

Continuing Professional Education

Regulations

These Regulations are issued by the Malta Institute of Accountants under Section 2.17 of the Institute's Statute to establish an amended program of Continuing Professional Education, which shall be followed by all the Institute's Members in the maintenance and improvement of their professional competence and skills. These Regulations supersede the MIA "CPE Policy Guideline" issued on 1 December 1999, and the MIA "Guidance on CPE" laying down the CPE requirements applicable on all MIA Members effective from the year commencing 1 January 2001. These new requirements become effective as from calendar year 2007, subject to transitional arrangements.

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Preface

In recognition of the rapid rate of change surrounding the Accountancy Profession worldwide and the need for an accountant to keep constantly abreast of developments, the Malta Institute of Accountants (MIA) had issued in December 1999 a set of recommendations, published in the MIA “*CPE Policy Guideline*”, for the establishment and operation of a Continuing Professional Education (CPE) program. The recommendations addressed the objectives of CPE, the subject areas that were viewed as consistent with those objectives and the extent of the CPE commitment appropriate for professional accountants in public practice, and in industry, commerce, education and the public service. The recommendations ultimately established the goal of mandatory CPE as a requirement of the Institute.

The goal of mandatory CPE laid down in the 1999 recommendations materialised in the year 2000 when the CPE requirement was made mandatory on all MIA Members. The MIA “*Guidance on CPE*”, which came into effect as from calendar year 2001, set out the Institute’s rules and guidelines on CPE which were then made compulsory on Members depending on the area and the nature of their professional activities. Amongst others, the rules mandated the carrying out of CPE on Members in public practice and those not in public practice, and exempted those Members that were not engaged in the profession, unemployed, retired or pursuing full-time studies from the requirement to carry out CPE. The rules also identified activities categorised under “Core Competencies” and “Functional Areas”, towards which the Institute expected that the majority of the CPE efforts would be aimed. Other issues that the rules dealt with are:

- Assessing CPE – analysed by the requirements applicable to Members in public practice and those not in public practice;
- Changing employment from one category to another;
- CPE for Members overseas;
- Recording and reporting CPE; and
- Examples of structured and unstructured CPE.

Directive Number 1, issued under the Accountancy Profession Act (Chapter 281 of the Laws of Malta) in November 2004, extended the same requirements to all holders of a warrant to practice the profession of accountant. Hence, as from calendar year 2005 all accountants, even if not MIA Members, were required to carry out CPE activities in line with the Institute’s requirements and to subscribe to the CPE rules of the MIA, which was then appointed by virtue of Directive Number 1 as the approved accountancy body to administer the Accountancy Board’s CPE Scheme.

The latest development in CPE, which led to the revision of the CPE rules referred to above and to the revised regulations published in this document, was IFAC’s International Education Standard (IES) 7 *Continuing Professional Development: A Program of Lifelong Learning and Continuing Development of Professional Competence*. Published in May 2004, and effective from 1 January 2006, IES 7 prescribes that IFAC member bodies should:

- foster a commitment to lifelong learning among professional accountants;
- facilitate access to continuing professional development opportunities and resources for their members;
- establish for members benchmarks for developing and maintaining the professional competence necessary to protect the public interest; and
- monitor and enforce the continuing development and maintenance of professional competence of professional accountants.

IES 7 deals with the relevance, measurement and verification of CPD, monitoring and enforcement mechanisms, and lays down two main approaches to CPD. Under the input-based approach, such as the one adopted by the MIA since 1999, IFAC member bodies have to have in place a CPE scheme whereby professional accountants:

- (a) complete at least 120 hours or equivalent learning units of relevant professional development activity in each rolling-three year period;
- (b) complete at least 20 hours or equivalent learning units each year; and
- (c) track and measure learning activities to meet the above requirements.

In line with the requirements imposed by IES 7 on IFAC Member bodies, of which the MIA is one, the Institute considered the necessary revisions to its CPE regulations. The amendments were proposed by the Institute's Education Committee and were approved by Council in December 2006. The MIA issued a blueprint to its Members in January 2007, after discussing the amendments with the Accountancy Board.

