



Counter Fraud Professional Accreditation Board

The Counter Fraud Core Subject Matrix – Accredited Counter Fraud Specialist Course (Foundation)

	Date
Accepted by the Executive Board	5.12.16
Due for review on	5.12.19

1 Background

1.1 This matrix is for use by training providers who are planning to submit training material for approval in respect of the Accredited Counter Fraud Specialist (Foundation) course.

1.2 It applies to all new applications and to all 3 year review applications submitted after **September 2016- is this right or has this moved back now**

1.3 The matrix

- Identifies those subjects which are mandatory and optional (see appendix A)
- Clusters and links subject matter together in discrete categories (see appendix A)
- Provides an aim for each subject and **minimum** indicative learning outcomes (see appendix A)

1.4 The Matrix is set out in a number of tables

- Table 1 Mandatory Core Offence Legislation (pages 3 -4)
- Table 2 Mandatory Core Procedural Legislation (pages 5-6)
- Table 3 Mandatory Core Background Subject Areas (pages 7-9)
- Table 4 Mandatory Core General Investigation & Prosecution Principles (pages 10-12)
- Table 5 Mandatory Core Interviewing Skills (pages 13-14)
- Table 6 Mandatory Core Pro-active Areas (page 15)

1.5 There is no restriction of other optional subjects a training provider may wish to add

1.6 The Matrix has been developed and is based upon the Cabinet Office counter fraud standards for investigation. This standard should be read in conjunction with this Matrix.

1.7 Any queries in relation to this matrix should be addressed in the first instance to the Secretariat of the Counter Fraud Professional Accreditation Board karen.nixon@portacuk

Counter Fraud Professional Accreditation Board – Subject Matrix July 2016

Table 1

Number	Subject Name	Aim	Mandatory Core Offence legislation		Guidance note:
			Cabinet Office Standard	<i>Indicative</i> intended Learning Outcomes: by the end of each learning activity the student will be able to:	
1	Fraud Act 2006	To give an overview of the 2006 Act and its impact on the criminal law relating to fraud	Legislation and Departmental policies: Has an awareness of the legislation and associated codes of practice relevant to investigations as well as an understanding of departmental policy	<ul style="list-style-type: none"> • Define how fraud may be committed under the Fraud Act 2006 by: <ul style="list-style-type: none"> ○ False representation ○ Failing to Disclose ○ Abuse of Authority • Explain what is meant by “dishonestly “ and “intends” • Explain the terms “gain” and “loss” within the Act • Give examples of articles for use in fraud • To identify the offence of obtaining services dishonestly • Define what might constitute carrying on a fraudulent business under section 9 of the 2006 Act • Have an awareness of their own or relevant organisation’s departmental/organisational policy on the application of this legislation 	
2	Theft Act	To enable students to investigate fraud	Legislation and Departmental policies:	<ul style="list-style-type: none"> • Define theft • Define the offence of false accounting and identify the points to prove in respect of 	Course developers may also wish to include pre-Fraud

		related Theft Act offences which remain in force after the introduction of the Fraud Act 2006	Has an awareness of the legislation and associated codes of practice relevant to investigations as well as an understanding of departmental policy	<p>this offence</p> <ul style="list-style-type: none"> • Define the offence of ‘Retain a wrongful credit’ • Have an awareness of their own or relevant organisation’s departmental/organisational policy on the application of this legislation 	Act offences such as ss15, 16 and 20 Theft Act 1968
3	Bribery Act 2010	To provide knowledge of the relevant parts of the Bribery Act 2010 and its impact on both public and private sectors	<p>Legislation and Departmental policies:</p> <p>Has an awareness of the legislation and associated codes of practice relevant to investigations as well as an understanding of departmental policy</p>	<ul style="list-style-type: none"> • Define each of the offences contained within the Bribery Act 2010: <ul style="list-style-type: none"> ○ Bribing another person ○ Requesting or accepting a bribe ○ Bribery of a foreign public official ○ Failure of a commercial organisation to prevent bribery • Describe what will constitute “adequate procedures” as set out in the 2010 Act and associated guidance • Demonstrate their knowledge of the Act to identify incidents which may amount to bribery or corruption • Explain the impact of the 2010 Act on the public and private sectors • Describe the main defences in the Bribery Act 2010 • Have an awareness of their own or relevant organisation’s departmental/organisational policy on the application of this legislation 	Training providers should make clear within their course material that corruption and corrupt behaviour fall within the scope of the Bribery Act 2010
4	Computer Misuse Act 1990	To provide knowledge of the criminal	<p>Legislation and Departmental policies:</p>	<ul style="list-style-type: none"> • Define the points offences created by the Computer Misuse Act 1990, as amended: 	

