

Review

Education and training considerations applicable to internal auditors in South Africa

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This study explored education and training considerations applicable to internal auditors in South Africa. The study aimed to determine, by means of a comparison, the extent to which education and training requirements for internal auditors are similar to those requirements that are applicable to other professional accounting and auditing bodies in South Africa. The study also aimed to determine the perceptions of the chief audit executives with regard to two considerations impacting the education and training requirements of internal auditors: entrance requirements of internal auditors and the demand for internal auditors. Data was gathered from 30 large listed companies in South Africa in various industries in order to identify the entrance requirements and the demand for internal auditors at various levels in the internal audit function. This information could enable prospective internal auditors, chief executive officers, audit committees, the Institute of Internal Auditors in South Africa as well as researchers to develop improved career development plans for current and prospective internal auditors.

Key words: Internal audit education, internal audit training, competency, practical experience, skills, education and training requirements.

INTRODUCTION

Since the Institute of Internal auditors (IIA) (IIA, 1999) revised the definition of internal auditing, the education, training and development of internal auditors have received greater prominence. Increased attention is being

given to the education, training and development of competent internal auditors because there is an expectation that the internal auditor should fulfil a cardinal value-adding role in the improvement of amongst other things, corporate governance and internal control (Bou-Raad, 2000: 182; Venter and Du Bruyn, 2002: 227; Rittenberg and Anderson, 2006: 51). In addition, there is an increased need for internal auditors to possess a greater range of skills, attributes and competencies (Ramamoorti, 2003). According to Harrington (2004: 66), contemporary internal auditors should have a comprehensive set of skills and competencies that enable them to cope with the extensive changes and complexities that characterise both private and public sector operations. Oxner and Oxner (2006: 6-10) agree with this assessment by stating that internal auditors should demonstrate expertise in many areas, including control evaluations, operational reviews and system analyses. A recent study by Ernst and Young (2008: 10) found that globally, the continuously expanded role of the internal auditor still lead to skills gap and highlighted that there is still a need for more skilled internal auditors.

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Abbreviations: ACCA; Association of Chartered Certified Accountants, CAE; Chief audit executive (head of the internal audit function), CAT; Certified Accounting Technician, CBA; Certificate in Business Accounting, CBOK; Common body of knowledge of the IIA, CFIA; Competency Framework for Internal Auditors, CIA; Certified Internal Auditor, CIMA; Chartered Institute of Management Accountants, CPD; Continued Professional Development, FASSET; Financial Services Sector Education and Training Authority, IAF; Internal audit function, IFAC; International Federation of Accountants, IIA; Institute of Internal Auditors, IIASA; Institute of Internal Auditors South Africa, SAICA; South African Institute of Chartered Accountants, SAIGA; South African Institute of Government Auditors, SAIPA; South African Institute of Public Accountants.

The fact that this need was still highlighted in 2008 is in itself justification for comparing the education and training requirements of various professional bodies and considering the role of education and training in helping to address the skills shortage. The Financial Services Sector Education and Training Authority (FASSET) in South Africa have identified internal auditing as a scarce skill (2008:14). Several authors have also highlighted the need for more skilled internal auditors in South Africa (Sass, 2005:13; Van Wyk et al., 1998). The lack of skilled staff has been found to be one of the greatest constraints to business growth in South Africa (Grant Thornton, 2009).

With reference to the international education and training requirements for internal auditors, the common body of knowledge (CBOK) of internal auditing has frequently been researched. The findings of the research results have been used from time to time to update the Certified Internal Auditor (CIA) syllabus, redefine internal auditing and adapt the standards, in other words, it attempts to align practice and theory to a greater extent, internationally. Abdolmohammadi et al. (2006: 811-821) have succinctly summarised the similarities and differences that have been identified in various CBOK studies. A summary of the main objectives and findings of the various CBOK studies concerned as well as the Competency Framework for Internal Auditors (CFIA) prior to 2000, are included in Table 1.