These amended Regulations, which come into effect as from calendar year 2007, supersede the MIA "*CPE Policy Guideline*" and the MIA "*Guidance on CPE*" published in 1999 and 2000, respectively.

Introduction

- 1.1 These Continuing Professional Education Regulations, hereinafter referred to as ‘the Regulations’, lay down the rules and guidelines (often referred to as ‘scheme’) on CPE with which all MIA Members must comply with effect from calendar year 2007, subject to transitional arrangements stipulated in Section 5 of these Regulations.
- 1.2 While these Regulations lay down the minimum commitment to CPE and the broadly-defined activities which Members should undertake in the attainment of their professional competence, they are based on the principle that it is the responsibility of the individual Member to develop and maintain professional competence necessary to provide high quality services to clients, employers and other stakeholders.
- 1.3 Due to the variety of services given by professional accountants and the different training requirements across the Institute’s membership, these Regulations do not enforce strict policies with which all Members, irrespective of their sector of work activity, must comply. Rather, these Regulations lay down a set of principles which Members shall consider in the assessment of their individual training needs.
- 1.4 It is an accountant’s responsibility to identify learning activities that increase his or her professional competence and skill. However, these Regulations identify core competency areas and professional competency areas, which Institute Members are required to satisfy in order to achieve the desired level of professional competence.
- 1.5 These Regulations comply with IFAC’s International Education Standard (IES) 7 *Continuing Professional Development: A Program of Lifelong Learning and Continuing Development of Professional Competence*. In some cases MIA Members, who are also members of another accountancy body, may be required to comply with the latter body’s CPE scheme. Very often, in such cases, the other accountancy body would allow its members to comply with the CPE scheme of the other institute, provided that its scheme is compliant with IES 7. One such example is ACCA, which allows its members, who are also members of another IFAC Member Body whose CPE scheme is compliant with IES 7, to choose to follow that body’s route. When this is the case, MIA Members may follow the MIA CPE Scheme and satisfy both the MIA and the other accountancy body’s CPE requirements.
- 1.6 These Regulations do not apply to Members who are:
 - (a) not engaged, whether on a full-time or part-time basis, in the profession;
 - (b) unemployed, or not gainfully employed and have no intention to seek or accept gainful employment, either on a temporary or permanent basis, and who have notified the Institute to this effect;
 - (c) retired, who are not gainfully employed and have no intention to seek or accept gainful employment, either on a temporary or permanent basis, and who have notified the Institute to this effect, provided that individuals who have been members of the Institute for at least thirty-five years and earn not more than one thousand Maltese liri (Lm1,000) or two thousand and three hundred euros (€2,300) from the exercise of the profession shall not be deemed to be gainfully employed; and

(d) pursuing full-time studies.

1.7 The Institute may, from time to time, issue further regulations on specific areas pertinent to the attainment of CPE. Such regulations shall be deemed to be an extension and an intrinsic part of these Regulations.

Definitions

2.1 Throughout these Regulations, the following terms and abbreviations are used in the context of the connotations set out in this paragraph:

- (a) *CPE* means Continuing Professional Education;
- (b) *CPE return* is a report which every Member is required to submit to the MIA on an annual basis, identifying the CPE activities, and the respective hours, undertaken in the relevant calendar year;
- (c) *Events* refers to seminars, conferences and short courses that normally have a pre-determined duration;
- (d) *Firms* refers to a partnership of accountants which is registered with the Accountancy Board and authorised to act as certified public accountants in accordance with the provisions of the Accountancy Profession Act;
- (e) *MIA* refers to the Malta Institute of Accountants. The term *Institute* throughout these Regulations has the same connotation;
- (f) The terms *MIA Members* or *Members* includes all Associates of the Institute (designated as AIA), Members of the Institute (designated as MIA) and Fellows of the Institute (designated as FIA);
- (g) For the sake of transitional arrangements the term *Public Practice* means the following activities carried out by Members:
 - i.* acting as auditor;
 - ii.* signing any report or certificate on accounts in circumstances where reliance is likely to be placed on such report or certificate by any person, or doing any other thing which may lead the third party to believe that the particular accounts have been prepared, approved or reviewed by the Member; or
 - iii.* preparing, in respect of any company, partnership or any other person carrying on a trade, business, profession or vocation, computations and returns for the purposes of the Income Tax Act (Chapter 123 of the Laws of Malta) and/or the Income Tax Management Act (Chapter 372 of the Laws of Malta) and/or the Value Added Tax Act (Chapter 406 of the Laws of Malta) and/or any other type of direct and indirect tax legislation, or any enactment replacing all or any of the said laws, so however that any person who either prepares such computations and returns exclusively in respect of his full-time employer or who prepares such computations and returns in respect of any company, partnership or any other person carrying on a trade, business, profession or vocation, the ownership and control of which are held as to at least ninety nine per cent (99%) by that person, shall not in itself render such person to be in public practice; or

