



The Institute of
Internal Auditors

Australia



IIA-Australia Graduate Certificate in
Internal Auditing

Course Handbook

September 2022





DISCLAIMER

The IIA-Australia endeavours to ensure that accurate information is contained in this handbook at the time of publishing. However, some information is subject to change without notice.

More up-to-date information is published on the web site www.iaa.org.au.

Readers are responsible for verifying information that pertains to them by checking the web site or contacting the Registrar of IIA-Australia.

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A copy of our Privacy and Security of Information policy is available from the IIA-Australia [website](http://www.iaa.org.au).

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Contents

	1
INTRODUCTION TO IIA-AUSTRALIA	5
Who is the IIA-Australia?	5
IIA-Australia’s vision and mission	6
Vision	6
Mission	6
IIA-Australia Education and Professional Development Vision and Mission	7
Vision	7
Mission	7
Education Committee	7
Introduction to the Graduate Certificate in Internal Auditing (GradCertIA)	8
Rationale	8
Why study the GradCertIA?	8
Course structure	8
Study sequence/Course Progression	9
Course delivery	9
Technical Requirements	10
Professional recognition	10
Continuing Professional Education (CPE)	11
Selection & Admission	12
Entry requirements	12
Award entry	12
Non-Award entry	12
Assessment of applications	13
Application for enrolment	14
Evidence required	14
Non-admission	14
Tuition assurance	15
Key dates	15
Module fees	15
Recognition of Prior Learning (RPL)	15
Deferral and withdrawal	15
Exclusion	16
Leave of absence	16
Module outlines and Learning Outcomes	17
Module 1 – Risk-Based internal Auditing	17
Module 2 – Legal and Regulatory Environment	18
Module 3 – Organisational Systems and Processes	19
Module 4 – Professional in Practice	20



Learning resources	21
Module Units	21
Online Learning Management System (Moodle)	21
Webinars	21
Library services	21
Assessment	22
Objectives of assessment	22
Assessment Requirements	23
Assessment Types	24
Online participation	24
Assignments	24
Reflective journals	24
Quiz	25
Policies	26
Candidate	26
Code of Conduct	26
Intellectual Property & Copyright	26
Privacy	26
Quality Assurance	26
Records and Document Management	26
Registrar contact details	27



INTRODUCTION TO IIA-AUSTRALIA

Who is the IIA-Australia?

The Institute of Internal Auditors is the leading body representing internal auditors. Globally, the Institute represents more than 200,000 members in 170 countries.

The IIA-Australia has a connection of nearly 7,000 professionals inclusive of 3,000 members Australia-wide. Governed by a Board and supported by a national office, the Institute's activities include the following:

- providing standards, guidance and information on Internal Auditing best practices
- providing higher education, professional development activities and certification
- bringing together internal auditors to share information and experiences in Internal Auditing
- upholding standards by undertaking quality assurance services
- advocating, promoting and publicising the profession to industry professionals, universities, government, public and private sectors
- contributing to the global profession with representation on international committees and the global board.

The IIA's Global Headquarters is located in Florida, USA. The first Australian chapter was established in Sydney in 1952 with chapters in Melbourne, Canberra, Brisbane, Perth, Adelaide and Hobart following. In 1986, the Australian chapters successfully petitioned the global organisation to become a national institute.



IIA-Australia's vision and mission

As the peak assurance body for internal audit in Australia, the IIA-Australia is continually working to enhance and support the careers of its members and promote the role of internal audit. We are guided by the following vision and mission statements.

Vision

Our members are recognised professionals who are sought after as trusted advisors to boards and executives.

Mission

To advance the profession and practice of internal auditing and those specialising in governance, risk and controls.

The IIA-Australia provides a broad range of services to support its vision and mission. These are outlined on the IIA-Australia website from this [link](#):

The following links provide information about the IIA-Australia and its governance:

- [Strategic Agenda including Guiding Principles and Objectives](#)
- [IIA-Australia Services](#)
- [IIA-Australia Board](#)
- [Board Committees](#)
- [IIA-Australia Chapters](#)



IIA-Australia Education and Professional Development Vision and Mission

Vision

The Institute of Internal Auditors-Australia is recognised as Australia's premier body for excellence in internal audit education and professional development.

