

B4	Organizational	Achieved/ Not achieved
Code	**Sub Element**	**Required Proficiency Level**
B4.1	Plan assignments in accordance with established practices to meet prescribed deadlines	3
B4.2	Appraise own work and that of others to determine whether they comply with the entity's quality standards	3
B4.3	Develop people management skills to motivate and develop others	3
B4.4	Develop delegation skills to deliver assignments	3
B4.5	Consider appropriate tools and technology to increase efficiency and effectiveness and improve decision making	3
B4.6	Develop time management techniques	3
B4.7	Develop project management skills	3
B4.8	Develop problem solving skills	3
B4.9	Develop leadership skills to influence others to work towards organizational goals	3
B4.10	Appraise the management and leadership styles and culture within an entity	3
B4.11	Apply change management skills	2

REFLECTIVE STATEMENT

1. The main areas of work and activities undertaken during the Practical Experience Period

2. An evaluation of the particular skills developed with reference to the competence(s) achieved during the Practical Experience Period

3. Identification of improvement areas or further development needs for the forthcoming year and plans to tackle them (e.g. elements of competence(s)) planned to be developed and demonstrated

Appendix E – Training Records Summary of Practical Experience for Membership Admission (Sample)

Please note that QP students can generate the Training Records Summary of Practical Experience for Membership Admission ("Summary Report") from the Practical Experience Online System. The Summary Report will provide you with a brief summary of the practical experience acquired by QP students and highlights those practical experience requirements which may not be completely achieved.

Hong Kong Institute of Certified Public Accountants
Training Records Summary of Practical Experience for Membership Admission

Student Name:	CHAN Siu Ming
Student No.:	S124528
Practical Experience duration (Table 1):	3 year(s) 0 month(s) 0 day(s)
Total number of Working Days recognized (Table 4):	560
Total number of employment(s) (Table 1):	1

1. Authorized Employers ("AE") and Authorized Supervisors ("AS")

AE/ AS No.	AE/ AS Name	Practical Experience Start Date	Practical Experience End Date	Practical Experience Duration	Final Sign-off Date
AE202201	PEF Holdings Limited	01/01/2023	31/12/2025	3 year(s) 0 month(s) 0 day (s)	

2. Counselors/ AS and Training Records

Training Start Date	Training End Date	AE/ AS No.	Name of Counselor/ AS	Interim Review Date	Annual Sign-off Date
01/01/2023	31/12/2023	AE202201	LEE, Tom	30/06/2023	05/01/2024
01/01/2024	31/12/2024	AE202201	LEE, Tom	30/06/2024	10/01/2025
01/01/2025	31/12/2025	AE202201	LEE, Tom		

3. System Checking as of 30/06/2025 15:15:13

The following outlines the potential shortfall in meeting practical experience requirements by the end of the practical experience period.

The unfulfilled requirements include:
* Total period of relevant practical experience with the required proficiency level is not less than 500 Working Days.
* At least 130 Working Days of practical experience in each year is achieved.

4. Technical Competences

	No. of working days	
	Acquired	**Recognized** [Note 1]
FAR: Financial Accounting and Reporting		
FAR1: Accounting for Transactions	205	205
FAR2: Preparing Financial Reports	75	75
FAR3: Analysing Financial Reports	75	75
AA: Audit and Assurance		
AA1: Planning an Engagement	75	75
AA2: Performing an Audit Engagement	0	0
AA3: Audit Review and Reporting	0	0
T: Taxation		
T1: Tax Computations	10	0
T2: Tax Compliance	0	0
T3: Tax Planning	0	0
MF: Management Accounting, Finance and Financial Management		
MF1: Cost Management and Evaluation	35	0
MF2: Cash Management, Planning and Budgetary Control, and Treasury	0	0
MF3: Appraising Investments	0	0
GRI: Governance and Sustainability, Risk Management and Internal Control		
GRI1: Identifying and Managing Risk	0	0
GRI2: Designing Internal Controls	0	0
GRI3: Monitoring Performance and Accountability, and Managing Sustainability	20	0
IBR: Information Technology, Business Strategy and Management, and Insolvency and Reconstruction		
IBR1: Information Technology	0	0
IBR2: Business Strategy and Management	0	0
IBR3: Insolvency and Reconstruction	0	0
Total:	**495**	**430** [Note 2]

Note 1: *Recognized working days must be at least 75 days, with the required proficiency level achieved.*

Note 2: *Total number of working days recognized should not be less than 500.*

5. Enabling Competences

	Status
A: Professional Values, Ethics and Attitudes	
A1: Professional Scepticism and Professional Judgement	Achieved
A2: Ethical Principles	Achieved
A3: Commitment to the Public Interest	Not Achieved
B: Professional Skills	
B1: Intellectual	Achieved
B2: Interpersonal and Communication	Achieved
B3: Personal	Achieved
B4: Organizational	Not Achieved

6. Reflective Statement

	Status
01/01/2023 – 31/12/2023	Completed
01/01/2024 – 31/12/2024	Completed
01/01/2025 – 31/12/2025	Not Completed

7. Declaration

1. I confirm to submit the Training Records of Practical Experience for Membership Admission and understand that any non-compliance of the practical experience requirements may result in rejection of the membership application.