- iv. acting as liquidator of companies in terms of the Companies Act (Chapter 386 of the Laws of Malta) or any enactment replacing the said law; or
 - v. holding oneself out, or allowing oneself to be held out, as being available to undertake any of these activities
- (h) A *three-year rolling period* is a period of three calendar years ending on 31 December of the year immediately preceding the year in which the CPE return is being submitted, and starting on 1 January of the three years immediately preceding the year in which the CPE return is being submitted. By way of an example, a CPE return being submitted in 2008, would relate to CPE activities undertaken in 2007, and the latter year would form part of the three-year rolling period starting 1 January 2005.
- (i) *Verification* is an essential condition for a CPE event to qualify as structured. An event is verifiable when the learning is able to be objectively verified by a competent source.

Objectives of a CPE program

- 3.1 The knowledge needed to function effectively as a professional accountant continues to expand and change at a rapid rate. Professional accountants face increased knowledge and skill expectations. They and their professional associations also face unprecedented scrutiny about the quality of internal control, governance, financial statements and independent audits. These pressures apply to professional accountants in both the private and public sectors. In addition, the need to be competitive in a worldwide economy has prompted a more intense focus on the role and responsibilities of professional accountants in entities of all types. Professional accountants in all sectors have important contributions to make. Continued development of professional competence and lifelong learning are critical if the professional accountant is to meet these expectations.
- 3.2 On its own, CPE does not provide assurance that all Members will provide high quality professional service all the time. Doing so involves more than maintaining professional competence; it involves applying knowledge with professional judgment and an objective attitude. Also, there cannot be assurance that every person who participates in a CPE program will obtain the full benefits of that program, because of differences in individual commitment and capacity to learn. Nevertheless, it is certain that Members who are not up-to-date on current technical, professional and general knowledge pertinent to their work will not be able to provide professional services competently. Therefore, despite the inherent limitations of any CPE program, a CPE requirement is important to maintaining public confidence.
- 3.3 An effective and flexible CPE program is vital in ensuring that professional accountants maintain the required level of skill, professional competence and ability in order to fulfil their obligations in the public interest in the most effective and efficient manner.

What is CPE?

- 3.4 Time spent by a Member in assimilating knowledge and increasing competence in technical, professional, managerial and other subjects relevant to the conduct of his or her work, is an indication of CPE achievement. CPE can take various forms, which all share one common objective, that of increasing one's capabilities.

Who should undertake CPE?

- 3.5 All Members owe it to themselves and their fellow professionals to ensure that they, and their senior employees (whether Members or not), are professional, up-to-date, and that the reputation and value of their qualification is safeguarded.
- 3.6 All professional accountants have therefore a direct obligation to develop and maintain their professional competence, relevant to the nature of their work and professional responsibilities. This obligation applies to all professional accountants, irrespective of whether they are involved in traditional accounting fields or other areas.
- 3.7 The process of lifelong learning commences early, continuing with the education program to become qualified as a professional accountant, and on through an individual's career. CPE is an extension of the education process that led to qualification as a professional accountant. The professional knowledge, professional skills, and professional values, ethics and attitudes gained by the time of qualification continue to develop and are refined appropriately for the professional activities and responsibilities of the individual, through CPE.