In addition to the CBOK studies, the CFIA highlighted the need for internal auditors to acquire new skills and competencies (Anon, 1998). In 2008, Ernst and Young (2008: 12) concluded that internal auditors are internationally still being confronted with the challenge of adapting to a changing and more challenging business environment that demands greater value together with an increased focus on strategic and operational risks. Other various research studies conducted in the northern hemisphere have been undertaken on the education and training of internal auditors (Barrett et al., 1974; Crockett, 1993; Foster and Greenawalt, 1995; Hassall et al., 1996). However, there are limited research findings available on the practical training that internal auditors should undergo in order to gain the relevant skills and practical experience that are required to enable them to function as competent and professional internal auditors.

The education and training of internal auditors should occur in the context of the particular requirements of the international internal auditing profession, which include its own code of ethics, standards and body of knowledge that is derived from the research findings of the various CBOK studies. According to the International Standards for the Professional Practice of Internal Auditing (Standards) and the Code of Ethics issued by the IIA, internal auditors should adhere to the requirements of competency and proficiency (IIAa, 2009). The requirement of competency also entails that internal auditors should "continually improve their proficiency, the effectiveness and quality of their services". On the other hand,

the requirement of proficiency entails that internal auditors should possess the "knowledge, skills and other competencies needed to perform their individual responsibilities" (IIAa, 2009: 3). In the words of the IIA: "Knowledge, skills and other competencies is a collective term that refers to the professional proficiency required of internal auditors to effectively carry out their professional responsibilities" (IIAa, 2009: 3). However, it is not the purpose of this study to develop a comprehensive competency framework, that is, a framework that highlights the required knowledge, skills and attitudes, for internal auditors. It will suffice to acknowledge that education and training requirements are integral elements of a competency framework.

A literature search did not reveal any published research on the education and training of competent internal auditors in South Africa. Sadler et al. (2008: 130-131) have highlighted the educational levels and qualifications of internal auditors in their global study on the extent to which internal auditors comply with the Standards. Details of how their findings relate to the data gathered in this study appear in a later section. After the data for this study had been collected, the Institute of Internal Auditors of South Africa (IIASA) released a technical guideline on how to employ an internal auditor (IIASAA, 2009). The impact of the technical guideline on the levels in the internal audit function (IAF) is also discussed in a later section. The technical guideline identifies four levels in internal auditing, namely the chief audit executive (CAE), advanced auditor/manager, experienced auditor and entry-level auditor. For each level, it indicates the qualifications, experience, auditing skills, competence and personal qualities (that is behavioural skills, interpersonal skills and other technical skills) that are considered to be relevant (IIASAA, 2009:10-11) for that level.

Problem, motivation and limitation

This study considers the context of the education and training environment of internal auditing in South Africa against the background of the education and training requirements of various professional accounting and auditing bodies that operate in South Africa. In addition, the study identifies the entrance requirements for the various levels in the IAF as well as the demand for internal auditors in listed companies in South Africa.

In essence, this study pursues two objectives. Firstly, it compares the education and training requirements of various professional accounting and auditing bodies, including that of the IIA. This comparison is done to determine the extent to which the education and training requirements of internal auditing are similar to those of other professional accounting and auditing bodies in South Africa. The second objective is to gather information on the perceptions of the head of the IAF, also referred to as the chief audit executive

Table 1. Summary of former CBOK studies.

Year	1972 CBOK	1985 CBOK	1992 CBOK	1999 CFIA
Objective	To define the CBOK for the profession of internal auditing	To establish the structure of the CBOK for practicing internal auditors	To identify the competencies and knowledge required for internal auditors to practice at various levels of experience	To identify critical competencies, values and global practices and to assess competencies
Findings	Identified the knowledge requirements for the CIA examination	Identified the knowledge, skills, experience and competencies required	Identified the knowledge requirements for: CBOK; knowledge at the various levels; CIA examination; and professional development	Identified the need for increased involvement i.r.o. risk strategies and control. Linked internal audit activities to value added. Emphasised movement from reactive to proactive.

Abdolmohammadi, Burnaby and Hass, 2006: 811-821.