2. I confirm that the content of the Training Records of Practical Experience for Membership Admission is a fair representation of the work undertaken in above indicated period and agree upon the targets and actions planned in order to attain the required practical experience for membership admission.

Signature of QP student: _____ **Date:** _____

Notes for the key requirements for recognized practical experience

The requirements set out the depth and breadth of professional knowledge and skills expected to be developed by QP students during the practical experience period.

1. 4 out of 18 Technical elements are required. At least one compulsory element must come from Financial Accounting and Reporting.
2. All Enabling Competences are compulsory.
3. A minimum of three years is required, during which the total period of relevant practical experience with the required proficiency level, is not less than 500 Working Days.
4. At least 250 Working Days of the relevant Technical Competences should reach at proficiency level 3.
5. At least 75 Working Days in the selected Technical elements, with the required proficiency level is achieved.
6. At least 130 Working Days of practical experience in each year is achieved. A maximum of 40 hours of attendance at relevant training courses each year can be counted as Working Days.
7. A maximum of three employments is allowed. One employment can be less than 12 months during the practical experience period.
8. Practical experience is attained within 10 years prior to the submission date of HKICPA membership application to the Institute.

For details, please refer to the Practical Experience Framework Support Manual.

Notes for obtaining a practising certificate

For full details of the practising certificate issuance requirements, please refer to the websites of HKICPA and Accounting and Financial Reporting Council.

Appendix F – Responsibilities of Member-In-Charge ("MIC")/ MIC Deputy/ Counselors/ Authorized Supervisors ("AS")/ QP Students in the Authorization Process and Practical Experience Process

Responsibilities		MIC	MICD	Counselor	AS
(I) Authorization Process					
1.	Comply with and maintain the authorization status, including annual monitoring of AE/ AS registration	✓	---	---	✓
2.	Meet with the Institute's Assessors during the authorization visit	✓	✓	✓	✓
3.	Advise the Institute of any material change in the organization that may affect the authorization status	✓	✓	---	✓
(II) Practical Experience Process					
1.	Act as the first point of contact with the Institute in matters relating to the Practical Experience Framework	✓	---	---	✓
2.	Oversee the QP students' training within the organization	✓	---	---	✓
3.	Ensure that there are appropriate resources to support the QP students' training	✓	---	---	✓
4.	Agree the Development Commitment with QP students through the Practical Experience Online System within three months of commencement of the Practical Experience Period	✓	✓	---	✓
5.	Confirm to the Institute the QP students' completion of practical experience requirements by endorsing the completed Training Records through the Practical Experience Online System	✓	✓	---	✓
6.	Signing and endorsing the Training Records when the Development Commitment is terminated for any reasons	✓	✓	---	✓
7.	Approve and assign Counselors to QP students	✓	✓	---	
8.	Develop QP students and discuss training issues with them	---	---	✓	✓
9.	Perform interim and annual review meetings with assigned QP students and sign the Training Records through the Practical Experience Online System on an annual basis	---	---	✓	✓
10.	Discuss the following areas during the review meetings with QP students: • Time spent on practical experience; • Progress in achieving competences required for HKICPA membership; • Reflective Statements; • Professional development; • Ethical issues and training; • Career development; and • Any other issues affecting the QP students' ability to satisfy the requirements of becoming a professional accountant (e.g. modules and study progress)	---	---	✓	✓

Responsibilities		QP students
(II) Practical Experience Process (Cont'd)		
1.	Work for an AE/ AS under a Development Commitment	✓
2.	Work closely with the AE/ AS to acquire the necessary experience to meet both the time and competence requirements	✓
3.	Use the Training Records to document the achievement of competences	✓
4.	Meet with Counselors/ AS as required by the Institute to discuss progress and sign off the Training Records	✓
5.	Ensure that the AE/ AS signs off the Training Records upon completion of the practical experience requirements or when the Development Commitment is terminated for any reason	✓

Hong Kong Institute of Certified Public Accountants
37th Floor, Wu Chung House
213 Queen's Road East, Wanchai, Hong Kong
Tel: (852) 2287 7228
Fax: (852) 2865 6603
Email: pef-enquiry@hkicpa.org.hk
Website: www.hkicpa.org.hk