Achieving CPE

- 3.8 The Institute requires that all Members demonstrate a commitment to continuing professional development and that they comply with the provisions laid down in these Regulations. When one is committed to continuing professional development, one will actively seek and undertake learning activities that develop the professional knowledge, professional skills and professional values, ethics and attitudes of the professional accountant, relevant to his or her current and future work and professional responsibilities.

Assessing CPE

- 3.9 There are a number of successful approaches to CPE and each individual Member shall carefully assess his needs and identify his training requirements appropriate to his or her circumstances. Nonetheless, these Regulations identify a number of subject areas falling under two broad categories, namely "Core Competencies" and "Professional Competencies", which Members are required to undertake CPE on in order to ensure that their individual CPE commitment achieves the overall objectives of these Regulations. These are identified in the next section of these Regulations.

Forms and composition of CPE

- 4.1 There are two main forms of CPE learning activities which MIA Members may undertake, namely:
 - (a) Structured CPE; and
 - (b) Unstructured CPE.

Structured CPE

- 4.2 Structured learning activities are measurable, verifiable activities that are designed to impart specific technical, professional and general knowledge to Members undertaking them.

- 4.3 Some learning activities may be measurable, but not able to be verified. These activities also contribute to the development and maintenance of competence but would not be considered to qualify as structured CPE activities.
- 4.4 Paragraphs 4.5 – 4.9 give an indication of what activities would qualify as structured CPE. It is by no means an exhaustive list of all activities that would qualify as such, but is intended to assist Members in assessing what activities may be deemed as structured CPE, or otherwise.
- 4.5 Courses, conferences, seminars and organised technical discussion meetings, which address one or more areas of Core and Professional Competencies, may qualify as structured CPE, provided they meet the definition in paragraph 4.2. These activities are likely to be provided by the MIA, other professional associations, in-house within firms or companies, and by independent providers of such activities. All MIA organised events would qualify as structured CPE. Other professional associations that provide courses, conferences and seminars normally seek accreditation as structured CPE from the MIA, following the MIA CPE Accreditation Rules which are the subject of a separate publication. However, the fact that accreditation is not sought by the course provider would not disqualify an event from being regarded as structured. If an activity is relevant to the attainment of one's technical, professional and general knowledge, and the activity is both measurable and verifiable, a Member may still claim the hours spent on that activity as structured CPE. The MIA may nonetheless request a detailed program and a proof of attendance from the respective Member upon submission of his or her annual CPE return, and upon receipt of such information, the standing committee responsible for the accreditation of CPE events will review the appropriateness and relevance of the activity and may decide otherwise.
- 4.6 Service on technical committees or panels established by the MIA, other professional associations, the Accountancy Board, firms or governmental bodies may count on an hour for hour basis towards the structured CPE requirement. A Member sitting on such committees or panels may claim the hours spent on the respective fora provided that:
- (a) the committee can demonstrate a tangible output, such as a new standard, technical release or other form of guidance, as a result of its work; and
 - (b) the Member can demonstrate that he or she has contributed to the original research or other work towards the final product.
- In other cases, service on technical committees or panels may count as unstructured CPE.
- 4.7 Web-based learning activities may also qualify as structured CPE activities. Normally, web-based activities would have an assigned amount of hours however, when this is not the case, the Member shall reasonably assess the amount of time spent on such activities. The hours spent on web-based learning activities may qualify as structured CPE provided that:
- (a) the activity must have a taught element, thus increasing one's technical and professional competence in one or more areas of Core and Professional Competencies as defined in this section; and
 - (b) the activity must be measurable and verifiable; and
 - (c) the activity must have a means of assessment which the Member is required to carry out upon completion; and

- (d) the Member must have successfully completed the assessment and shall retain a proof of such for future reference.

Web-based learning activities that do not meet all of the above criteria may qualify as unstructured CPE.