Mission

Develop internal audit professionals to excel in their role of providing assurance and improving the effectiveness of governance, risk management and control through a connected learning culture.

Education Committee

The role of the Education Committee is to assist the Board of Directors in discharging its responsibilities by monitoring and advising on IIA-Australia's professional education program. It contributes to IIA-Australia's strategic purpose through its foresight and insight on educational matters of concern to the internal auditing profession. One of its main responsibilities is to act as an Academic Board with respect to the academic oversight of the Graduate Certificate in Internal Auditing (GradCertIA), including assessment of students and the approval of results.

The [Education Committee Charter](#) outlines the responsibilities and structure of the Education Committee.



Introduction to the Graduate Certificate in Internal Auditing (GradCertIA)

Rationale

The [Graduate Certificate in Internal Auditing \(GradCertIA\)](#) was developed to fill a professional education gap in the current Australian market for those engaged in the Internal Auditing profession. The course represents a coherently designed curriculum built around appropriately high level and integrated learning outcomes relevant to the Internal Auditing profession in Australia.

The GradCertIA is designed to create clear linkages between the knowledge and skills acquired and the practical workplace contexts of the professional internal auditor. It qualifies individuals to undertake professional work in the field of Internal Auditing by applying knowledge and skills in a range of organisational contexts. The GradCertIA supports the IIA-Australia's aim to develop a fully qualified profession through offering a qualification program that is both relevant in Australian business and public sector contexts and seen as part of the broader Australian educational environment.

Why study the GradCertIA?

The GradCertIA equips graduates with the knowledge, skills and values identified as essential for a professional internal auditor. Graduates are well informed of the key elements within the IIA Common Body of Knowledge (CBOK) and the associated International Professional Practices Framework (IPPF).

The GradCertIA is ideal for:

- Professionals seeking to establish or further develop a career in internal audit, governance and risk
- Candidates requiring flexibility as the course is conducted via distance learning
- Individuals wanting to apply for professional membership with the IIA-Australia
- Organisations who want to develop their internal audit team

Course structure

The course consists of four (4) modules (subjects) worth 6 credit points each (a total of 24 credit points for the award of Graduate Certificate). The first three (3) modules are technical/skills based while the final (capstone) module focuses primarily on practical application of previous learning in the course in workplace contexts, as well as professional interpersonal and management skills.

The titles of the four modules are as follows:



- Module 1—Risk Based Internal Auditing
- Module 2—Legal and Regulatory Environment
- Module 3—Organisational Systems and Processes
- Module 4—Professional in Practice.

Each of the four modules are offered every semester. The course is supported by comprehensive Module Learning materials, which allows the individual candidate to learn at a time, place and pace most suitable to their needs. Additional learning support is provided through readings, webinars and online discussions throughout the duration of each module to provide opportunities for interaction with tutors and fellow candidates.

Each module is conducted over a 14-week semester with the expectation that candidates will spend approximately 144 hours (depending on experience) in total over the semester engaged in private study, participating in interactive learning opportunities and completing assessment requirements. Each semester consists of a 12-week teaching period plus a 2-week period (Weeks 13 and 14) set aside for candidates to complete their major assessment task.

Further detail about the learning outcomes of each module is contained below.

Study sequence/Course Progression

Candidate progression through the course is prescribed to the extent that the entry point is Module 1 'Risk Based Internal Auditing' and the exit point is Module 4 'Professional in Practice'. Candidates must first successfully complete Module 1 before progressing to Module 2 'Legal and Regulatory Environment' and Module 3 'Organisational Systems and Processes'. Once Module 1 has been successfully completed, Modules 2 & 3 can be undertaken in any order, and the successful completion of Modules 1–3 is pre-requisite for enrolment in Module 4. There is the opportunity to undertake modules 2 and 3 concurrently and also to apply for [Recognition of Prior Learning \(RPL\)](#) for modules 2 and/or 3.

