

Belarus State Economic University

APPROVE

Belarus State Economic University
Rector



V. Yu. Shutilin

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Registration number УД-4106-19/yl

AUDITING AND ASSURANCE

The higher education curriculum (training program)
on an academic discipline
for the specialty 1-25 80 05 «Accounting, analysis and audit»

2019

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RECOMMENDED FOR APPROVAL:

Department of accounting, analysis and audit in the sectors of national economy of the educational institution "Belarusian state economic University»
(Protocol No. 11 of 24.06.2009)

Scientific and methodological Council of the educational institution "Belarusian state economic University»
(Protocol No. 1 from 18.10.2019)

EXPLANATORY NOTE

The «Audit and Assurance» academic discipline curriculum designed for the Belarus State Economic University educational establishment in accordance with the requirements for the educational standard of the specialty 1-25 80 05 «Accounting, analysis and audit».

Course Description: In this course we will use *the case study approach* which is based on a vision of a newly qualified professional accounting community member as:

- a rounded business professional capable of contributing real value in business management;

- a professional accountant with the core values that enable them to act in the public interest as well as the interest of his employer or client;

- someone possessing the competences that include sound knowledge and higher value technical skills expected of finance professional.

The case study is an integrated approach to subject matter bringing together and synthesizing streams of knowledge and skills into an assessment approach. This approach embraces competences that are not generally tested in individual tasks. The case study will present students with more information than in a conventional question and in an unstructured way that requires a process of familiarisation, analysis and evaluation. It also requires events and issues to be put into context in such a way that judgment would be made and communicated to a third party or more senior member of staff. Students will be required to apply underpinning business and accounting knowledge and skills in the process of creating an output.

So, the case study Audit and Assurance teaching *purpose* is to ensure that students can provide advice in respect of complex business issues in the form of a written report. The objective of the case study is to assess students' understanding of complex business issues and the ability to analyze financial and non-financial data, exercise professional and ethical judgment, and develop conclusions and recommendations.

The competences that should be developed and assessed include:

- a) Scenario understanding;
- b) Data understanding;
- c) Information understanding;
- d) Sense making of data as information;
- e) Tool selection and application appropriately;
- f) Opportunities, risks, problems and issues identifying and statement;
- g) Explanation of them;
- h) Identifying of that there are options;
- i) The options identifying and statement;
- j) The options explanation;
- k) The options evaluation;
- l) The choice of options comparing;
- m) Understanding of choice drivers;
- n) Assessment the risks of using given data, information and tools;

- o) Risks of using given data, information and tools explanation;
- p) Reasoned and reasonable inferences making;
- q) Professional skepticism showing;
- r) Ethical awareness and ethics demonstration;
- s) Business;
- t) Professional;
- u) Knowledge of when to and how to constructively challenge;
- v) Movement to and statement of conclusions;
- w) Appropriate qualifications and reservations making;
- x) Appropriate recommendations devising and statement;
- y) Required deliverable creation;
- z) Defined report with two requirements drafting.

The case study assesses the capability of a student who has completed all other diplomas of the accounting specialty to understand issues in a relatively unstructured scenario enabling the production of a professional report that informs based on the use of financial and business knowledge and skills. It requires the use of underpinning tools that support both financial and business analysis.

The case study approach in the Audit and Assurance teaching is based on scenarios, which students should receive. Scenarios are complete and highly realistic based on a private, public or charitable sector entity or entities in a current business environment that is stated and explained.

The Scenario is followed by two **requirements**:

1) A traditional question asking students to comment on from a particular perspective issues they have identified from an analysis and evaluation of the single scenario;

2) The writing of a report but with a maximum of two requirements from a client or employer based on the single scenario.

The client requirements will be based on a plan given by the client:

- a) A report without an executive summary;
- b) Report content based on two requirements;
- c) Limited appendices.

The structure of the program and methods of teaching the discipline take into account the new results of economic research and information technology, focusing students on the acquisition of relevant professional competencies:

SC-8 Know the distinctive features and categories of attribution to the audit of related services and understanding of their administration in audit companies

The **assessment** should be evidence based on the content of the script submitted by the student. The *first requirement assesses* the capability of the student to evidence his understanding of specified issues in the scenario in an answer that is largely written but that may include the presentation of some financial or non-financial information. The *second requirement assesses* the capability of the student to produce a professional report dealing with two specific requirements based on a combination of financial and business analysis of the information in the scenario. The report produced may include appendices to evidence analysis undertaken.

The «Audit and Assurance» is closely related to the academic disciplines «Financial Accounting», «International Standards on Auditing», «Management», «Analysis», «Ethics».

In accordance with the curriculum for the specialty 1-25 80 05 «Accounting, analysis and audit» to the study of the discipline provided a total of 48 hours, including lectures – 18, practical training – 30.

Forms of current certification - exam

CONTENT OF EDUCATIONAL MATERIAL

1 AUDIT FRAMEWORK AND REGULATION.

- 1.1 The concept of audit and other assurance engagements.
- 1.2 External audits.
- 1.3 Corporate governance.
- 1.4 Professional ethics and ACCA's Code of Ethics and Conduct.
- 1.5 Internal audit and governance, and the differences between external audit and internal audit
- 1.6 The scope of the internal audit function, outsourcing and internal audit assignments

2 PLANNING AND RISK ASSESSMENT.

- 2.1 Obtaining, accepting and continuing audit engagements.
- 2.2. Objective and general principles
- 2.3 Assessing audit risks.
- 2.4 Understanding the entity and its environment.
- 2.5 Fraud, laws and regulations.
- 2.6. Audit planning and documentation.