(CAE), on the entrance requirements for members of staff to the various levels of the IAF. The levels used for this purpose are that of the audit manager, senior auditor, auditor/assistant and trainee. The study also attempts to establish the perceived staffing demand at each of these levels. The information gathered regarding the entrance requirements, differentiates between the prevailing profile of the members of staff at the various levels in the IAF, the areas in which there is a demand for internal auditors and the level of the demand.

The entrance requirements are indicative of the value of the different levels in the IAF as they state the qualifications that are required and the salaries that are offered. This information could enable prospective internal auditors to compare a position as an internal auditor to other careers in terms of the qualifications required and salaries offered as well as the possibility of advancement in the field of internal auditing.

The limitations of the study are primarily that it is exploratory in nature and that it explores the perceptions of the CAEs of thirty large (in terms of market capitalisation) listed companies. Furthermore, it does not include the public sector, which is a significant role player in internal auditing in South Africa.

Comparison of education and training requirements

The International Federation of Accountants (IFAC) guides the accountancy profession, (most professional accounting and auditing bodies are either affiliates or members of IFAC) in respect of the development of education and training requirements. The functions of the IFAC include the development of the standards for and guidance in respect of pre-qualification education, training and continuing professional education and development (IFAC, 2008: 14). According to IFAC, competence is achieved by undergoing a process of learning

and development, which includes formal education and training (IFAC, 2008:14). As an affiliate of IFAC, the IIA is obliged to consider the general guidance developed by IFAC in respect of education and training for internal auditors (IFAC, 2009).

The discipline of internal auditing cannot flourish in isolation. The education and training requirements that are applicable to internal auditors should take cognisance of both the specific body of knowledge that is pivotal to internal auditing as well as the extent to which the education and training requirements of internal auditors compare to that of other accounting and auditing professions.

There are at present several formal education and training requirements that are relevant to the development of professional auditors and accountants in South Africa. These requirements are being used by professional bodies such as the ACCA, CIMA, SAICA, SAIGA and SAIPA. The education and training requirements of these bodies, including those of the IIA, have been developed and revised over a number of years (ACCA, 2008; CIMA, 2008; IIA, 2009; SAICA, 2008; SAIGA 2008; SAIPA, 2009). These requirements are, to a large extent, based on the standards that are set by IFAC, the membership of which includes the majority of professional bodies in the broader accountancy field (IFAC, 2009). It is therefore assumed that an analysis of the prevailing education and training requirements of these bodies will provide insight into the extent to which the current education and training requirements that are applicable to internal auditors are comparable to those of similar professions in South Africa. The requirements of the professional accounting, auditing and internal auditing bodies are summarised in Tables 2 and 3.

When comparing the requirements of these professional bodies, the majority include the successful completion of a formal academic programme before sitting for the professional examinations. Thereafter, follows the acquisition of practical skills and experience

Table 2. A summary of the ACCA, CIMA, IIA (SA), SAICA, SAIGA and SAIPA requirements.

		ACCA	CIMA	IIA South Africa¹	SAICA²	SAIGA	SAIPA
IFAC		Member	Member	Affiliate	Member	-	Member
Professional designations and corresponding NQF levels	5	Certified Accounting Technician (CAT)	Certificate in Business Accounting (CBA)	Internal Audit Technician (IAT)	n/a	n/a	n/a
	6	-	Advanced Diploma in Management Accounting	General Internal Auditor (GIA)	n/a	n/a	n/a
	7	Associate Chartered Certified Accountant (ACCA)	Associate Chartered Management Accountant (ACMA)	Certified Internal Auditor (CIA)	Chartered Accountant South Africa, CA(SA)	Registered Government Auditor (RGA)	Certified Professional Accountant South Africa, CPA(SA)
Recognition of Prior Learning (RPL) in South Africa		BCom or BCom(Hons) degree	BCom or BCom(Hons) degree	B degree or three-year diploma	BCom or BCom(Hons) degree	BCom or BCom(Hons) degree	BCom or BCom(Hons) degree
Professional entry requirements		None for CAT	None for CBA	Degree or three-year diploma to enrol for the CIA examination and membership of the IIA	Postgraduate degree & Certificate in the Theory of Accountancy (CTA)	Degree or equivalent	Degree or equivalent
Practical experience required		Yes	Yes	Yes	Yes	Yes	Yes
Years practical experience		3 years	3 years	2/3 years	3/5 years	4 years	3/6 years
Mandatory CPD programme		Yes	Yes	Yes	Yes	Yes	Yes

