СЕКЦІЯ ІІІ.
ФІНАНСИ ТА БАНКІВСЬКА СПРАВА; ОПОДАТКУВАННЯ, ОБЛІК І АУДИТ

GOVERNANCE, RISK MANAGEMENT AND COMPLIANCE: DIRECTIONS FOR THE DEVELOPMENT OF PROFESSIONAL AUDITING COMPETENCES

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The contemporary phase of societal development and digital transformation in both the public and private sectors, coupled with global economic processes, culminates in a multifaceted, layered system of demands for the professional standards of auditors. Challenges confronting modern auditor education are amplified by the outcomes of the state's digital transformation and the integration of advanced information technologies in the realm of public services and information-analytical systems. This includes artificial intelligence, Big Data, intelligent data analysis, and decision support systems [1].

In the context of seeking effective methods to enhance the educational process in preparing specialists in the field of auditing, one must acknowledge the contributions of esteemed scholars such as O.V. Karpenko, I.S. Voytsekhivska, S.L. Bezruchuk, among others. Simultaneously, the examination of the influence of cutting-edge technologies, the introduction and utilization of new methodological approaches in the commercial domain, and the evaluation of opportunities to refine the prerequisites for training experts in the auditing field, considering these elements, remain largely unexplored by Ukrainian researchers. Additionally, limited work has been dedicated to analyzing the functional components of preparing prospective state auditors.

Systematic advancements in the domain of information and communication technologies fundamentally transform the processes of production, communication, and service provision, thereby establishing entirely novel conditions for audit processes. The volume and quality of data have long surpassed the capabilities of manual analysis, dependency identification, and analytical report generation based on audit outcomes. This underscores the imperative to update requirements on a methodological level, which are posited for the qualifications of future state auditors in the dimensions of theoretical and practical training, experience acquisition, avenues for self-improvement, and the utilization of data-based analytical tools and methodologies.

One of the contemporary approaches ensuring a significant enhancement in audit procedures and processes is the practice of GRC (Governance, Risk management and

Compliance). Governance, risk management, and compliance are three interconnected facets that ensure an organization achieves its objectives, mitigates uncertainties, and operates in accordance with normatively and methodologically regulated processes and procedures. Within this context, governance delineates the overarching management approach by which leadership directly oversees and controls the organization, employing managerial practices and structures. Risk management embodies a suite of processes identifying, analyzing, and responding to risks ascertained through defined risk indicators, which potentially impede the realization of the organization's business objectives. Compliance denotes the process of ascertaining the conformity of governance aspects, risk management, and key business processes to stipulations set at legislative, corporate, operational, and managerial levels within laws, regulatory acts, contracts, strategies, and policies. Thus, the implementation of GRC practices signifies a high caliber of qualification and experience concerning the validation of audit conclusions relative to the compliance of instituted practices with GRC standards.

The qualification level and experience in conducting a GRC compliance audit will be presented in terms of three primary developmental directions: educational and methodological, scientific and research, and vocational orientation. We will explore the fundamental steps in the directions of competency development, which we will present as the "competency cube" (See Fig. 1):

Within the **educational and methodological development trajectory**, as auditors strive to attain the highest level of competency, they undertake the following steps:

Theoretical training grounded in higher educational institutions, leading to the acquisition of a relevant qualification;

Practical training at designated internship locations, culminating in receiving their initial employment opportunities;

Methodological training by acquainting themselves with professional standards, diverse audit methodologies across various specialized domains, and approaches validated by internationally recognized standards;

Self-directed learning through professional upskilling, leveraging contemporary interactive online courses from renowned and authoritative higher education institutions, international associations, and professional organizations;

Data-driven insights, which entail harnessing professional intuition, a product of implementing technologies for processing and analyzing vast data arrays, providing a robust foundation for analytical conclusions in audit activities.

Within the **scientific and research development trajectory**, as auditors strive to attain the pinnacle of competency, they master the following steps:

Professional growth in the realms of economics and finance, a synergy between educational background and direct professional activity in financial audit;

Professional growth in project management, team leadership, and understanding of professional processes;

Professional growth in research activities, utilizing scientific methods and evidence-based models, and gaining experience in penning scholarly abstracts and articles presenting personal research findings;

Professional growth in the field of business analysis and requirement preparation, which offers extensive experience in modeling and enhancing professional processes and demands in-depth knowledge and hands-on skills;

Professional growth in cutting-edge technologies, enabling the use of diverse methods of intelligent data analysis, generative artificial intelligence, Big Data approaches for processing, and visualizing audit data and reports.

In the **vocational orientation development trajectory**, as auditors endeavor to achieve the zenith of competency, they undertake the following steps:

Acquiring professional skills and attaining a qualification level in the domain of financial audit;

Gaining professional skills and achieving a qualification tier in the audit of projects across various sectors;

Securing professional skills and accomplishing a qualification level in the audit of information technologies and systems;

Earning professional skills and obtaining a qualification echelon in infrastructure audit;

Mastering professional skills and reaching a qualification level in the realm of information security audit.

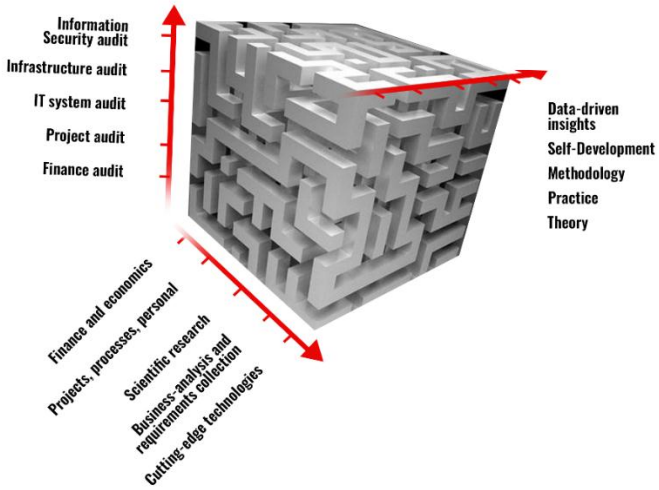

Fig. 1. **The "Competency Cube" and the primary directions for the professional competency development of auditors**

In modern economic realities, a foundational concern remains the quality of training for audit specialists in higher education institutions, ensuring alignment with societal needs and labor market demands. To achieve this, the educational system must identify pivotal methods to address learning challenges posed by society. This effectively lays the foundational knowledge base for future professionals, establishing a groundwork for continued self-improvement, acquisition of practical skills, and the like. The integration and utilization of modern practices in both the practical and educational processes significantly bridge the gap between the outcomes of the educational journey and the tangible results in the practical activities of auditors.

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