

COURSE OUTLINES: Risk Management & Advanced Auditing

Academic Year	2022/2023	Semester	2
Course Coordinator	A/Prof Tan Seet Koh		
Course Code	AC3104		
Course Title	Risk Management & Advanced Auditing		
Pre-requisites	AC2104		
Co-requisites	AC2101 and AC2401		
No of AUs	4		
Contact Hours	50		

A) Course Aims

To sustain value, key executives and managers in corporations today recognize the need for active engagement in setting objectives and overseeing programs associated with **Enterprise Risk Management** (ERM). The first segment of the course provides an overview of risks that can threaten the attainment of organizational objectives, and the ERM concepts, frameworks and techniques for identifying, assessing and managing risks. Both the internal and external auditors increasingly need to understand ERM to properly appreciate key risks, controls and governance issues of the companies they audit.

The second segment of the course extends foundational auditing knowledge and techniques covered in AC2104 Assurance and Auditing by examining **advanced auditing concepts** and complex issues faced by auditors and assurance providers in current practice. Topics relevant to aspiring audit professionals include the auditing of complex issues related to revenue recognition, significant accounting estimates and group financial statements.

You will also be exposed to hands-on data analytics and data-mining application in the areas of business risks, fraud risks and audit analytics.

B) Learning Outcomes (LO)

By end of this course, you should be able to:

1. Apply ERM concepts and frameworks to identify, evaluate and manage important risks;
2. Apply appropriate audit procedures to solve problems related to key advanced issues faced by auditors;
3. Assess business risks, fraud risks and audit risks using data analytics and data-mining techniques (including ACL Analytics software and R package in self-paced exercises); and
4. Exhibit communication, teamwork and interpersonal skills.

C) Course Content

Key topics are organised within two key areas: Enterprise Risk Management (ERM) and Advanced Auditing. Enterprise Risk Management topics covered include ERM framework and its key components (governance & culture, objective-setting, performance, review & revision, reporting) and special topics covering systems thinking, judgment biases, data analytics, and ethical/fraud and IT security risk management. The Advanced Auditing segment covers auditing complex accounting, revenue and group audit issues, fraud risk analytics, and current issues in auditing.

D) Course Assessments						
	Components	Course LO	NBS LO	Weightage	Individual/Team	Assessment Rubric
1	Discussion Participation	1-4	Verbal & communication skills, Social & interpersonal interaction skills	15%	Individual	See Appendix A
2	Team Presentation	1-4	Verbal & communication skills, Social & interpersonal interaction skills	15%	Individual/Team <i>Every member must present</i>	See Appendix B
3	In-Class Exercises and Hand-ins	1-4	Knowledge, Problem-solving skills	10%	Team	See Appendix D
4	Self-paced Learning Quizzes	1-3	Knowledge, Problem-solving skills	5%	Individual	N.A
5	Final Examination	1-3	Knowledge, Problem-solving skills	55%	Individual	N.A
	Total			100%		

E) Formative Feedback

Feedback loop is central to learning, and skills and competence building. For Discussion Participation, you will receive feedback on your positive attitude (paying attention and how actively you participate in discussions) and how constructive and insightful are your contributions. For Team Presentation, formative feedback comprises how impactful is your presentation delivery, how coherent and insightful is its content, and the level of teamwork displayed and audience engagement. Constructive qualitative feedback will also be verbally provided by the instructor and your classmates during the Q&A segment of the presentation. For In-Class Exercises, you will receive feedback on your demonstrated ability to apply tools to analyse issues and solve problems. See feedback rubrics in Appendices A, B and D.

F) Learning and Teaching Approach

Two-hour seminars are held twice weekly for most part of the semester. Seminars are engaging and interactive, with extensive group discussions, presentations and in-class activities. You are expected to prepare well for the seminars by completing the assigned readings and seminar questions, in order to contribute and learn effectively from the interactive discussions. The independent self-paced sessions provide hands-on exercises on the use of data analytics software (i.e., R Package and ACL Analytics) and other current topics.

