**Chapter 1**

An Introduction to Assurance and Financial Statement Auditing

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| **Learning Objectives** | **Review Questions** | **Multiple-**  **Choice Questions** | **Problems** | **Discussion**  **Cases** | **Internet**  **Assignments/**  **EarthWear Mini-Cases (EWMC)** |
| **LO 1-1**: Understand why studying auditing can be valuable to you whether or not you plan to become an auditor, and why it is different from studying accounting. | 1 |  |  | 29 | 30 |
| **LO 1-2:** Understand the demand for auditing and be able to explain the desired characteristics of auditors and audit services through an analogy to a house inspector and a house inspection service. | 2,3,4 | 13,14,20 | 24,25 | 29 |  |
| **LO 1-3:** Understand the relationships among auditing, attestation, and assurance services. | 5 | 15,16 |  |  |  |
| **LO 1-4:** Know the basic definition of a financial statement audit. | 5,6 | 13,14 | 25 |  |  |
| **LO 1-5:** Understand three fundamental concepts that underlie financial statement auditing. | 7 | 17,18 | 25 |  |  |
| **LO 1-6:** Be able to understand why on most audit engagements an auditor tests only a sample of transactions that occurred. | 8 |  |  |  |  |
| **LO 1-7:** Be able to describe the basic financial statement auditing process and the phases in which an audit is carried out. | 9,10 | 17,19,20 | 26 |  | EWMC |
| **LO 1-8:** Know what an audit report is and understand the nature of an unqualified report. | 11 | 21,22,23 | 27,28 |  |  |
| **LO 1-9:** Understand why auditing demands logic, reasoning, and resourcefulness. | 12 |  |  |  | 30 |

NOTE: References to auditing standards in the instructor manual follow a similar convention to that followed in the text: AICPA standards will be referenced by clarified AU section and PCAOB standards will be referenced by Auditing Standard (AS) number.**END OF CHAPTER MATERIALS COMPARISION CHART**

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| --- | --- | --- |
| **Number**  **in 9th edition** | **Comparison** | **Number**  **in 10th edition** |
| 1-1 | Unchanged | 1-1 |
| 1-2 | Unchanged | 1-2 |
| 1-3 | Unchanged | 1-3 |
| 1-4 | Unchanged | 1-4 |
| 1-5 | Unchanged | 1-5 |
| 1-6 | Unchanged | 1-6 |
| 1-7 | Unchanged | 1-7 |
| 1-8 | Unchanged | 1-8 |
| 1-9 | Unchanged | 1-9 |
| 1-10 | Unchanged | 1-10 |
| 1-11 | Unchanged | 1-11 |
| 1-12 | Unchanged | 1-12 |
| 1-13 | Revised | 1-13 |
| 1-14 | Unchanged | 1-14 |
| 1-15 | Unchanged | 1-15 |
| 1-16 | Unchanged | 1-16 |
| 1-17 | Unchanged | 1-17 |
| 1-18 | Unchanged | 1-18 |
| 1-19 | Unchanged | 1-19 |
| 1-20 | Unchanged | 1-20 |
| 1-21 | Unchanged | 1-21 |
| 1-22 | Unchanged | 1-22 |
| 1-23 | Revised | 1-23 |
| 1-24 | Deleted |  |
| 1-25 | Revised | 1-24 |
| 1-26 | Unchanged | 1-25 |
| 1-27 | Revised | 1-26 |
| 1-28 | Revised | 1-27 |
| 1-29 | Revised | 1-28 |
| 1-30 | Revised | 1-29 |
| 1-31 | Unchanged | 1-30 |

When students enter the first introductory class, they seldom have an understanding of what assurance or auditing entails. Generally, they will not have read Chapter 1 before class, so it’s important to spend the time necessary during the first class to capture students’ attention and stimulate their interest in auditing.

**Introduction**

After going over the class expectations, we spend the first part of class discussing and illustrating the demand for auditing and the role of auditing in society. If students are to be interested and excited to dig in and learn this daunting new material, they need to be convinced that it is important and useful. Thus, we also emphasize that the concepts underlying auditing are useful in many contexts other than auditing, including consulting and management.