As noted above, Module 4 is a 'capstone' module which will draw on the knowledge and skills developed in the first three modules and focus on high level application of learning in a professional workplace context.

Further information can be obtained from the [Candidate Progression, Exclusion and Graduation Policy](#).

Course delivery

Each module is delivered in distance mode using an online Learning Management System – Moodle - and candidate learning is supported by:



- Detailed 'Units' which provide content, learning activities and assistance in navigating through the prescribed reading for the module. The Units make specific reference to the course textbook (where applicable) and the International Professional Practices Framework (IPPF) as well as providing links to a range of online resources to support candidate learning. Course materials are developed by module leaders on the program and are a valuable resource for ongoing reference in practice.
- Candidates are allocated to an online "classroom" with a tutor who is an experienced and professional internal auditor. The tutors facilitate learner participation.
- A web-based learning portal (Moodle) used to provide announcements, supplementary resources and a range of tools to enhance candidate interaction with peers and tutors. This is also used for the assessable online discussion forums.
- Webinars to provide candidates with regular real time opportunities to hear from, and interact with experienced industry practitioners.

Technical Requirements

Candidates undertaking the GradCertIA must have access to a computer and internet as the GradCertIA is taught in an online environment and resources are also provided online. Furthermore, real time webinars are used during the course which are assessable. Technical requirements can be located in the [Student Centre](#).

Professional recognition

The GradCertIA forms an integral component in the pathway to Professional Membership of IIA-Australia and the entitlement to use the post nominal 'PMIIA'. A PMIIA demonstrates competence to practise effectively as a professional internal auditor.

The PMIIA was established, as IIA-Australia's Professional Membership level, to strengthen the quality of the internal audit profession and meet the demands on the profession as a key player in best practice corporate governance. The PMIIA provides employers, peers and the community with a measure of the individual internal auditor's professional competence, experience, commitment to implementing the IPPF internal audit standards and continuing professional development.

The pathway to [Professional Membership](#) with the Institute of Internal Auditors Australia (PMIIA) is the completion of:

- GradCertIA (or CIA or assessment of current competence), *plus*
- a minimum of 24 months' work experience in an internal auditing role, or other professional area, within the last five years, *plus* declared you will



practice in accordance with the IIA's [International Professional Practices Framework \(IPPF\)](#)

Continuing Professional Education (CPE)

Continuing Professional Education (CPE) is essential to ensure that professionals maintain and enhance their technical knowledge and skills. It is a membership requirement of the IIA-Australia.

To maintain your PMIIA, you need to:

- Make an annual declaration to practice in accordance with the IPPF
- Abide by the [IIA Code of Ethics](#), and not bring IIA-Australia into disrepute
- Complete 80 hours of [CPE](#) every two years. NB: Completion of the GradCertIA will award the candidate 80 hours which will be applied over 2 years. 40 hours will be allocated in the year of completion of the course and 40 hours the following year.

IIA-Australia post nominals may only be used by members. A PMIIA whose membership lapses must reapply and be assessed again, to be recognised as a PMIIA.



Selection & Admission

Entry requirements

There are two entry methods to GradCertIA:

- Award
- Non – Award

Award entry

Candidates must meet the following admission requirements:

- Candidates must have completed a minimum of a bachelor's degree or equivalent from a recognised tertiary institution. An official educational transcript from the candidate's university or educational institution must be produced. Only certified copies or originals can be accepted and must be received by mail.

Applicants to the Graduate Certificate in Internal Auditing must be able to demonstrate proficiency in the English language.

- Applicants who have completed a bachelor's degree or above in English from Australia or a country on the exempt countries list satisfy the English language proficiency requirements and do not have to provide further evidence.
- Applicants from non-exempt countries who have completed at least 5 years' full-time study in a secondary level institution or have completed a bachelor's degree where most classes were in English may also be exempt subject to providing acceptable evidence
- Applicants whose prior studies were completed in a language other than English must demonstrate their proficiency in the English language

Full detail about admission, English proficiency requirements and the exempt country list is provided in the [Selection and Admission Policy](#).