- 4.8 Time spent on lecture preparation and lecturing may also qualify as structured CPE. A Member may claim up to a maximum of forty (40) hours of structured CPE, spent on lecture preparation and lecturing, over a three-year rolling period subject to the following conditions:
- (a) the Member is providing such an activity upon his employer's, the Institute's, or the market's demand and the subject should be relevant to the lecturer's work;
 - (b) the subject matter covers specialist knowledge, and possibly the application thereof, and relates to one or more areas of Core and Professional Competencies as defined in this section;
 - (c) the depth and level of knowledge delved into by such activities increases the lecturer's technical or professional competence and achieves the objectives of CPE identified in Section 3 of these Regulations;
 - (d) the lecturer shall retain a copy of any notes and presentations produced for those attending the activity; and
 - (e) only the first presentation of a lecture is worthy to qualify as structured CPE.
- 4.9 If a Member is reading for a relevant post-tertiary course, where the level and depth of knowledge involved increases his or her technical or professional competence and achieves the objectives of CPE identified in Section 3 of these Regulations, that Member may claim hours spent on lectures and study as structured CPE to the extent that the lectures specifically relate to any of the areas identified as Core Competencies or Professional Competencies in these Regulations.

Unstructured CPE

- 4.10 In addition to participation in structured learning activities, there is a continuing need for Members to keep abreast of a wide range of developments affecting their profession, clients and employers. This is done through unstructured learning activities, such as regularly reading professional journals and the financial and business press, discussing current developments with colleagues, accessing relevant data bases on the Internet and other activities.
- 4.11 The following activities will typically qualify as unstructured CPE:
- (a) individual home study, including the general viewing of videos, television programmes, audio recordings or any alternative form of learning which is not measurable or verifiable, but which is relevant to a Member's technical, professional and interpersonal development;
 - (b) private reading relating to technical, professional, managerial and ethical issues in areas identified as Core or Professional Competencies in these Regulations; and
 - (c) activities identified in paragraphs 4.5 – 4.9 of these Regulations, that would fail to qualify as structured CPE.

Composition of CPE

- 4.12 Because of the wide range of professional activities the MIA membership is involved in, the Institute relies on Members to assess and decide on the relevance and usefulness of any CPE programme to their individual circumstances. However, the Institute has identified two broad categories of competencies, the attainment of which is deemed essential in any accountant's continuing professional development, irrespective of the sector of work activity he or she is engaged in.
- 4.13 Normally CPE will be of a technical nature however, in recognition of the need for a professional accountant to have a knowledge that goes beyond technical accountancy-related matters, the MIA requires its Members to have an appropriate mix of both Core and Professional Competencies, in their CPE programme.
- 4.14 Core Competency areas are directly relevant to the exercise of the profession and are therefore given appropriate weighting by these Regulations. The MIA identified the following activities that qualify as Core Competencies in the attainment of one's continuing professional development:
- (a) Audit and Assurance – including, but not limited to, activities relating to the conduct of an audit, or assurance engagements other than an audit of financial statements. Such activities will normally relate to:
 - i. International Standards on Auditing,
 - ii. International Standards on Review Engagements
 - iii. International Standards on Assurance Engagements;
 - iv. standards and Technical Releases of an audit or assurance nature, that may be issued from time to time by the MIA or the Accountancy Board,
 - v. the performance of audit and assurance procedures, and
 - vi. internal audit and control.
 - (b) Taxation – including activities that are pertinent to local Income Tax, Value Added Tax, and other tax legislation and updates thereon, the provision of tax advice, etc.
 - (c) Financial Accounting – activities mainly dealing with:
 - i. International Financial Reporting Standards, including International Accounting Standards and SIC Interpretations;
 - ii. standards or Guidance Notes of a financial accounting nature, that may be issued from time to time by the MIA or the Accountancy Board; and
 - iii. training on specific areas that fall under the financial accounting umbrella.
 - (d) Management Accounting – such as activities on internal management reporting, decision-based reporting, and similar activities.
 - (e) Corporate Finance – activities that are relevant to business and financial advisory services, management consulting, financial management and treasury.

- (f) Professional Regulation and Ethics – including, but not limited to, activities relating to the Accountancy Profession Act, the Accountancy Profession Regulations (Subsidiary Legislation 281.01 of the Laws of Malta) and any Directives that may be issued from time to time by the Accountancy Board.