All seminars will be conducted physically in-class, unless otherwise communicated by the instructors.

1. Discussion Participation in Seminars

Discussion participation can be in the form of a question, response, or comment. Good performance in seminar discussion participation requires excellent preparation and reflection, as well as good critical thinking, listening and social interpersonal skills. It also reflects an eagerness to learn from others, and to share one's thoughts and ideas with others. Both the quality and

frequency of contributions during seminars will be considered in assessing seminar discussion participation.

2. Team Presentation in Seminars

Each team will conduct a formal oral presentation, followed by a Q&A session, in selected seminars. The total time taken for the oral presentation and Q&A session should not exceed 60 minutes. The objective is to enhance students' oral presentation and the ability to manage discussions. The team's presentation slides should be emailed to the instructor by the prescribed deadlines.

Team members are expected to contribute actively and benefit from one another's collective efforts. Do flag out on a timely basis any free-riding issue to the instructor. If the problem persists despite corrective intervention by team members and/or instructor, disciplinary repercussions may include grade penalty and/or other consequences corresponding to the severity of the misbehaviour. Thus, the overall mark for a team member is subject to downward moderation based on the team's peer evaluation. For example, if a member's average rating does not exceed 3, 4 or 5 on a scale ranging from 1 to 10, the member will receive 30%, 50% or 80% of the overall mark awarded to team presentation respectively. A score exceeding 5 is commensurate with 100% of the overall mark awarded.

Each member should complete an online peer assessment via [GateWay](#) **within two days** after the presentation (see rubric in Appendix C).

3. In-class Exercises and Hand-ins

Students will be given short exercises to complete in selected seminars as a team to analyse issues and solve problems. Selected in-class exercises and hand-ins will be graded and counted towards part of this assessment component. The objectives of the seminar in-class exercises and hand-ins are to assess students' pre-seminar preparation, to provide feedback on student learning outcomes and to promote team learning. Submitted reports should include a **declaration**, "We declare that this submitted assignment is our team's original work, unless otherwise referenced, as defined by the NTU policy on plagiarism. All members have contributed fairly to the assignment. We have also read the NTU Honour Code and Pledge."

4. Self-paced Learning Quizzes

Each student will complete a few self-paced learning quizzes during the semester. The main objective of the online quizzes is to assess their knowledge and application of key concepts to solve problems in the independent self-paced learning exercises.

5. Final Examination

Students' problem-solving skills, and application of concepts and knowledge relating to risk management and auditing will be assessed in an open-book examination.

G) Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. You should inform your instructor early of your impending absence from class, and to follow-up later by providing him/her with the supporting document for your absence.

H) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a participant relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, trust and justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. Please refer to [NTU Academic Integrity Handbook](#) for further guidance on academic integrity. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors*

Instructor	Office Location	Phone	Email
GOH Kia Hong	S3-B2B-67	6790-6889	kiahong@ntu.edu.sg
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* Consultation with your instructors can be arranged by prior appointment or by email.

I) Readings and References

Readings are drawn from a variety of sources, including journal articles, professional/white papers, standards and electronic resources in NTULearn AC3104 course site.

Segment 1: Enterprise Risk Management (ERM)

BMST	Bell, Timothy, Frank Marrs, Ira Solomon, and Howard Thomas. 1997. Auditing Organizations Through a Strategic-Systems Lens. New York: KPMG Peat Marwick LLP. [Selected Excerpts]
CERM	The Committee of Sponsoring Organizations of the Treadway Commission (COSO). 2017. Enterprise Risk Management – Integrating with Strategy and Performance. (Note: CERM X in the core reading reference refers to CERM Chapter X)
CGC1	Corporate Governance Council. 2018. Revised Code of Corporate Governance.
CGC2	Corporate Governance Council. 2012. Risk Governance for Listed Boards.
COBIT	ISACA. COBIT 2019 Framework: Governance and Management Objectives. [Selected Excerpts]