Source. ACCA, 2008; GIMA, 2008; Iib, 2009; SAICA, 2008; SAIGA, 2008; SAIPA 2009.

¹The IAT and GIA certifications are only available in South Africa; the CIA is the internationally accepted professional certification for internal auditors.

²In South Africa, only Registered Auditors (RA) and members of the Independent Regulatory Board of Auditors (IRBA) have exclusivity to act as auditors that are protected by law (South Africa, 2005).

Table 3. A summary of the ACCA, CIMA, IIA (SA), SAICA, SAIGA and SAIPA educational and training requirements.

	ACCA	CIMA	IIA South Africa	SAICA	SAIGA	SAIPA
Require specific subjects as part of the educational requirements	Yes	Yes	No	Yes	Yes	Yes
Require a professional examination/(s)	Yes	Yes	Yes	Yes	Yes	Yes
Format of the professional examination	Pass five professional stage papers	Pass four strategic level papers	Pass with at least 75% in the four CIA examination papers	Pass the two qualifying examinations	Pass three professional examinations	Pass one professional examination
Duration of practical experience	3 years	3 years	2/3 years	3 years	4 years	3/6 years

Table 3. Contd

The practical experience requirements are detailed	Yes	Yes	No. Only require relevant experience or assurance-related experience	Yes	Yes	No, only require relevant experience
Requirements for certification	Pass the professional examination and comply with the practical training requirements	Pass the professional examination and comply with the practical training requirements	Pass the professional examination and comply with the practical training requirements	Pass the professional examination and comply with the practical training requirements	Pass the professional examination and comply with the practical training requirements	Pass the professional examination and comply with the practical training requirements
Professional designation	ACCA	ACMA	CIA	CA(SA)	RGA	CPA(SA)
Certification is a requirement for membership	Yes	Yes	No	Yes	Yes	Yes

Source: ACCA, 2008; CIMA, 2008; Iib, 2009; SAICA, 2008; SAIGA, 2008; SAIPA 2009.

before prospective entrants qualify for certification. The requirements of the IIA are similar to these broadly stated requirements. However, the IIA is more flexible in respect of the academic requirements that are set for entrance to the professional CIA examination. The IIA requires “either a relevant three-year degree or diploma and three years’ relevant experience, or a four-year degree or diploma plus two years’ relevant experience” without specifying the major subjects that the entrant should have passed (IIASAb, 2009). Therefore the IIA is not prescriptive regarding the subjects or disciplines of the degree or diploma concerned. This approach reduces the access barrier as any degree, irrespective of the major subjects and even the faculty, provides entry. Such open access is intended to accommodate prospective internal auditors who come into internal auditing from other sections of business operations or industry. The IIASA provides the following example to explain the situation: “a degree assisting with the business understanding such as nursing in a health organisation would be

relevant” (IIASAA, 2009: 10). In addition, the IIA requirement in respect of practical experience is a minimum of 24 months of internal audit experience or its equivalent(which is defined as experience in audit/assessment disciplines, including external auditing, quality assurance, compliance and internal control) (IIAb, 2009). SAIPA is the only other professional body to match the IIA’s open approach regarding experience required and the IIA is the only body that allows non-certified persons to become members.

Despite the prevailing open access to the CIA examinations and certification process, the skills shortage exist (Ernst and Young 2008:12) . The open, accessible entry requirements to the internal auditing profession have therefore not been an adequate measure to address the shortage of competent internal auditors internationally.