4.15 Professional Competency areas add on to an accountant's technical skills by delving into matters that are of a professional, ethical or managerial nature, or that enhance an accountant's general knowledge of affairs surrounding his or her clients or employers. The MIA identified the following activities that qualify as Professional Competencies in the attainment of one's continuing professional development:

- (a) Practice management (excluding activities that would fall to be treated under Professional Regulation and Ethics in paragraph 4.14(f) of these Regulations);
- (b) Relevant legislation (excluding fiscal legislation which is covered under Core Competencies);
- (c) Transaction services;
- (d) Project planning and appraisal;
- (e) Human Resources management;
- (f) Information Technology and Management Information Systems (IT&MIS);
- (g) Strategic decision-making;
- (h) Liquidation and insolvency;
- (i) Fiduciary and trustee; and
- (j) Investment business.

Minimum CPE requirements

5.1 This section lays down the minimum CPE requirements which Members shall satisfy in the attainment of their continuing professional development, on an annual basis, and over every three-year rolling period, as prescribed by this section.

Minimum individual commitment to CPE

5.2 Members shall obtain at least one hundred and twenty (120) hours of CPE over a three-year rolling period, with a minimum of twenty-five (25) hours to be obtained in each calendar year.

5.3 At least seventy-five (75) out of the 120 hours over a three-year rolling period, and at least twenty (20) out of the 25 hours in each calendar year, must be carried out in structured CPE activities by all Members.

5.4 The 75 hours of structured CPE over a three-year rolling period must be carried out as follows:

- (a) at least forty-two (42) hours of structured CPE must be carried out in those areas qualifying as Core Competencies in the previous section;

- (b) at least eighteen (18) hours of structured CPE must be carried out in those areas qualifying as Professional Competencies in the previous section; and
- (c) the balance of fifteen (15) hours can be carried out in Core Competency areas, or in Professional Competency areas, or in other areas that are relevant to one's attainment of continuing professional development.

5.5 The minimum annual CPE requirement established in paragraphs 5.2 and 5.3 shall apply in respect of any calendar year in which the individual is a Member of the Institute for the entire year. Therefore, in the year in which an individual is admitted as a Member of the Institute, he or she is not required to carry out CPE activities in relation to that year. The Member must nonetheless comply with the requirements established in paragraphs 5.2 – 5.4 as from the 1st of January of the calendar year immediately following that in which he or she is admitted as Member, so however that the first three-year rolling period shall also start on that date.

Transitional arrangements

5.6 The CPE requirements set out in paragraphs 5.2 – 5.4 will become effective as from calendar year 2007. However, in recognition of the fact that Members were subject to CPE requirements prior to that year, Members enrolled on the MIA database as at 31 December 2006, may benefit from the following transitional arrangements during 2007 and 2008 (shaded cells) before the new CPE requirements are fully implemented:

Three-year rolling period			Number of hours (<i>three-year rolling period</i>)				Annual		
			Cumulative (<i>3 yrs</i>)		Minimum Core	Minimum Professional	Min. Total	Min. Struct.	Year
1/Jan		31/Dec	CPE	Structured					
2004	to	2006	90	90	no distinction		20	20	2006
2005	to	2007	100	75	14	6	22	18	2007
2006	to	2008	110	75	28	12	23	18	2008
2007	to	2009	120	75	42	18	25	20	2009

Table 1: Transitional arrangements for Members engaged in public practice

Three-year rolling period			Number of hours (<i>three-year rolling period</i>)				Annual		
			Cumulative (<i>3 yrs</i>)		Minimum Core	Minimum Professional	Min. Total	Min. Struct.	Year
1/Jan		31/Dec	CPE	Structured					
2004	to	2006	90	18	no distinction		20	4	2006
2005	to	2007	100	37	14	6	22	18	2007
2006	to	2008	110	56	28	12	23	18	2008
2007	to	2009	120	75	42	18	25	20	2009

Table 2: Transitional arrangements for Members not engaged in public practice

- 5.7 During the transitional period, Members engaged in public practice shall:
- (a) have completed at least 100 hours of CPE, and 110 hours of CPE, over the three-year rolling periods ending 31 December 2007 and 31 December 2008, respectively;
 - (b) have completed at least 22 hours (of which 18 must be structured), and 23 hours (of which 18 must be structured), of CPE in 2007 and 2008, respectively; and