COSO1	The Committee of Sponsoring Organizations of the Treadway Commission (COSO). 2012. <i>Avoiding Judgment Traps and Biases</i> .
<u>Segment 2: Advanced Auditing</u>	
ACRA APB	Audit Practice Bulletins are issued by Accounting and Corporate Regulatory Authority Singapore (ACRA), available at: https://www.acra.gov.sg/public-accountants/professional-resources/audit-practice-bulletins
ACRA PMP	ACRA Practice Monitoring Programme (PMP) Public Reports are available at: https://www.acra.gov.sg/training-and-resources/publications/reports/practice-monitoring-programme-public-reports
ISA Guide	Guide to Using International Standards on Auditing in the Audits of Small- and Medium-Sized Entities, Fourth Edition, issued by <i>The International Federation of Accountants (IFAC)</i> : https://www.ifac.org/knowledge-gateway/supporting-international-standards/publications/guide-using-international-standards-auditing-audits-small-and-medium-sized-entities
ISCA EP100	ISCA Ethics Pronouncement EP 100 (ISCA EP 100) on Code of Professional Conduct and Ethics: https://isca.org.sg/docs/default-source/ep-100/eps-100/code-of-ethics-for-isca-code-of-professional-conduct-and-ethics-(effective-1-march-2021).pdf?sfvrsn=e5867cd5_2
ISCA EP200	ISCA Ethics Pronouncement EP 200 (ISCA EP 200) on Anti-Money Laundering and Countering the Financing of Terrorism – Requirements and Guidelines for Professional Accountants in Singapore: http://www.isca.org.sg/media/780574/ep-200-mar-2017.pdf
SSA/SSAE/SAPN/AGS	The Singapore Standards on Auditing (SSAs), Singapore Standards on Assurance Engagements (SSAEs), Singapore Auditing Practice Note (SAPN) and Audit Guidance Statements (AGS) and other related standards and guidance are available at the website of ISCA: http://isca.org.sg/tkc/aa/standards/standards/
IAASB Projects	The International Auditing and Assurance Standards Board (IAASB) has ongoing projects to revise some major auditing and quality management standards. See: https://www.iaasb.org/consultations-projects These revised standards have and will continue to be progressively implemented. ISCA is expected to issue the equivalent Singapore auditing and quality management standards with the same effective dates.

J) Weekly Schedule					
Date	Week	Topics	Learning Objectives	Course LO	Core Readings
Jan 9 & 10	1.1	Overview of ERM & Systems Thinking	<ul style="list-style-type: none"> Understand ERM and explain its key concepts Differentiate key components of ERM framework Apply systems thinking to ERM 	LO1	CERM 1 to 5
12 & 13	1.2	Governance & Culture	<ul style="list-style-type: none"> Understand and explain governance & culture as the basis for all other components of ERM 	LO1	CERM 6
16 & 17	2.1	Strategy & Objective-Setting	<ul style="list-style-type: none"> Articulate the integration of ERM into the entity's strategic plan Illustrate the linkages of an organization's mission with its strategic and related objectives, risk appetite and risk tolerance 	LO1	CERM 7
19 & 20	2.2	Judgment Traps & Biases [self-paced learning] Quiz 1	<ul style="list-style-type: none"> Explain the importance of quality judgments in ERM Distinguish the common judgment traps and biases and recommend ways to mitigate them 	LO1 & 2	COSO1
			Public Holiday (23 & 24 Jan)		
25 to 27	3.1	Performance 1 [Risk Assessment] [self-paced learning]	<ul style="list-style-type: none"> Describe the uses of various quantitative risk assessment techniques Self-paced exercise on Value-at-Risk (VAR) Calculate VAR of a single asset Employ Monte Carlo Simulation to calculate VAR 	LO1	CERM 8
25 to 27	3.2	Data Analytics I [self-paced learning]	<ul style="list-style-type: none"> Big Data analytics: Introduction to Text Mining using R Use R to generate WordClouds and perform sentiment analysis 	LO3	SO
30 & 31	4.1	Performance 2 [Strategic & Process Risks Identification]	<ul style="list-style-type: none"> Develop the ability to perform strategic risk analysis, identify events and link them to corporate objectives Review the strategic importance of sustainability Develop the ability to perform business process analysis to identify events that could 	LO1	CERM 8, BMST Excerpts