The requirements to be fulfilled in order to become a Certified Internal Auditor (CIA) could be perceived to be less stringent than those set by other accounting and auditing professions, because a candidate holding any degree may gain

access to the CIA examinations and any relevant experience is accepted for the purpose of admission. However, if the market were to hold the perception that it is easy to gain access to internal auditing, it would be reflected in the profile of an IAF and particularly, in internal auditors’ annual remuneration package. Whether a perception of this nature prevails could be determined by gathering information on the profile of the members of staff in an IAF and on the perceived demand for internal audit staff.

RESEARCH METHODOLOGY

This study is part of the comprehensive iKUTU study. The foreword to this journal contains an overview of the iKUTU investigation, including the research method used, development of questionnaires and the method used in the selection of the participating companies. The described methodology, sampling and survey of the perceptions of CAEs were used in the collection of the data used in this study.

Two considerations relating to the education and training of internal auditors were investigated. Firstly, the entrance

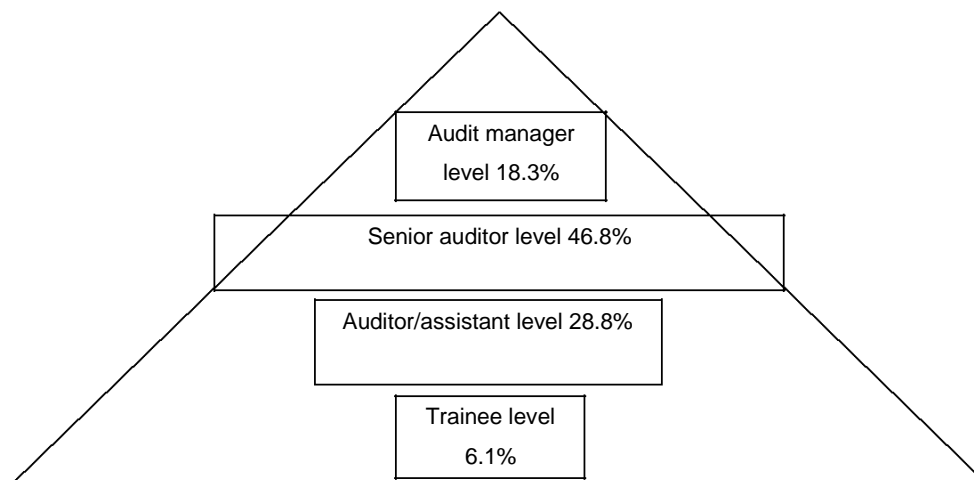


Figure 1. Composition of an average IAF.

Table 4. CAEs perceptions of the minimum average entrance requirements for various position levels in an average IAF.

Position	Average experience required	Average total annual remuneration	Average entrance qualifications
CAE	9.8 years	R857 692	Postgraduate degree and professional qualification
Audit manager	6.1 years	R507 823	Bachelors or honours degree and professional qualification
Senior auditor	4.1 years	R368 062	Bachelors degree. CIA is becoming a requirement
Auditor/assistant	2.6 years	R229 642	Bachelors degree or diploma. Studying towards CIA is becoming a requirement
Trainee	0.8 years	R132 727	Bachelors degree or diploma or studying towards an academic and professional qualification

requirements for different levels of internal auditors within IAFs and secondly, the demand for internal auditors. The findings of this study are presented in the following section entitled findings and discussion.

FINDINGS AND DISCUSSION

The findings of the survey undertaken among CAEs are discussed under the following subheadings:

Minimum entrance requirements for the various levels in an IAF

The entrance requirements should be viewed within the context of the profile of an average IAF as perceived by the CAE respondents. An average IAF comprises of 47.6 employees of which 45.2 are permanent members of staff and 2.4 temporary members of staff. A total of 44.9% of them have had more than five years of experience in an IAF and a similar percentage have had experience in fields other than internal or external auditing. The profile

of an average IAF indicates that 18.3% of the staff is at the audit manager level, 46.8% at the senior auditor level, 28.8% at the auditor or assistant level and only 6.1% are at the trainee level. It was an unexpected finding that, for a function that focuses on the delivery of value-added services, to have less staff on the lower levels and not follow a pyramid structure (Figure 1). Table 4 reflects the CAEs perceptions of the minimum average entrance requirements for new entrants into the various levels of an IAF.

