

ILLUSTRATIVE EXAMPLE: A MENTORED WORKPLACE-BASED LEARNING EXPERIENCE PROGRAM FOR ASPIRING PROFESSIONAL ACCOUNTANTS¹

This example illustrates a mentored experience program that is a work experience based program designed to assist new entrants to the accountancy profession by benefiting them with the experience and insights of a professional accountant.

This example represents a discrete aspect of an approach taken by a Member Body (MB) and is not intended to be read as comprehensive description of its entire approach.

Guiding Principles in Practice

	Commentary
Design	<p>Competence areas drive the program design</p> <p>The design of a mentored experience program involves an MB listing learning outcomes by competence areas, some of which may be mandatory for every role performed by an aspiring professional accountant and others may be elective. The mentor and mentee determine together which of the elective areas are most appropriate for the role performed by the mentee.</p> <p>Based on the selected competence areas, the mentor and mentee prepare a work experience plan which will facilitate the mentee to assemble evidence of professional competence and ongoing professional development in these areas over a three year period. A work plan template can be provided by a MB to assist with development of the work experience plan. See the attached example of a work plan in Appendix A.</p> <p>Meetings between the mentee and mentor occur regularly with the agenda including the mentee documenting demonstration of the learning outcomes and the mentor reviewing the validity and sufficiency of the evidence of professional competence.</p>
Assessment	<p>Designing the assessment activities to assess and evidence the achievement of the learning outcomes</p> <p>Sources of evidence that the mentee can assemble to demonstrate professional competence in an area include: statements or testimonials from a supervisor, manager, clients; file notes; meeting notes; copies of reports; job descriptions; performance reviews; examples of completed work; and certificates of attendance at relevant training or professional development programs. To assist with the compilation of the evidence,</p>

¹ This publication is part the guidance materials that support the implementation of a learning outcomes approach.

	<p>a MB can provide templates (e.g., a template for third party evidence of skills acquisition).</p> <p>Feedback on assessment activity performance</p> <p>A mentor is expected to review the documented evidence of the achievement of the learning outcomes in a particular area. A competence assessment verification document is completed by the mentor when the evidence is deemed to be reliable, sufficient and valid to support the demonstration of professional competence in that area.</p> <p>The mentored experience program is based on the premise of an ongoing dialogue through regular meetings (refer above).An annual review is also performed in which progress is discussed and goals and areas for development identified for the subsequent year's work plan.</p>
<p>Governance</p>	<p>Evaluating programs to improve effectiveness</p> <p>Upon completion of the mentored experience program, mentees and mentors have an opportunity to recommend changes or improvements to the program for consideration by the MB. A mentee can also be required to provide evidence of mentor meetings, completed forms and evidence of competency. Collectively, these inform improvements to the program.</p>

MEMBER BODY

MENTORED EXPERIENCE PROGRAM

Work Plan

Use this form to document the agreed activities to be assessed and their agreed completion date. This form should be retained by the mentee.

Mentee name _____ Member ID | _____

Year _____

Area of Activity	Description	Planned Completion Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Preparation required

Skill development activities

Mentor's signature _____ Date: _____

Mentee's signature _____ Date: _____

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