Competence and Evaluation of Auditors

Text on the following pages is Summarized from ISO 19011:2002

For a complete version of the requirements, please refer to the ISO 19011:2002 standard
Scope of ISO 19011

ISO 19011:2002 provides:

- Guidance on the principles of auditing and managing audit programs
- Conducting quality management system audits and environmental management system audits
- Guidance on the competence of quality and environmental management system auditors

ISO 19011:2002 applicability:

- Organizations needing to conduct internal or external audits of quality and/or environmental management systems or to manage an audit program
- Use for other types of audits is possible
Personal Attributes

An Auditor should be:

- Ethical
  - Fair, truthful, sincere, honest and discreet
- Open-minded
  - Willing to consider alternative ideas or points of view
- Diplomatic
  - Tactful in dealing with people
- Observant
  - Actively aware of physical surroundings and activities
- Perceptive
  - Instinctively aware of and able to understand situations
- Versatile
  - Adjusts readily to different situations
- Tenacious
  - Persistent, focused on achieving objectives
- Decisive
  - Reaches timely conclusions based on logical reasoning or analysis
- Self-reliant
  - Acts and functions independently while interacting effectively with others
Knowledge and Skills of Auditors

Audit Principles, Procedures, and Techniques

• Apply audit principles, procedures and techniques
• Plan and organize work effectively
• Conduct the audit to agreed time schedule
• Prioritize and focus on matters of significance
• Collect information through interviewing, listening, observing and reviewing documents, records and data
• Understand the appropriateness and consequences of using sampling techniques
• Verify the accuracy of collected information
• Confirm the sufficiency and appropriateness of evidence to support findings and conclusions
Knowledge and Skills of Auditors

- Assess factors that can affect the reliability of audit findings and conclusions
- Use work documents to record audit activities
- Prepare audit reports
- Maintain the confidentiality and security
- Communicate effectively
- Use management system and reference documents
Knowledge and Skills of Auditors

Management System and Reference Documents

• Application of management systems to different organizations

• Interaction between the components of the management system

• Quality or environmental management system standards, applicable procedures or other management system documents

• Recognizing differences between and priority of reference documents

• Application of reference documents to different audit situations

• Information systems and technology for, authorization, security, distribution and control of documents, data and records
Knowledge and Skills of Auditors

Organizational Situations

• Comprehend the organization’s operational context:
  – Organizational size, structure, functions and relationships
  – General business processes and related terminology
  – Cultural and social customs of the auditee
Knowledge and Skills of Auditors

Applicable Laws, Regulations, and Other Requirements

- Comprehend applicable laws, regulations and other requirements relevant to the discipline. Knowledge and skills in this area should cover:
  - Local, regional and national codes, laws and regulations,
  - Contracts and agreements,
  - International treaties and conventions, and
  - Other requirements to which the organization subscribes.
Knowledge and Skills of Audit Team Leaders

An audit team leader should be able to:

• Plan the audit and make effective use of resources during the audit

• Represent the audit team in communications with the audit client and auditee

• Organize and direct audit team members

• Provide direction and guidance to auditors-in-training

• Lead the audit team to reach the audit conclusions

• Prevent and resolve conflicts, and

• Prepare and complete the audit report
Specific Knowledge and Skills of Quality Management System Auditors

- Quality-related methods and techniques to examine quality management systems and generate appropriate audit findings and conclusions. Knowledge and skills include:
  - Quality terminology
  - Quality management principles and their applications
  - Quality management tools and their application (statistical process control, failure mode and effect analysis, etc.)