Due to the practical nature of the coursework, it is highly desirable that candidates are concurrently working in Internal Audit or a closely related area while studying for the GradCertIA. In circumstances where demand for places exceeds availability, preference will be given to those currently employed in the field.

Non-Award entry

Candidates who do not meet the Education requirements for Award entry **and** have a minimum of two years' experience in internal audit or related



(external audit, quality assurance, risk management or compliance) within the last five years, may undertake module 1 under non-Award enrolment.

Experience gained in other subject areas related to Internal Audit but not mentioned above may be accepted at the discretion of the IIA-Australia Education Committee. Additionally, training courses in related areas may be taken into consideration for non-award entry where the full two years' experience has not been attained.

Non-Award applicants from a non-exempt country must meet the English Language Proficiency Requirements outlined above.

Full details can be found in the [Selection and Admission Policy](#).

Assessment of applications

The IIA-Australia assesses all potential candidates by consistently applying relevant policy and procedures in a fair and equitable manner.

When accepted for enrolment, all candidates are responsible for following IIA-Australia [candidate policies and procedures](#), including the Code of Academic Conduct.

There are consequences for failing to follow these conventions (refer [Policy P14: Code of Academic Conduct](#)).



Application for enrolment

By enrolling in a module of the GradCertIA, candidates who are not current financial members will automatically be given access to the IIA-Australia website (members' area) while they are enrolled. Access will also be given to the IIA Global website. Other benefits of membership will not be available.

Applicants must complete and submit the Application for Enrolment form, attach supporting documentary evidence and forward all documents to the Registrar by mail. Applications can be received anytime with enrolment taking place during the published enrolment period. Refer to the [module calendar](#).

An [application form](#) can be located on the IIA-Australia website. Applications and supporting certified documents must be mailed to:

Registrar
Institute of Internal Auditors-Australia
PO Box A2311
Sydney South NSW 1235

Evidence required

The following applies when submitting evidence:

- All supporting evidence for enrolment, including academic transcripts, must be certified copies
- Documents will not be accepted in electronic format—original documents can only be accepted as evidence if sighted, copied and signed by IIA-Australia or nominated representatives.

Non-admission

The IIA-Australia will not accept enrolments where they do not meet the admission requirements set out in the [Policy P2: Candidate Selection and Admission](#). Candidates will be advised by the Registrar of this in writing and the reasons for not meeting the criteria.

Candidates may appeal the decision. Please refer to [P4 Grievance Policy](#) for information and the procedures to be followed.



Tuition assurance

Please contact education@iia.org.au for details on Tuition Assurance and refer to the [Candidate Fees and Tuition Assurance Policy](#).

Key dates

There are two intakes per year. Semester 1 commences in late February/early March each year and Semester 2 in late July/early August. Dates are available on the [module calendar](#).

Module fees

Current module fees are available on the IIA-Australia [website](#).

Recognition of Prior Learning (RPL)

Under the GradCertIA Recognition of Prior Learning (RPL) rules in [Policy P2: Candidate Selection and Admission](#), an applicant may apply for an assessment of their prior learning only at the time of applying for entry to the course. Only Modules 2 and 3 are available for exemption. Modules 1 and 4 are mandatory for all candidates.

Forms of prior learning include previous study from recognised tertiary organisations, relevant work experience, or courses undertaken outside a recognised tertiary education organisation.

Candidates seeking exemption from a module will be required to provide evidence of subject content or relevant work experience. Applicants seeking exemption from a module based on equivalent prior studies will be required to provide evidence of a passing grade in a course completed within the last 7 years that can be mapped to the stated learning outcomes. For courses completed prior to 7 years ago or where exemption is sought on the basis of professional experience, a 'portfolio of evidence' must be provided for assessment against the learning outcomes covered in the unit where an exemption is sought.