				potentially affect the achievement of an entity's business process objectives		
Feb 2 & 3	4.2		Data Analytics II [self-paced learning] Quiz 2	<ul style="list-style-type: none"> Introduction to Data Mining and other Analytic techniques using R Use R to perform basic data mining techniques 	LO3	SO
6 & 7	5.1	P	Performance 3 [Risk Assessment & Response]	<ul style="list-style-type: none"> Develop the ability to apply qualitative risk assessment techniques Distinguish between inherent, residual and target risks Develop the ability to apply appropriate risk responses 	LO1 & 4	CERM 8
9 & 10	5.2	P	Control Activities	<ul style="list-style-type: none"> Understand the objectives and distinguish between types and role of control activities Develop effective control activities for business processes Understand the role of IT governance and employ the COBIT framework in risk management Describe the importance of business continuity and contingency planning 	LO1 & 4	COBIT Excerpts
13 & 14	6.1		Review & Revision	<ul style="list-style-type: none"> Outline the roles of the Audit Committee, the internal auditor, the external auditor and other stakeholders in on-going and separate monitoring 	LO1	CERM 9 CGC1 and CGC2
16 & 17	6.2	P	Information, Communication & Reporting	<ul style="list-style-type: none"> Explain the importance of timely and quality information in risk management Illustrate the role of Big Data in risk management 	LO1 & 4	CERM 10
20 & 21	7.1	P	Ethics & Fraud Risk	<ul style="list-style-type: none"> Develop sensitivity to ethical issues, stakeholders' interests and fraud risk Understand and develop ability to detect common earnings management techniques 	LO1 & 4	SO
23 & 24	7.2		Fraud Risk Analytics 1 [self-paced learning] Quiz 3	<ul style="list-style-type: none"> Perform fraud risk analytics using ACL Analytics software part 1 Use ACL to perform key procedures to analyse risks 	LO1, 2 & 3	SO
27 to				Mid-Semester Break		

Mar 5						
6 & 7	8.1		Concepts Integration & Application 1	<ul style="list-style-type: none"> Describe the limitations of ERM Contrast ISO31000 and CERM Integrate and apply concepts covered in Segment 1 of the Course 	LO1	SO
9 & 10	8.2		Auditor's Judgement and Suspicious Transactions Reporting	<ul style="list-style-type: none"> Apply significant areas of judgement in performing risk assessment, materiality assessment and other key areas of the audit process Identify suspicious transactions and explain the auditor's reporting responsibilities 	LO2	SSA 315 (Revised) ISCA EP 100 and 200 ACRA Audit Practice Bulletins ACRA PMP Public Reports
13 & 14	9.1	P	Auditing Complex Accounting Estimates I	<ul style="list-style-type: none"> Evaluate the challenges in auditing current and non-current assets involving significant subjectivity, provisions, other long-term liabilities and going concern assessment Design appropriate audit procedures to test the primary financial statement assertions involving the above complex accounting estimates 	LO2 & 4	SSA 540 (Revised) ACRA PMP Public Reports ACRA Audit Practice Bulletins
16 & 17	9.2		Fraud Risk Analytics 2 [self-paced learning] Quiz 4	<ul style="list-style-type: none"> Perform fraud risk analytics using ACL analytics software part 2 Use ACL to perform additional procedures to analyse risks 	LO3	SO
20 & 21	10.1	P	Auditing Complex Accounting Estimates II	<ul style="list-style-type: none"> Describe the challenges and design appropriate audit procedures in auditing asset impairment, fair value estimates, financial instruments and other associated complex accounting estimates. Describe the examination and reporting on prospective financial information 	LO2 & 4	SAPN 1000 SSAE 3400
23 & 24	10.2	P	Auditing Complex	<ul style="list-style-type: none"> Describe the challenges in auditing the five-step approach to revenue recognition 	LO2 & 4	ACRA PMP Public Reports