The entrance requirements differ for the various Industries. However, the average requirements determined by the study as shown in Table 4 could contribute to the establishment of a benchmark, especially for prospective internal auditors. The findings reveal that the number of years of experience is an important factor in advancing through the ranks in an IAF. The levels of remuneration, reveals that an IAF has sufficient standing as the position levels attract good salaries. Considered on their own, the levels of remuneration should contribute to making internal auditing attractive to potential candidates.

It is apparent from the "Qualifications" column in Table 4

that the possession of a CIA qualification is increasingly becoming a requirement for a position in an IAF. However, it seems that the importance of the CIA certification is more critical on lower levels and not yet a preference on the audit manager or the CAE levels. It could be that, the relative new importance attributed to the CIA certification is a response to the increased need for internal auditors to possess a considerable enhanced range of skills, as described in a previous section. It could also be indicative of the local business environment following an international trend. Sadler et al. (2008:131) found that almost 40% of their respondents had specific internal audit certification while only 26.7% were certified as a public accountant or a chartered accountant. The IIASA (IIASAA, 2009:10) highlights the importance of the South African qualifications by recommending that an entry-level auditor should have the Internal Audit Technician (IAT) certification (requiring two years of a relevant qualification); an experienced auditor should have the General Internal Auditor (GIA) certification (requiring a three year qualification and three years experience); an advanced auditor or manager should have CIA certification; and that a person at the CAE level should have CIA certification plus a higher degree, such as an MBA, or another professional certification.

Future research could be undertaken to determine whether there is an age-related disparity in respect of the educational requirements that are set, if there are different requirements for the younger generation because the emphasis on a CIA certification at the lower levels could be an indication of a general shift towards a preference for the CIA certification, whereas other professional certifications are also acceptable at the higher levels of an IAF. Age could be a factor in this regard, because a position at the higher levels requires more experience, which can only be gained over a long period. Burrige and Thomas (1996: 29) identified a link between age and qualifications with older participants having fewer and lower qualifications. They speculate that the link could be an indication of the greater educational expectations of the new generation together with improved access to higher education and change in the internal audit environment. The internal audit environment has advanced from being a clerical checking function to a more demanding and intellectually challenging advisory and consulting role. The possible impact of greater educational requirements, opportunities and expectations of the various generations and sexes or population groups in South Africa is an area for future research.

Demand for internal auditors

The demand for internal auditors was identified for the specific fields of expertise from the perceptions of the CAEs who were surveyed. The number of vacancies over a twelve month period is proxy for the demand for inter-

nal auditors as it is an indication of the need for additional staff at the different position levels as well as for the different fields of expertise as described in Table 5.

The findings listed in Table 5 indicate 30.9 vacancies in an average department that comprises 47.6 members of staff. This significant demand is particularly high at the audit manager level. In contrast to this finding, the demand is very low at the trainee level at which an average of only 3 vacancies were reported. Thus the demand mimics the top heavy profile in the IAF, as shown in Figure 1, with few staff members on the lower levels.

The reasons why IAFs have so few trainee positions available should be determined by future research. Such research could be expanded to identify whether the companies are reluctant to appoint trainees because they are of the opinion that there is inadequate guidance available from the IIA regarding the training and experience that the trainees should receive.

Interestingly, the data in Table 5 indicates that there are no vacancies for internal auditors who have corporate governance competencies. The greatest demand for internal auditors is in the fields of operational audits, followed by the field of financial audits. With a demand on the audit manager and senior auditor levels for fields that require a higher level of specialisation such as forensic audit, information systems audit and enterprise risk management.