Eligibility for RPL does not guarantee an applicant a place in the course for which recognition of prior learning may be available.

Contact IIA-Australia for a RPL application form.

Deferral and withdrawal

Candidates wishing to defer or withdraw their candidature must apply to the Registrar. Applications must be in the form of a statutory declaration setting out the circumstances they wish to have considered according to the special consideration criteria with supporting evidence attached. Candidates should note that there are timeframes for these applications and refer to [Policy P13: Candidate Fees and Tuition Assurance](#).



The IIA-Australia will provide access to 'special consideration' where academic performance has been adversely affected by illness or other serious cause beyond the candidate's control (refer to [Policy P13: Candidate Fees and Tuition Assurance](#)).

Exclusion

If a candidate is found to have violated the Code of Academic Conduct (refer to [Policy P14: Code of Academic Conduct](#)) they may be excluded from the Course without a refund of fees.

Leave of absence

Candidates that need to take a break from their study are advised to take a leave of absence which is available for up to one year (two semesters).

Candidates may not apply for a leave of absence once a semester has commenced. Candidates should consult Policy P13 Fees and Tuition Assurance for information on deferrals and withdrawals. Candidates intending to apply for a leave of absence may request a Leave of Absence form from education@iia.org.au.

Full details about Leave of Absence can be found in the Candidate [Progression, Exclusion and Graduation Policy](#).

Module outlines and Learning Outcomes

Each of the four modules in the GradCertIA is a full semester subject worth six credit points. Each module is designed using a flexible learning environment that allows the candidate to study at their own pace within the parameters of the required assessments. A structured study schedule is provided outlining the sequence of units and the weeks they will be covered. It also shows the links to the learning outcomes. An overview of each module is contained below:

Module 1 – Risk-Based internal Auditing

Material covered in the Module	Learning Outcomes (LO)
<p>Introduction to Internal Audit</p> <p>Governance</p> <p>Risk management and control</p> <p>Planning</p> <p>Performing the engagement</p> <p>Communicating results and monitoring progress</p> <p>Quality</p> <p>Managing internal audit activity engagements</p>	<p>LO1 The ability to demonstrate an understanding of the IIA International Professional Practices Framework.</p> <p>LO2 The ability to critically reflect on, understand and explain the concepts of risk management, control and governance as they relate to the internal audit activity.</p> <p>LO3 The ability to demonstrate an understanding of key internal audit concepts and tools including control frameworks, operational and management tools and techniques, forecasting and data sampling.</p> <p>LO4 The ability to demonstrate an understanding of interview principles.</p> <p>LO5 The ability to demonstrate an understanding of quality models and frameworks.</p> <p>LO6 The ability to critically reflect on, understand and explain the management of projects, particularly within an internal audit activity.</p>



Module 2 – Legal and Regulatory Environment

Material covered in the Module	Learning Outcomes (LO)
<p>Ethics, ethical organisations and evaluating ethics</p> <p>Legal and Regulatory Environment, including governance, the mandate for Internal Audit's role, compliance mapping and assurance mapping</p> <p>Economic Environment, including the role of Government, macroeconomic issues and implications for Internal Audit</p> <p>Fraud risk, prevention and investigation</p>	<p>LO1 The ability to critically reflect on, understand and explain the regulatory and legal framework within which specific organisations operate.</p> <p>LO2 The ability to demonstrate an understanding of macro and microeconomics appropriate to the organisation.</p> <p>LO3 The ability to demonstrate an understanding of the principles of ethics, conflict of interest, and the role of internal audit in evaluating ethics.</p> <p>LO4 The ability to demonstrate an understanding of fraud, fraud risk evaluation and the appropriate means for detection, investigation and prevention of fraud.</p>