			Revenue Recognition Issues 1	<ul style="list-style-type: none"> Design appropriate audit procedures to test the primary financial statement assertions involving complex revenue recognition transactions Evaluate the complexity in the audit of lease transactions 		
27 & 28	11.1		Auditing Complex Revenue Recognition Issues 2	<ul style="list-style-type: none"> Apply the audit of complex revenue recognition and lease transactions Describe audit quality, audit failure and key elements of quality management for firms that perform audits Acquire the ability to apply data analytics features in ACL software to assess business and audit risks, interpret data analytics results and design follow-up tests 	LO2 & 3	SSQM 1, SSQM 2 and SSA 220 (Revised) ISCA Practical Guidance publications Data analytics team hand-in
30 & 31	11.2	P	Auditing Group Financial Statements I	<ul style="list-style-type: none"> Appraise the special considerations in the audit of group financial statements Identify significant components and determine the extent of reliance to place on component auditors' work Determine materiality levels at both overall group financial statement and component financial statement levels. 	LO2 & 4	SSA 600 ACRA Audit Practice Bulletins
Apr 3 & 4	12.1		Auditing Group Financial Statements II	<ul style="list-style-type: none"> Develop the ability to assess the risks of material misstatement and determine if sufficient appropriate audit evidence has been obtained in relation to the consolidation process and the financial information of components on which to base the group audit opinion Evaluate the complexity in audit of group financial statements, including purchase price allocation, goodwill and components with financial information not prepared 	LO2	ISA 600 (Revised) ACRA PMP Public Reports

			<p>in accordance with the financial reporting framework</p> <ul style="list-style-type: none"> Describe the key changes in ISA 600(Revised) 		
Apr 6 & 7	12.2	<p>Current Issues in Auditing [self-paced learning] Quiz 5</p>	<ul style="list-style-type: none"> Describe the current issues being deliberated by standard setters Evaluate the considerations and challenges in determining matters to be discussed in the Key Audit Matters paragraph in the audit report Describe the key considerations and challenges in performing assurance on emerging forms of external reporting (EER), such as sustainability and integrated reports Explain the use of analytics in audit 	LO2	<p>SSA 701</p> <p>SSAE 3000 and 3410</p> <p>ACRA Audit Practice Bulletins</p>
11 & 12	13.1	<p>Concepts Integration & Application 2</p>	<ul style="list-style-type: none"> Integrate and apply concepts covered in Segment 2 of the course Course review & exams briefing 	LO2	
<p><i>2.5 Hour Final Examination at 9 a.m. on 2 May 2023</i></p>					
<p>Key: P = Oral presentation seminars SO = Refer to readings in Seminar Outline</p>					

Appendix A: Discussion Participation Rubric/Feedback				
Grading Criteria	Performance Levels			
	Weightage	Below Expectations Ratings: 1 - 4	Meets Expectations Ratings: 5 – 7	Exceeds Expectations Ratings: 8 - 10
Attitude	10%	Engages in distracting activities (e.g. checking mobile) while others Speak	Occasionally engages in distracting activities while others speak	Listens attentively to others, does not engage in distracting activities
	30%	Does not voluntarily contribute to class discussions	Sometimes contributes voluntarily to class discussions	Frequently initiates contributions to class discussions
Contribution	60%	Comments are uninformative, heavy reliance on opinion and personal taste and Rarely substantiates personal opinions with evidence; comments are always not relevant to the discussion	Comments are sometimes constructive, with occasional signs of insight; sometimes substantiates personal opinions with evidence; comments are not always relevant to the discussion	Comments are always insightful and constructive, balanced between general impressions, opinions and specific, thoughtful criticisms or contributions; substantiates personal opinions with sound evidence

Appendix B: Communication (Oral Presentation) Rubric/Feedback

Learning Objective: The ability to communicate well with others verbally so that it clearly expresses the intended message and is understandable and useful to the receiving party.

