CASE STUDY · INSTRUCTIONAL DESIGN

Independent by Design

A Storyline module that trains public-sector auditors to protect their objectivity in everyday situations.



> **“Independence must exist in fact, and in appearance.”**
>
> The module's guiding idea

41
screens, one continuous path

5
threats mapped on a live radar

15 to 20
minutes of training

80%
passing score on the final check

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Articulate Storyline 360 · English · 2026
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Small moments, big consequences for an audit

New auditors know the rules on independence. What they rarely practise is applying them when a friendly message arrives, an old friend calls or a director pushes back. A single lunch or post can cast doubt on months of solid work. The module turns those moments into decisions.

AUDIENCE	FORMAT	TOOL	CONTENT
Public-sector auditors, especially new hires	Character-driven scenario, one continuous path	Storyline 360, SCORM output	Fictional people and data

The path: Sam's first weeks

Week 1 — THE FIVE THREATS
Naming the threats. A radar to map five everyday situations, then a four-step framework.

Week 2 — GIFTS AND RELATIONSHIPS
Two messages on Sam's phone. Hockey tickets from a manager, lunch with an old friend.

Week 2 — WHY IT MATTERS
The domino effect. How one small yes ends up questioning the report.

Week 3 — OWN WORK, OWN VOICE
Self-review and advocacy. A spreadsheet Sam built, a post he is about to publish.

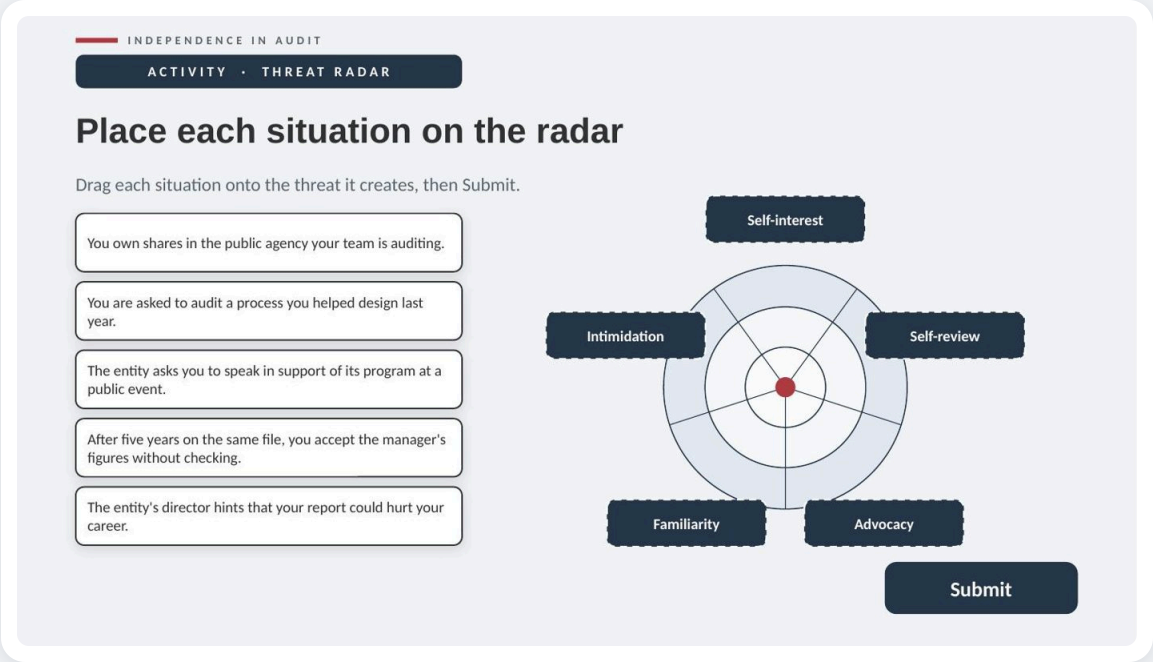
Week 4 — UNDER PRESSURE
Three rounds with a director. Each firm reply strengthens Sam's shield.

Result — SAM'S RADAR
A personal radar built from the learner's own decisions, then the final check.

5 **observable objectives:** identify, respond, step back, hold firm, apply the framework. Each is practised and assessed.

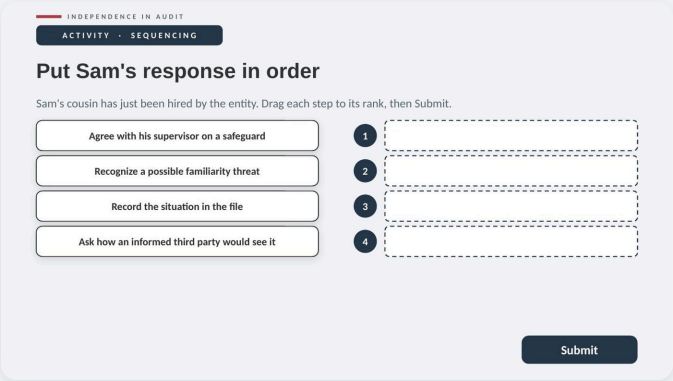
A threat radar that becomes a personal result

The learner first drags five situations onto the five threats. At the end of the module, the same radar comes back, filled with the outcome of each of the learner's decisions: managed, at risk or exposed.