- Processes and products, including services (comprehend the technological context in which the audit is being conducted). Knowledge and skills in this area should cover:
  - Sector-specific terminology
  - Technical characteristics of processes and products, including services
  - Sector-specific processes and practices
Specific Knowledge and Skills of Environmental Management Systems Auditors

- To examine environmental management systems and generate appropriate audit findings and conclusions. Knowledge and skills include:
  - Environmental terminology,
  - Environmental managements principles and their applications, and
  - Environmental management tools (such as environmental aspect/impact evaluation, life cycle assessment, environmental performance evaluations, etc.)
Specific Knowledge and Skills of Environmental Management Systems Auditors

• Environmental science and technology
  – The impact of human activities on the environment
  – Interaction of ecosystems
  – Environmental media (e.g. air, water, land)
  – Management of natural resources (e.g. fossil fuels, water, flora and fauna)
  – General methods of environmental protection

• Technical and environmental aspects of operations:
  – Sector-specific terminology
  – Environmental aspects and impacts,
  – Significance of environmental aspects
  – Critical characteristics of operational processes, products and services
  – Monitoring and measurement techniques, and
  – Technologies for the prevention of pollution
Education, Work Experience, Training and Audit Experience

- Education sufficient to acquire knowledge and skills
- Work experience that contributes to the development of knowledge and skills
- Work experience should be in a technical, managerial or professional position
- Part of the work experience should be in a position where the activities undertaken contribute to:
  - Quality management field for quality auditors
  - Environmental management field for environmental auditors
  - Completed auditor training
- Audit experience
Education, Work Experience, Training and Audit Experience

Audit Team Leaders

- An audit team leader should have acquired additional audit experience to develop knowledge and skills to lead audit teams.

- This experience should have been gained while acting in the role of an audit team leader.
Auditors who Audit both Quality and Environmental Management Systems

- Quality management system or environmental management system auditors who wish to become auditors in the second discipline:
  - Training and work experience needed to acquire the knowledge and skills for the second discipline
  - Conduct audits covering the management system in the second discipline under the direction and guidance of an auditor who is competent
  - An audit team leader in one discipline should meet the above recommendations to become an audit team leader in the second discipline.
## Example For Auditor

<table>
<thead>
<tr>
<th>PARAMETER</th>
<th>AUDITOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Secondary education (see Note 1)</td>
</tr>
<tr>
<td>Total work experience</td>
<td>5 years (see Note 2)</td>
</tr>
<tr>
<td>Work experience in quality or environmental management</td>
<td>At least 2 years of the total 5 years</td>
</tr>
<tr>
<td>Auditor training</td>
<td>Lead Auditor training</td>
</tr>
<tr>
<td>Audit experience</td>
<td>4 complete audits for a total of at least 20 days of audit experience as an auditor-in-training under the direction and guidance of an auditor competent as an audit team leader (see Note 5). The audits should be completed within the last 3 consecutive years.</td>
</tr>
</tbody>
</table>

**Note 1:** Secondary education is that part of the national educational system that comes after the primary stage, but that is completed prior to entrance to a university of similar educational institution.

**Note 2:** The number of years of work experience may be reduced by 1 year if the person has completed appropriate post-secondary education.

**Note 3:** The work experience in the second discipline may be concurrent with the work experience in the first discipline.

**Note 4:** The training in the second discipline is to acquire knowledge of the relevant standards, law, regulations, principles, methods and techniques.

**Note 5:** A complete audit is an audit covering all of the steps described in 6.3 to 6.6. The overall audit experience should cover the entire management system standard.
### Example for Audit Team Leader

<table>
<thead>
<tr>
<th>PARAMETER</th>
<th>AUDIT TEAM LEADER</th>
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<tbody>
<tr>
<td>Education</td>
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<tr>
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<td>At least 2 years of the total 5 years</td>
</tr>
<tr>
<td>Auditor training</td>
<td>Lead Auditor training</td>
</tr>
<tr>
<td>Audit experience</td>
<td>3 complete audits for a total of at least 15 days of audit experience acting in the role of an audit team leader under the direction and guidance of an auditor competent as audit team leader (see Note 5). The audits should be completed within the last two consecutive years.</td>
</tr>
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**Note 4:** The training in the second discipline is to acquire knowledge of the relevant standards, law, regulations, principles, methods and techniques.