Content & Structure (30%) (Group)	
<p>Not Yet Content is erroneous or irrelevant; references and supporting materials are absent. Lacks of depth in content and little insights are exhibited.</p> <p>Organizational pattern (specific introduction and conclusion, sequenced materials within the body, and transitions) is not observable.</p>	<p>Substantially Developed Content is accurate, thorough, and directly on point; strong support and references are provided. Exhibits depth and insight in content.</p> <p>Organizational pattern is clearly and consistently observable and makes the content of the presentation cohesive.</p>
<p>Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>	
Team Work and Audience Engagement (20%) (Group)	
<p>Not Yet No team work demonstrated.</p> <p>Little or no interaction with audience. No attempt made to connect topic to audience.</p>	<p>Substantially Developed Demonstrates good team work and seamless delivery.</p> <p>Interacts meaningfully and actively with audience. Identifies and expresses a deep understanding of the target audience.</p>
<p>Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>	
Delivery (50%) (Individual)	
<p>Not Yet Grammar, pronunciation and word choice are deficient. Vocal delivery is too soft or too fast to understand; gap-fillers interfere with expression.</p> <p>Eye contact, posture, gestures, movement and facial expressions are inappropriate and significantly distracting.</p>	<p>Substantially Developed Free of errors in grammar and pronunciation; good choices of word enhance clarity of expression. Vocal delivery is varied and dynamic. Speech rate, volume, and tone facilitate audience comprehension. Minimal gap fillers.</p> <p>Eye contact, posture, gestures, movement and facial expressions make the presentation compelling, and speaker appears polished and confident.</p>
<p>Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>	

Appendix C: Confidential Peer Evaluation**Teamwork & Interpersonal Skills (Peer Evaluation) Rubric****Learning Objective: The ability to work effectively with others in a group setting.**

Traits	Performance	
<p><u>1. Roles and Responsibility (RR)</u> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal.</p>	<p>Scant Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.</p>	<p>Substantially Developed Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.</p>
<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		
<p><u>2. Communication (CM)</u> Identifies appropriate mechanisms to coordinate and correspond with team members.</p>	<p>Scant Modes of communication are not appropriate, causing confusion and miscommunication among team members.</p>	<p>Substantially Developed Modes of communication are appropriate, and maintaining timely communication and correspondence with team members.</p>
<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		
<p><u>3. Conflict Resolution (CR)</u> Resolves conflicts using a variety of approaches.</p>	<p>Scant Does not recognize conflicts or is unwilling to resolve conflicts.</p>	<p>Substantially Developed Consistently resolves conflicts through facilitating open discussion and compromise.</p>
<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		
<p><u>4. Contributions (CT)</u> Contributes positive input for the team; effectively utilizes one's knowledge and expertise.</p>	<p>Scant Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.</p>	<p>Substantially Developed <u>Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.</u></p>
<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		
<p><u>5. Relationship (RS)</u></p>	<p>Scant Rarely listens to others and does not acknowledge the opinions that differ from his/her own.</p>	<p>Substantially Developed</p>

Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.		Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.
	Evaluation: Scant <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed	
References:		
<i>Teamwork Value Rubric - Association of American Colleges and Universities.</i> Retrieved from http://www.aacu.org/value/rubrics/pdf/teamwork.pdf		

Appendix D:**Data Analytics (Problem-Solving & Decision-Making) Rubric/Feedback**

Learning Objective: To develop data analytics skill to identify, assess and respond appropriately to audit and business risks

Traits	Performance
Apply data analytics tools to assess business and audit risks (40%)	
Interpret data analytics results and recommend appropriate response (60%)	

Key:

Your performance is assessed based on a scale, ranging from 0 (scant) to 100 (substantially developed).

Scant = Not able to adequately demonstrate the specific learning trait.

Substantially Developed = Able to adequately demonstrate the specific learning trait.