- (c) have completed at least 75 hours of structured CPE over the three-year rolling periods ending 31 December 2007 and 31 December 2008, respectively.
- 5.8 During the transitional period, Members not engaged in public practice shall:
- (a) have completed at least 100 hours of CPE, and 110 hours of CPE, over the three-year rolling periods ending 31 December 2007 and 31 December 2008, respectively;
 - (b) have completed at least 22 hours (of which 18 must be structured), and 23 hours (of which 18 must be structured), of CPE in 2007 and 2008, respectively; and
 - (c) have completed at least 37 hours, and 56 hours, of structured CPE over the three-year rolling periods ending 31 December 2007 and 31 December 2008, respectively.
- 5.9 All Members are required to satisfy in full the new requirements established in paragraphs 5.2 – 5.4 with effect from the three-year rolling period ending 31 December 2009.
- 5.10 The transitional arrangements allowed in paragraphs 5.6 – 5.8 do not apply for Members joining the MIA on or after 1 January 2007.

Recording and reporting CPE

- 6.1 Members shall maintain an annual record of CPE activities undertaken during a calendar year and shall submit such record (hereinafter referred to as “CPE return”) on an annual basis to the Institute by not later than 31 January of the year immediately following the calendar year to which the CPE return relates.
- 6.2 Members are responsible for retaining appropriate records, documents and other material pertaining to activities undertaken during a given year so that they may provide sufficient evidence, on request, to demonstrate their compliance. Members may also be asked to explain the relevance of their CPE activities to their individual professional development. It is advisable that records and documents of activities undertaken are retained for a period of not less than six years from the end of the year in which the activity was undertaken.
- 6.3 For newly admitted Members reporting begins in the first calendar year immediately following that in which they were Members of the Institute for the entire year, as prescribed by paragraph 5.5 of these Regulations.
- 6.4 In the CPE return a Member shall clearly distinguish between structured and unstructured CPE hours, and shall clearly identify the amount of hours undertaken on activities pertinent to the attainment of Core and Professional Competencies, and other relevant areas if any.
- 6.5 As a minimum, the CPE return shall contain the following details for each structured CPE activity:
- (a) the date or dates on which it was held;
 - (b) the course provider responsible for the organisation of the activity;
 - (c) the title and, where the activity is neither organised nor accredited for structured CPE by the MIA, a description of its contents;

- (d) the location or, if the activity was a web-based structured CPE activity, the URL address and other relevant details;
- (e) the number of CPE hours; and
- (f) other information required by regulations that may be issued from time to time under paragraph 1.7 of these Regulations.

Monitoring CPE

- 7.1 By virtue of paragraph 6.1 of these Regulations, all Members are required to submit a CPE return on an annual basis. Members who fail to do so by the pre-set timeframe will be referred by the MIA Council to the MIA Investigations Committee, and in turn to the Disciplinary Committee, as the case may be, for the appropriate actions to be taken.
- 7.2 All CPE returns received by the Institute are subjected to a desk-top review. A desk-top review is intended to identify instances of non-compliance, such as the non-completion of the minimum annual CPE requirement, the non-completion of the minimum CPE requirement over any three-year rolling period, lack of CPE hours required to be spent on Core and Professional competency areas, and wrongful claims for exemptions identified in the following section.
- 7.3 More often than not, instances of non-compliance that are identified during the desk-top review may be rectified by the Member at a later stage and, depending on the significance of the non-compliance, no further action would normally be taken by the MIA if the individual Member acknowledges the non-compliance and demonstrates a firm commitment to remedy the situation at the earliest opportunity.
- 7.4 In addition to a desk-top review of all CPE returns submitted, the MIA will also be carrying out an audit of a sample of CPE returns submitted to ensure that returns are properly completed, that CPE was carried out in accordance with these Regulations, to verify the accuracy and relevance of CPE activities undertaken in a given year by the respective Member, and to carry out any other validation checks that may be deemed necessary.