**Note 5:** A complete audit is an audit covering all of the steps described in 6.3 to 6.6. The overall audit experience should cover the entire management system standard.
## Example for Auditor in Both Disciplines

<table>
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<tr>
<th>PARAMETER</th>
<th>AUDITOR IN BOTH DISCIPLINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Secondary education (see Note 1)</td>
</tr>
<tr>
<td>Total work experience</td>
<td>5 years (see Note 2)</td>
</tr>
<tr>
<td>Work experience in quality or environmental management</td>
<td>2 years in the second discipline (see Note 3)</td>
</tr>
<tr>
<td>Auditor training</td>
<td>Training in the second discipline (see Note 4)</td>
</tr>
<tr>
<td>Audit experience</td>
<td>3 complete audits for a total of at least 15 days of audit experience in the second discipline under the direction and guidance of an auditor competent as an audit team leader in the second discipline (see Note 5). The audits should be completed within the last 2 consecutive years.</td>
</tr>
</tbody>
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**Note 1:** Secondary education is that part of the national educational system that comes after the primary stage, but that is completed prior to entrance to a university of similar educational institution.

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**Note 4:** The training in the second discipline is to acquire knowledge of the relevant standards, law, regulations, principles, methods and techniques.

**Note 5:** A complete audit is an audit covering all of the steps described in 6.3 to 6.6. The overall audit experience should cover the entire management system standard.
Continual Professional Development

- Can be achieved through
  - Additional work experience
  - training
  - private study
  - coaching
  - attendance at meetings
  - seminars and conferences
  - other relevant activities

- Auditors should demonstrate their continual professional development

- CPD should take into account changes in the needs of the individual and the organization, the practice of auditing, standards and other requirements
Maintenance and Improvement of Competence

Maintenance of Auditing Ability

- Auditors should maintain and demonstrate their auditing ability through regular participation in audits of quality and/or environmental management systems
Auditor Evaluation

- Evaluation of auditors and audit team leaders should be planned, implemented and recorded

- Evaluation of auditors occurs at the following different stages:
  - The initial evaluation
  - As part of the audit team selection process
  - Continual evaluation of auditor performance
Development of Competence

Initial Evaluation

Auditor

Audit Team Selection

Auditing

Continual Evaluation of Performance

Maintenance and Improvement of Competence
Auditor Evaluation

- **STEP 1** – Identify the personal attributes, and the knowledge and skills to meet the needs of the audit program
- **STEP 2** – Set the evaluation criteria
- **STEP 3** – Select the appropriate evaluation method
- **STEP 4** – Conduct the evaluation
## Evaluation Methods

<table>
<thead>
<tr>
<th>EVALUATION METHOD</th>
<th>OBJECTIVES</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of records</td>
<td>To verify the background of the auditor</td>
<td>Analysis of records of education, training, employment and audit experience</td>
</tr>
<tr>
<td>Positive and negative</td>
<td>To provide information about how the performance of the auditor is perceived</td>
<td>Surveys, questionnaires, Personal references, testimonials, complaints, performance evaluation, peer review</td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>To evaluate personal attributes and communication skills, to verify Information and test knowledge and to acquire additional information</td>
<td>Face-to-face and telephone Interviews</td>
</tr>
<tr>
<td>Observation</td>
<td>To evaluate personal attributes and the ability to apply knowledge and skills</td>
<td>Role playing, witnessed audits, on-the-job performance</td>
</tr>
<tr>
<td>Testing</td>
<td>To evaluate personal attributes and knowledge and skills and their application</td>
<td>Oral and written exams, Psychometric testing</td>
</tr>
<tr>
<td>Post-audit review</td>
<td>To provide information where direct observation may not be possible or appropriate</td>
<td>Review of the audit report And discussion with the audit client, auditee, Colleagues and with the auditor</td>
</tr>
</tbody>
</table>