3 INTERNAL CONTROL.

- 3.1 Internal control systems.
- 3.2 The use and evaluation of internal control systems by auditors.
- 3.3 Tests of control.
- 3.4 Communication on internal control.

4 AUDIT EVIDENCE.

- 4.1 Financial statement assertions and audit evidence.
- 4.2 Audit procedures.
- 4.3 Audit sampling and other means of testing.
- 4.4 The audit of specific items.
- 4.5 Computer-assisted audit techniques.
- 4.6 The work of others.
- 4.7 Apply audit techniques to not-for-profit organisations.

5 REVIEW AND REPORTING.

- 5.1. Subsequent events.
- 5.2 Going concern.
- 5.3 Written representations.
- 5.4 Audit finalisation and the final review.
- 5.5 The Independent Auditor's Report.

**METHODICAL CHART FOR THE ACADEMIC DISCIPLINE
«AUDIT AND ASSURANCE»**

Number of section	Name section, subjects, topics	The number of classroom hours						else	The form of knowledge control
		lectures	practical training	seminars	laboratory classes	Number of hours USR			
						lectures	practical training		
1	audit framework and regulation	2	2			2	2	[1, 2, 3, 4]	
2	planning and risk assessment		2			4	6	[1, 2, 5, 6, 7]	test
3	internal control		2			2	4	[1, 2, 5, 6, 7]	
4	audit evidence	2	2			2	6	[1, 2, 5, 6, 7]	test
5	review and reporting	2	2			2	2	[1, 2, 5, 6, 7]	test
	total hours	6	10			12	20		exam

INFORMATION AND METHODOLOGICAL PART

Guidelines for the students' independent work arrangement on the academic discipline «Audit and Assurance».

The acquisition of knowledge of the discipline is an important step in students' independent work. Recommended budget time for independent work is average 2.5-3 hours on 2 class hours.

The main areas of students' independent work are:

- originally a detailed introduction to the program of the discipline;
- familiarization with the list of recommended literature for the discipline as a whole and its divisions, its presence in the library and other available sources, the study of relevant literature on the subject, the selection of secondary literature;
- the study and expansion of the lecture material by a teacher of literature, consultations;
- preparation for practical training on a specially designed plans for the study of basic and additional literature;
- preparation for implementation of diagnostic forms of control (tests, examinations, etc.);
- preparation for the credit.

Learning Objectives:

Audit and Assurance is the finishing and the most complicated course of the “Accounting, Analysis and Audit” speciality curriculum. To pass the exam successfully a student should not only acquire knowledge of theory, skill, techniques of auditing, but be able to understand, interpret and apply International Standards on Auditing, Assurance and Ethics, furthermore, to formulate their personal professional judgment on a company's financial reporting confidence.

Case study as a Teaching Method:

Case study is a powerful student-centered teaching strategy based on topics that demonstrate theoretical concepts in an applied setting, which can impart students with critical thinking, communication, and interpersonal skills.

Group Dynamics and Success In Collaborative Learning:

Cooperative learning is a structured educational process that places students into groups to achieve common goals. Group dynamics strengthen student performance in complex, problem-solving situations, such as those found in accounting. An important function of the classroom is to help students solve auditing problems (including ethical problems) in a manner that more closely resembles the actual working world where cooperation and collaboration are imperative skills for a successful career. Research indicates that cooperative learning is at least as effective, and often more effective, than individual problem-solving methods.

Main literature

1. Handbook of the International Standards on Auditing / IFAC, 2017. – 2300 p.
2. Handbook of the Code of Ethics for Professional Accountants / IFAC, 2017. – 179 p.


Additional literature

3. Brown, D. Accounting principles / D. Brown. – UK: Team FME, 2013. – 300 p.
4. IAS 8 Accounting policies, Changes in Accounting Estimates and Errors / PricewaterhouseCoopers. – Moscow, 2016. – 19 p.

Websites

5. International Auditing and Assurance Standards Board [Electronic resource]. – Mode of access: <http://www.iaasb.org/>
6. International Ethics Standards Board for Accountants [Electronic resource]. – Mode of access: <http://www.ifac.org/Ethics>
7. Public Interest Oversight Board [Electronic resource]. – Mode of access: <http://www.ipiob.org/>

**THE NEGOTIATION PROTOCOL FOR THE CURRICULUM
(TRAINING PROGRAM)
FOR HIGHER EDUCATION ESTABLISHMENT
ON THE ACADEMIC DISCIPLINE «AUDIT AND ASSURANCE»**

The discipline title which requires coordination	Department title	Offers on changes in training program contents of academic discipline of institution of higher education	The decision made by the Department which developed the training program (with the indication of date and number of the protocol)
Quantitative methods of analysis in business	Statistics 	No	Protocol № 11, 24.06.2019

**ADDITIONS AND CHANGES TO THE CURRICULUM
(TRAINING PROGRAM)
FOR HIGHER EDUCATION ESTABLISHMENT
ON THE ACADEMIC DISCIPLINE «AUDIT AND ASSURANCE»
For the 20__/20__ academic year**

Number	Additions and changes	Foundation

The curriculum is revised and approved at the meeting of the Department for accounting, analysis and audit in branches of national economy of the Belarus state economic University education establishment
(protocol № __, _____)

Head of Department _____

D.A. Pankov