Later in the class, we might ask the students how they would audit the automobile revenues (say $100 billion) of a large automobile manufacturer. We tell them that each car and truck has an invoice on the window and in the company's computer system, and that 8 million cars and trucks were sold. We then ask them how many invoices out of 8 million they want to examine in order to verify the $100 billion of revenues in the financial statements. Of course, you will get some outlandish answers (e.g., 400,000 invoices). We eventually tell them that you may not look at any invoices and that you may rely solely on the company’s internal controls in conjunction with a careful ratio analysis or other type of analytical procedure. This type of example quickly gets the students' attention that auditing involves a substantial amount of judgment and common sense.

**[LO 1-1] Tips for Learning Auditing**

We spend a few minutes on this section emphasizing the differences between the study of accounting (which they are very familiar with) and the study of auditing (which they are not). We try to make sure they understand what auditing focuses on and how it is much more conceptual than their other accounting courses. We introduce the idea of a “tool kit” and how it relates to what we will be covering during the course.

**[LO 1-2] The Demand for Auditing and Assurance**

We spend a reasonable amount of time during the first lecture discussing why there is a demand for auditing and assurance services. Many students think that the demand for auditing is driven by the requirements of the Securities laws. It is important that the students have some basic understanding of the agency relationship that leads to the demand for auditing. Figure 1-1 provides a good framework for this discussion. We then bring in how the CPA fits this need with the qualities of independence, integrity, and objectivity. Sometimes we do role-plays, asking students to come to the front of the room. One is selling a car, while the other is interested in buying it. We let them discuss their concerns, what information they want, what the incentives of the two parties are, what information asymmetries might exist, etc. We then tie this scenario, which most students are somewhat familiar with or at least can relate to, back to the idea of the demand for auditing.

#### Use Figure 1-1

**An Assurance Analogy: The Case of the House Inspector**

Sometimes it is difficult for students to grasp the theoretical perspective of the role accounting and auditing play in the principal-agent relationship, so we use a practical analogy to aid their understanding. We go over how a house inspection is similar to a financial statement audit including who the players are and how their roles relate to what we just discussed. We ask the students what is similar and different between the house inspection and the financial statement audit beginning with Table 1-1. Lastly, we ask the students for other examples of assurance services and again try to relate the specifics of each to the characteristics listed in Table 1-1.

**Use Table 1-1**

We then introduce the concept of “management assertions” by asking the students what specific assertions the company is making about specific financial statement items (for example: cash or inventory). They usually can come up with the most obvious ones: existence, fairly and accurately recorded, and all items are included. They might need to be pushed for some of the others. Then we ask them how, as an auditor, you might go about collecting evidence on the cash account, bringing in what assertions are most important and why, and relating this to the idea of risk.

**Use Table 1-2**

Next, we talk about what else the prospective investor would want to know besides the quality of management’s assertions. Finally, we relate all of this back to Table 1-1. **Problem 24** could be covered here.

**[LO 1-3, 1-4] Auditing, Attest, and Assurance Services Defined**

Here we introduce the definitions for auditing, attest, and assurance services. We show how the attributes of independence, integrity, and competence that led to the historical demand for financial statement audits have resulted in requests for auditors to provide additional services. We briefly provide examples of attest and assurance services. Figure 1-2 can be used to present a comparison of auditing, attestation, and assurance.

#### Use Figure 1-2

In discussing the definitions for the various services, we focus on the general definition of “auditing” from *A Statement of Basic Auditing Concepts* (ASOBAC). We emphasize the following phrases in the definition:

* Systematic process.
* Objectively obtaining and evaluating evidence.
* Assertions about economic actions and events.
* Degree of correspondence between those assertions and established criteria.
* Communicating the results to interested users.

We then discuss how the definitions for attest and assurance services are broader in nature. In discussing assurance services, we focus on improving the quality of information.