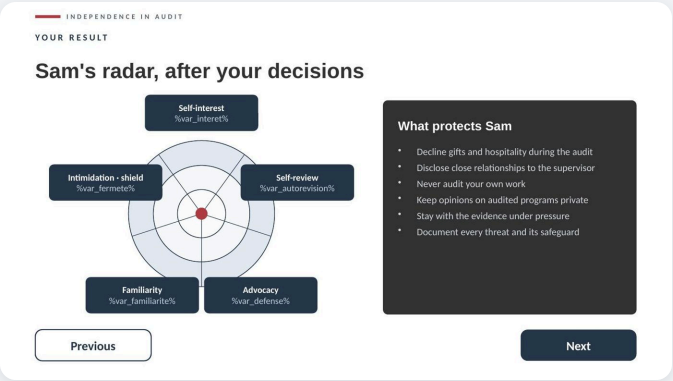


From practice to a personal result

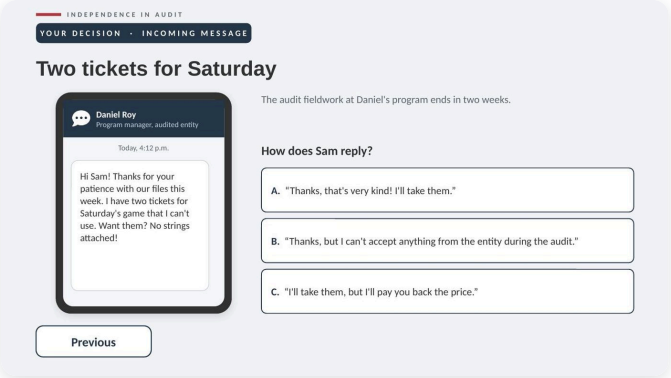
Practice. Put the four-step framework in order.



Result. Sam's radar, built from the learner's choices.



Situations the learner will actually face



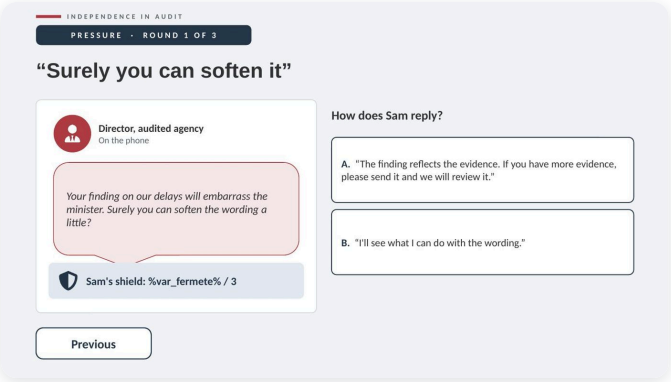
The simulated phone

A message arrives from the audited entity. Each reply leads to its own consequence, with a chance to review the choice.



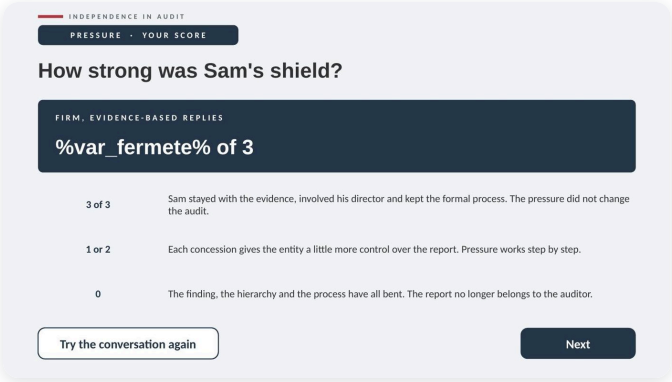
The domino effect

Four tiles show how a friendly lunch can end with the report's credibility questioned.



The pressure dialogue

Three rounds with a director. Firm, evidence-based replies strengthen Sam's shield, live.



The shield score

A score with clear reading bands, and the option to try the conversation again.

Also included: a draft social media post to handle, a spreadsheet Sam built and is asked to audit, and a sequencing activity on the four-step framework.

Design choices grounded in research

Learning in context
Knowles, andragogy

Adults learn from real problems: one character, realistic messages.

A shared framework
IESBA Code, ISSAI 130

The five threats and the identify, evaluate, address approach.

Retrieval practice
Roediger and Karpicke, 2006

Pre-assessment questions return, reworded, in the final check.

Elaborated feedback
Shute, 2008

Every choice explains why, with a chance to review it.

Visible consequences
Kolb, experiential learning

Dominoes, a shield score and a personal radar.

Clean screens
Mayer, multimedia principles

Narration completes the screen; one image where it adds meaning.

Every objective is practised, then assessed

OBJECTIVE	PRACTISED IN	ASSESSED BY
Identify	Threat radar (drag and drop)	Questions 1 and 8
Respond	Phone messages: tickets, lunch	Questions 2 and 3
Step back	Spreadsheet decision; draft post	Questions 4 and 5
Hold firm	Three-round pressure dialogue	Question 6
Apply	Sequencing the framework	Question 7

Measuring progress, not memory

3
pre-assessment questions, not graded

8
scenario-based questions: single choice, multiple response, sequencing, matching

80%
passing score; retake allowed

No question asks the learner to recall a detail of the story: every question asks them to apply a reflex to a new situation.

Accessibility

- Colour contrast meets WCAG 2.1 AA
- Text-to-speech narration at normal speed
- Alternative text on the image
- Captions and keyboard navigation planned

Production

- Articulate Storyline 360, 16:9
- SCORM output for any learning platform
- Adaptable to an organization's own code
- Fictional people, organizations and data

Sources. International Ethics Standards Board for Accountants (IESBA), 2024, Handbook of the International Code of Ethics for Professional Accountants. INTOSAI, 2019, ISSAI 130 Code of Ethics.

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Interactive Storyline modules, in English and French

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