Module 3 – Organisational Systems and Processes

Material covered in the Module	Learning Outcomes (LO)
<p>Financial reporting and management accounting</p> <p>Analysis and interpretation of financial statements</p> <p>ICT Governance, ICT organisations and the role of the internal auditor</p> <p>Management of outsourced services</p> <p>Auditing ICT projects</p> <p>ICT Risks and the ICT Audit process</p> <p>ICT General Controls and Application Controls</p> <p>Cyber Security</p> <p>Data Analytics</p> <p>Business continuity management</p>	<p>LO1 Be familiar with ICT governance, risk and control frameworks appropriate to the operation of a business organisation.</p> <p>LO2 Develop a practice-oriented understanding of the internal auditing process for ICT-enabled business activities.</p> <p>LO3 Develop a conceptual understanding of finance and accounting practice appropriate to the operation of a business organisation.</p> <p>LO4 Understand the management accounting concepts and techniques appropriate to the operation of a business organisation</p>

i.

Module 4 – Professional in Practice

Material covered in the Module	Learning Outcomes (LO)
<p>Influence and communication</p> <p>Leadership and teamwork</p> <p>Conflict resolution and negotiation</p> <p>Change management</p> <p>Culture and risk management</p> <p>Digital governance</p> <p>Capstone study</p>	<p>LO1 The ability to critically reflect on, understand and explain the interpersonal skills required to operate as a successful internal auditor, including negotiation, personnel management, written and oral communication and change management.</p> <p>LO2 The ability to apply an understanding of the effects of culture and technology on the extended organisation.</p> <p>LO3 The ability to critically reflect on, understand and explain concepts covered across all modules of the course, with particular regard to the ways in which these concepts are combined to provide the basis of an effective internal audit function.</p> <p>LO4 The ability to critically reflect on and explain how the course material has impacted individual practice of internal audit.</p>



Learning resources

Module Units

The content and a majority of learning activities in each module are delivered online via an instructionally designed learning guide (Units), which will facilitate independent learning and self-assessment, thereby promoting a meta learning approach.

Additional content will be provided through a prescribed textbook (where applicable) and other readings which will be integrated into the Units and available online. To accommodate varying levels of prior knowledge and different learning styles amongst candidates, recommended readings on particular topics will be identified to allow individual candidates to access further material on topics as required.

Online Learning Management System (Moodle)

The Learning Management System (LMS) Moodle is used for the GradCertIA and provides an online classroom. The site is used for the assessable online discussion forums.

Webinars

Webinars are run each semester for each module providing candidates with regular real time opportunities to learn from experienced industry practitioners. These webinars are assessable as are the discussion questions that follow.

Library services

Candidates are provided access to the following libraries/learning resources:-

- IIA-Australia Technical Resource Centre
- IIA Global Guidance and Resources
- IIA Global Research Foundation
- Internal Auditor Journal
- Protiviti KnowledgeLeader
- Comprehensive course materials and links to supplementary readings.



Assessment

The assessment methodology adopted for this course has been developed to provide valid, reliable, suitable, predictive and authentic assessment of the key learning outcomes. Its objective is also to encourage candidate engagement throughout the semester with the learning environment.

This methodology combines

- Assignments (including a final major assignment in each module in which a mark of 50% or higher must be attained to pass the module)
- Reflective journals
- Webinars
- Discussion forums (questions and answers)
- Online quizzes

The [Candidate Assessment Policy](#) contains important information relating to assessment. Some of the detail is contained below.

Objectives of assessment

The assessment strategy has been designed to strike a balance between the 'summative' and 'formative' objectives of assessment.

'Summative' assessment is the final evaluation of whether the candidate has achieved stated learning outcomes at the conclusion of a program of study. As a result of successfully completing the summative assessment at a required standard, the candidate is accredited with possessing a certain set of knowledge and skills based on the learning outcomes of the program of study. Summative assessment involves an evaluation of the 'product' of the learning program.

'Formative' assessment, by contrast, is directed at improving the 'process' of learning within the program of study. It is based on the commonly accepted idea that we learn best by:

- actively demonstrating knowledge and skills by engaging in practical application
- receiving constructive feedback on the quality of the work we produce, and
- Reflecting on our knowledge and skills in light of this feedback.