**[LO 1-5] Fundamental Concepts in Conducting a Financial Statement Audit**

In this section, we discuss examples of the fundamental concepts in a financial statement audit: materiality, audit risk, and evidence. Our philosophy is that it is much better for students to grasp the fundamental principles and concepts of auditing early on, rather than immerse them in the details of reporting, ethics, or legal liability too soon. We use Figure 1-3 to present a simple overview of the audit process and then introduce the three fundamental concepts and the conceptual and procedural details that a financial statement audit is built on: materiality, audit risk, and evidence relating to management assertions.

**Use Figure 1-3**

This is an extremely important section as much of the rest of the course is built around these three concepts. It is imperative for the students to begin to understand that the auditor’s judgment of materiality and audit risk impact the auditor’s decision about the nature, timing, and extent of evidence to be gathered.

**[LO 1-6] Sampling: Inferences Based on Limited Observations**

Many students have the impression that auditors look at all or most of an entity’s transactions. This is a good time to introduce the idea behind sampling: auditors make inferences based on a limited (small) number of transactions.

**[LO 1-7] The Audit Process**

We begin this section by asking the students how they might go about the audit process and listing steps on the board. Before we begin, we talk about how an auditor should plan and conduct an audit so that audit risk (the risk the auditor may unknowingly fail to appropriately modify his/her opinion on financial statements that are materially misstated) will be limited to an acceptable level. We think about the end result (an opinion) and what information is needed to develop and support that opinion. We try to get something down like this:

* Obtain an understanding of the company, its business and industry.
* Assess risks the company faces and how it deals with those risks.
* Identify risks that may be likely to lead to material misstatement in the financials.
* Design audit tests to address those risks.
* Carry out audit tests and gather evidence.
* Evaluate the evidence.
* Issue a report.

We then talk about how this process is carried out in seven phases, using Figure 1-4 to illustrate the process. This provides students with a basic framework for what occurs on an audit and what will be covered in the course. When discussing Figure 1-4, we refer the students to the chapters in the book that will cover each phase. **Problem 26** could be covered here.

**Use Figure 1-4**

**[LO 1-8] Evaluate Results and Issue Audit Report**

We reiterate that the purpose of an audit is to issue the audit report and the importance of the evaluation process in choosing the appropriate report to issue. We use Exhibit 1-1 to introduce the “unqualified” opinion and review the components of the four-paragraph report. We note that an unqualified opinion is sometimes referred to as a “clean” opinion. We discuss the standards surrounding “scope limitations” and “departures from GAAP,” to introduce the other types of audit reports that may be issued (qualified and adverse). Note that the text does not discuss a disclaimer of opinion in this chapter, though it is covered later in the text. Again, our view is that it is best not to overwhelm students with large amounts of detail before they understand the basic concepts of auditing.

**Use Exhibit 1-1**

**[LO 1-9] Conclusion**

We discuss the logic, reason, and resourcefulness (including imagination and innovation) needed by an auditor. We leave this chapter reminding the students not to memorize details but rather to try to gain an understanding of the basic underlying concepts: why financial statement audits are so important, what is auditing and the basic process through which it is carried out. This is a great opportunity to get your students excited about and motivated to work hard studying auditing!

**Discussion Case**

We believe that using discussion cases help the students expand their understanding of the basic topics covered in the chapter. If you want your students to be able to articulate the value of an audit, we would use **Discussion case 1-29**.

##### Internet Assignment

If you wish to familiarize your students with Internet sites that have accounting or auditing resources (e.g., the PCAOB’s website), you may want to assign **Internet assignment 1-30**.

**Practice Insight**

Practice Insights provide real-world integration. Practice Insight scenarios are included in each chapter to highlight important and interesting real-world trends and practices. These self-contained insights or scenarios focus on current events, student decision-making, and professional problem solving.

**EarthWear Mini-Cases**

The Chapter 1 mini-case can be assigned as a stand alone case and gives students the opportunity to familiarize themselves with the EarthWear Mini-case website. Students are asked to find several different pieces of information pertaining to EarthWear and its auditor, Willis & Adams, CPAs. Please visit Connect for the EarthWear Mini-Case assignments.

**IDEA**

The Chapter 1 **IDEA** problems are an excellent hands-on supplement to the textbook material. Please go to Connect for chapter assignments.