The average demand for 12 experienced and qualified internal auditors at the audit manager level could be a symptom of the current shortage of competent internal auditors. However, the limited number of staffing employed and the low demand for trainees may also be an indication of reluctance on the part of the employers to be part of the training environment for internal auditors. If the latter is the case, the limited number of positions available for prospective internal auditors to gain the required experience will lead to the continuation of the shortage of competent internal auditors. Companies should consider the utilisation of a fixed period training contract for entry-level internal auditors or trainees in order to build internal audit capabilities in-house. This strategy would enable them to train their own internal sourcing qualified staff from outside the company, especially in the current environment in which there is a general shortage of skills.

Conclusion

This article explored education and training considerations applicable to internal auditors in South Africa. Firstly, the education and training requirements applicable to internal auditors were compared to those requirements of other professional bodies in South Africa to determine the extent to which the requirements are similar. Secondly, perceptions of CAEs with regard to the entrance requirements for various levels of internal auditors as well as the demand for internal auditors were.

Table 5. Average demand for internal auditors at various levels by field of specialisation.

Field of expertise	Audit manager	Senior auditor	Auditor/assistant	Trainee	Total
Financial audit	1.5	1.9	2.3	1.0	6.7
Compliance audit	1.0	1.3	1.0	0.0	3.3
Operational/ performance audit	6.0	1.4	3.3	2.0	12.7
Information systems audit	1.5	1.7	0.0	0.0	3.2
Enterprise risk management	1.0	1.0	1.0	0.0	3.0
Corporate governance	0.0	0.0	0.0	0.0	0.0
Forensic audit	1.0	1.0	0.0	0.0	2.0
Total	12.0	8.3	7.6	3.0	30.9

A number of 1 indicates a demand for one staff member. Fractions of 1 were also included because averages were used.

investigated as it is argued that these considerations have a significant impact on the education and training of internal auditors.

In comparison with other professional accounting and auditing bodies, this study found that the requirements in respect of academic qualifications and experience for internal auditors is open and flexible and therefore enables access across disciplines. The requirements in respect of experience emphasises relevant assurance - or audit-related experience over a minimum period of 24 months. The IIA differs from other professional bodies in that it allows non-certified persons to become members. However, in order to obtain certification, candidates must hold a degree, have passed the four professional examinations and fulfil the requirements in respect of experience. These criteria are comparable to those of other professional bodies auditors and eliminate to some extent the necessity of

With regard to the entrance requirements of internal auditors, the profile of the IAF indicates that experience is important for advancement through the ranks. Furthermore, it indicates the trend of requiring members of staff to have an increased number of academic qualifications. A particular characteristic of this trend is that CIA certification is required at the lower levels of an IAF while any professional certification appears to be acceptable at the higher levels. The remuneration linked to the various levels in an IAF is an indication of the value attributed to the level concerned. The findings indicate that a relatively high value is attached to the IAF as the annual remuneration is relatively high.

With regard to the demand for internal auditors, the study found that there is a shortage of skilled internal auditors. A need for skilled internal auditors is particularly high at the audit manager level. In contrast to this finding, the demand is very low at the trainee level. The greatest demand for internal auditors is in the fields of operational audits, followed by the field of financial audits. With a demand on the audit manager and senior auditor levels for fields that require a higher level of specialisation such as forensic audit, information systems audit and enterprise risk management. There appears to be no de-

mand for internal auditors who have corporate governance competencies.

It is concluded that knowledge of the education and training requirements for internal auditors as well as the entrance requirements and demand for internal auditors is valuable to a CAE as it can be used to assist members of staff in their career development. Such knowledge can also assist prospective internal auditors to comprehend the requirements in respect of experience and qualifications that they face en route to becoming competent internal auditors. The current shortage of internal auditors and the low demand for staff on the trainee level should also encourage and even oblige educators to reflect upon the knowledge and skills that are taught in internal auditing education programmes and the extent to which it enables learners to make a smooth transition to the workplace.

This exploratory study already identified several areas in which research should be undertaken, of which a number was highlighted in previous sections. It is apparent that there is a need for a more comprehensive study that involves greater representation of the companies in South Africa and the public sector.

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