In an adult learning context, formative feedback should also aim to support and enhance the independent learning skills of the candidate by progressively empowering them to evaluate their own work and take control of their learning process (ie, become meta-learners). This is a key set of attributes for an effective life-long learner—which is a key objective of contemporary professional education programs.



Another dimension of formative assessment is the guiding of learner behaviour to ensure engagement with the learning environment. For example, marks allocated to the completion of review quizzes or other small tasks during the course of a learning program are intended to encourage the candidate to follow a steadily paced study program throughout the study period, which is more likely to produce deep learning rather than short-term recall.

Assessment Requirements

To pass a module, a candidate must attain an overall minimum mark of 50% for the entire module (ie, the aggregate of all assessment tasks) together with a mark of 50% or more for the major final assessment task (Assignment 2). Candidates who do not reach the minimum 50% for the major final assessment task will not pass the module regardless of other marks.

NB: The Education Committee may use discretion to allow students to progress if they do not reach the 50% hurdle for assignment 2, however, they must reach a minimum of 45% on assignment 2 before this will be considered.



Assessment Types

Online participation

Marks are awarded for participation in the online environment based on the quality and frequency of interaction in the contact opportunities offered within the learning environment. The criteria for assessing quality of participation will not be primarily based on technical correctness of contributions. It is not intended to penalise candidates for making mistakes as this diminishes the potential for these interactions to be a forum to test and correct understanding. Rather marks will be awarded where there is evidence that a candidate is making a genuine attempt to engage with, and contribute to, the learning environment as an adult learner.

Assignments

The major assessment task will involve application of knowledge and skills acquired in the module to a work-based project to be submitted at the end of the semester.

The written assignments in the GradCertIA are the primary means of summative assessment of the higher-level learning outcomes. A 'negotiated project' approach is adopted which would involve setting the parameters of the project requirements but allowing the candidate to then design a suitable project that will involve application of skills and knowledge in their workplace. This will strengthen the link between the learning in the GradCertIA and professional practice and help to assess the demonstration of learning outcomes in an authentic context which is meaningful to the individual candidate.

A component of the major assignment will be the submission of a project plan/proposal from the candidate at the mid-point of the semester, the outline, which describes the specific project they will undertake and articulates how the project will demonstrate the required learning outcomes. This is also an opportunity for formative assessment in that it provides for feedback that the candidate can use to reflect upon their proposal and enhance their final submission. This is not assessable.

Reflective journals

A reflective journal is a learning and assessment tool which focuses on the candidate's self-assessment and reflection on the learning process throughout the GradCertIA. They particularly focus on encouraging candidates to make connections between the formal study components and their workplace/professional practice.

The main purposes of the reflective journals are to:



- encourage candidates to reflect upon their own learning processes and experiences and develop meta-learning competencies
- provide a place for reflection on values, attitudes and emotions and how these impact on the subject matter and learning process
- develop skills of critical reflection on practice which are important to the development of a professional internal auditor
- encourage active engagement in terms of applying learning in the workplace context.

Quiz

An online multiple choice quiz is held near the beginning of semester in module 1. This assists candidates to ensure key contexts are understood early in the course.



Policies

There are several policies which guide the GradCertIA. These are available on the IIA-Australia [website](#) and include the following:

Candidate

- P6 - Assessment Policy
- P13 - Fees & Tuition Assurance Policy
- P4 - Grievance Policy
- P1 - Academic Integrity Policy
- P5 - Progression, Exclusion & Graduation Policy
- P2 - Selection & Admission Policy
- P8 - Candidate Support and Wellbeing Policy

Code of Conduct

- P14 - Code of Academic Conduct

Intellectual Property & Copyright

- P11 - Intellectual Property & Copyright Policy

Privacy

- P12 - Privacy & Security of Information Policy

Quality Assurance

- P7 - Quality Assurance Policy

Records and Document Management

- P3 - Records & Document Management Policy



Registrar contact details

The Registrar is the main point of contact for candidates in their dealings with the GradCertIA.

Registrar

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