Temporary exemptions from CPE

- 8.1 While paragraph 1.6 of these Regulations identified the circumstances under which Members may be permanently exempt¹ from the CPE requirement, this section identifies a limited number of circumstances under which Members may be entitled to a temporary exemption from the CPE requirement, namely:
 - (a) Maternity leave;
 - (b) Career breaks; and
 - (c) Serious illness.

¹ An exemption is permanent only until the circumstances, under which a Member is exempt from CPE, change.

- 8.2 An essential condition for a Member to qualify for a temporary exemption is that, during the period in which the exemptions are applicable, he or she is not practicing the profession, whether on a full-time or part-time basis, in any sector of work activity related to the profession.
- 8.3 Despite any exemptions, Members will still be obliged to meet their CPE reporting obligations on an annual basis, clearly indicating their exemption status and attaching to the CPE return any additional documentation that is required by this section, or by any regulations that may be issued from time to time under paragraph 1.7 of these Regulations.
- 8.4 All applications for exemptions must be made in writing and must be approved by the Institute. When the circumstances identified in this section no longer prevail, such that a Member no longer qualifies for a temporary exemption, the Member is then required to meet the full CPE requirements of the Institute.
- 8.5 Members who are on maternity leave are entitled to a reduction of 9 hours in their Structured CPE requirements in the year of confinement. Members who plan to benefit from this exemption shall write to the Institute, making known their intention to this effect, at the earliest time when it is practicable to do so. When this exemption is availed of in a given calendar year, a Member shall clearly state that fact in the relevant CPE return for that year. Subject to the exemptions stipulated in this paragraph, Members are still required to fulfil their obligations under paragraphs 5.2 – 5.4 of these Regulations.
- 8.6 Members may opt for a career break and be exempted from the CPE requirement for a total of 24 months in any rolling five-year period, provided that career breaks may not be shorter than 6 months. The exemption shall be computed pro-rata by multiplying the annual minimum number of hours by the proportion that the number of months in which a Member was on a career break bear to a whole calendar year. A Member opting for a career break shall write to the Institute, making known his or her intention to this effect, at the earliest time when it is practicable to do so, but shall in no case be later than three months from the commencement of a career break.
- 8.7 A serious illness may prevent a Member from meeting the mandatory CPE requirements. In recognition of this fact, Members who are suffering from a serious illness may be exempt from their CPE obligation for the time they suffer from the said illness. Such Members shall be in a position to produce appropriate medical certificates and other documentation in support of this exemption, when requested by the Institute.
- 8.8 For Members benefiting from the exemptions given under paragraphs 8.6 and 8.7, the annual and three-year rolling period CPE requirements established in paragraphs 5.2 – 5.4 of these Regulations shall be computed pro-rata, taking account of the months in which the Member was not exercising the profession during the 12 months in a calendar year, or during the 36 months in the three-year rolling period, and deduct the proportionate hours from the mandatory requirements accordingly.

CPE accreditation

- 9.1 Since these Regulations deal with an individual Member's commitment towards CPE and the Institute's requirements in this regard, it is beyond the scope of this document to set out rules on the accreditation of events given by other professional associations, in-house within firms or companies, and by independent providers. The MIA rules in this regard are published under separate cover.
- 9.2 Accreditation is sought by a course provider to facilitate Members in claiming the CPE hours spent on the respective event as structured CPE. However, as pointed out in paragraph 4.5 of these Regulations, the mere fact that accreditation is not sought would not disqualify an event from being eligible for structured CPE. Members are responsible to assess what activities are relevant to the attainment of professional competence and, given that an event meets the criteria set out in paragraphs 4.2 and 4.3, a Member may claim the hours spent on that activity as structured CPE and shall, to his or her best knowledge and judgement, assign the hours to the attainment of competencies specified in paragraphs 4.14 and 4.15, or to the attainment of CPE under paragraph 5.4(c).
- 9.3 The MIA will not accredit individual requests coming from individual Members. As aforesaid, accreditation for structured CPE will only be granted to course providers in anticipation of the relevant events, as set out in the MIA rules in this regard, subject to the events being relevant, measurable and verifiable.