A full plate

Integrated Education and Audit Support Platform (IEAS)

Wholesome support for SAI Auditors - The why and what of IEAS

For several years, IDI has supported SAIs in carrying out ISSAI-based audits by using IDI's Cooperative Audit Support Model. We have supported SAIs by providing education to the SAI team through timebound eLearning courses and then provided audit support through in-person audit planning, review meetings and audit report review meetings. The COVID-19 pandemic required us to move everything to an online platform.

As we scrambled to move the cooperative audit support online, we also discovered a few benefits of online work. We found that we could integrate education and audit support into one seamless platform; we could provide just-in-time support as the teams conducted the audit; we could build different elements of education and audit support over a period of time; we could leverage on a vast body of knowledge resources available to us; we could co-create content together with the SAI teams; and, most important, we could provide the SAI auditor with a freedom to access education and audit support as needed.

The education contents element consists of education content bundled in clusters and units. For example, the education content for audit of strong and resilient national public health systems (linked to SDG 3.d) contains four clusters. Each cluster consists of units that provide robust learning experiences that meet the learning objective. The units are designed as per IDI's systematic approach to eLearning. Education content also provides for synchronous classes to be conducted by IDI staff or regional mentors.

The social learning element provides an opportunity for the SAI auditor to interact with other SAI auditors, ask questions, socialize, and access webinars and an audit question bank in developing the audit framework. The other resources element provides a curated list of resources that can further strengthen the learning of the SAI auditor. It also provides links for the SAI auditor to access related learning courses. The fourth and the most important element of IEAS is audit support. In this element each SAI has its own space to upload its learning and audit outputs. SAIs can upload their audit working papers, plans, draft reports, etc. in this space and seek feedback from peers and mentors.

When to serve a full plate?

The IEAS solution or a full plate is best served in case of comprehensive initiatives like cooperative audits or a PESA- P pilot for the education of SAI auditors.

Preparing the full plate

We need skilled people to cook the different ingredients of a full plate and put them together to make sense. Here are a few tips to prepare a full plate:

- **Ensure that the cooking team has the skills required**. Designing and developing an IEAS requires persons with competencies such as ability to design and develop eLearning contents, understanding of applicable standards and audit methodology, subject matter knowledge in the audit topic. We recommend putting together a multi-disciplinary team that, taken together, has these competencies. The team may also need to be trained in case of any competency gaps

- **Follow the nine-step model for designing educational contents**. The IDI follows a nine-step model for designing education contents. Following this model will ensure interaction, robustness of learning, evaluation of the learning objective and quality of the educational contents.
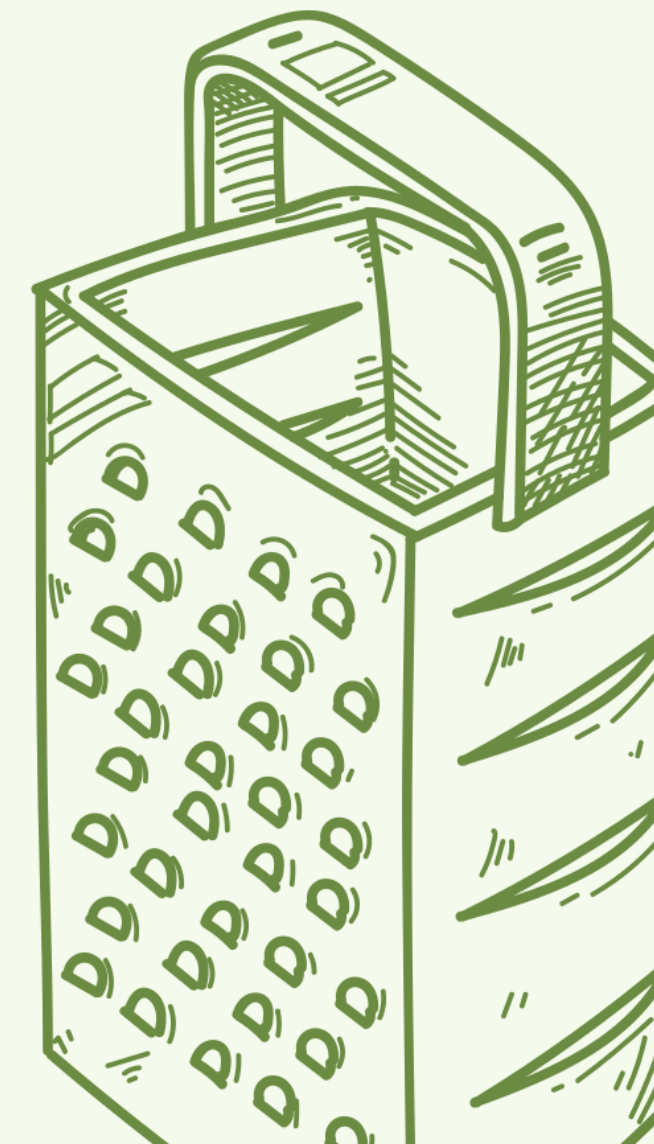
- **Blend synchronous and asynchronous elements.** Blending is key! The contents of the different sections of IEAS can be designed and developed for asynchronous or synchronous delivery. For example, the team may design asynchronous education material that learners can access at their own convenience. The team may also develop synchronous classes that can be delivered as and when the need arises.
- **Curate the contents of other resources section.** A full plate does not mean serving everything that is available! A plethora of resources may be available on a given subject matter. It is important to curate the other resources documents and links that are provided so as to focus the learning and not drown the learner in too much information.
- **Connect the contents of different elements of the IEAS.** The learner is meant to access the IEAS in an integrated manner. This means that different content in different parts of the IEAS can provide the learner with a complete experience of a given subject matter, e.g., the 3.d auditor may learn about International Health Regulations through educational content, through webinars in the social learning section, through documents, videos and access to other courses in the other resources section, etc.

Serving the full plate

In serving the full plate of IEAS, we need to ensure that everyone who needs it has equal access. The learner needs to have the flexibility and freedom to decide when and how to finish the plate. While monitoring learning is important, it is even more important to monitor the audit! The IESA full plate is designed in a way that all the elements come together and work together to support the SAI audit conducted by the SAI team. While the full plate will mainly be an online plate in COVID times, the IEAS framework has the flexibility to go from online to in-person support depending on the circumstances.

Example: Integrated Education and Audit Support Framework for 3.d Audit.

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