		law associated with computers	Has an awareness of the legislation and associated codes of practice relevant to investigations as well as an understanding of departmental policy	<ul style="list-style-type: none"> ○ Unauthorised access ○ Unauthorised access with intent to commit an offence ○ Unauthorised modification ● Have an awareness of their own departmental/organisational policy on the application of this legislation 	
5	Criminal Law Act 1977	To provide an understanding of the Criminal Law Act 1977 in relation to fraud	Legislation and Departmental policies: Has an awareness of the legislation and associated codes of practice relevant to investigations as well as an understanding of departmental policy	<ul style="list-style-type: none"> ● Describe the offence of conspiracy as defined in the Criminal Law Act 1977 ● Identify that subject to certain conditions the offence of conspiracy extends to substantive offences committed outside the territory of the United Kingdom ● Have an awareness of their own departmental/organisational policy on the application of this legislation 	

Table 2

Number	Subject Name	Aim	Mandatory Core Procedural legislation		Guidance Note
			Cabinet Office Standard	Indicative intended Learning Outcomes	
6	Criminal Procedure & Investigations Act 1996	To provide knowledge of the legislative and procedural requirements governing the disclosure of unused material in criminal proceedings	<p>Legislation and departmental policies: Has an awareness of the Criminal Procedure and Investigations Act 1996 and the requirements on investigators and decision making/logging</p> <p>Case Progression: Has an understanding of compliance with the provisions for</p>	<ul style="list-style-type: none"> • Identify the principal legislation governing disclosure • Explain the terms “undermine the prosecution” and “assist the accused” within the terms of CPIA 1996 • Define the roles played by the investigating officer, the officer in charge, the disclosure officer and the prosecutor • Distinguish between sensitive and non-sensitive material • Practice the completion of forms MG6 6B, 6C, 6D & 6E • Have an awareness of their own departmental/organisational policy on the application of this legislation 	

			disclosure and presentation of evidence for court, tribunal and disciplinary proceedings as appropriate		
7	Police & Criminal Evidence Act 1984 (Codes of Practice)	To enable students to identify best practice by examining the relevant PACE codes of practice and their implications for human rights	Legislation and departmental policies: Has an awareness of the Police and Criminal Evidence Act 1984 and associated codes of practice and the requirements on investigators	<ul style="list-style-type: none"> • Outline the effect of the Police and Criminal Evidence Act 1984 on criminal investigations and human rights • Demonstrate knowledge of the relevant codes of practice (at least c, e and f) • Have an awareness of their own departmental/organisational policy on the application of this legislation 	
8	Regulation of Investigatory Powers Act 2000 & The Telecommunications (Lawful Business Practice) (interception of Communications) Regulations 2000	To provide an understanding of the requirements of the Regulation of Investigatory Powers Act 2000 and associated secondary legislation	Evidence Gathering: Has an understanding of how to conduct surveillance to RIPA codes of practice Legislation and departmental policies: Has an awareness of the Human	<ul style="list-style-type: none"> • Explain the link between the Human Rights Act 1998 and RIPA • Define the terms “directed surveillance” and “intrusive surveillance” under the Regulation of Investigatory Powers Act 2000 • State when an authority for surveillance activity as defined under the Regulation of Investigatory Powers Act 2000 might be required • Define the term “confidential material” under the Regulation of Investigatory Powers Act 2000 • Define the term “communication” under 	

			<p>Rights Act 1998 and considers its implications for activities including surveillance, covert human intelligence sources, access to electronic media, and the legal gateways that may exist such as RIPA</p>	<p>the Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000</p> <ul style="list-style-type: none"> • Identify circumstances where interception of a communication might be made without the consent of an employee • Have an awareness of their own departmental/organisational policy on the application of this legislation 	
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Table 3

			Mandatory Core Background subject areas		
Number	Subject Name	Aim	Cabinet Office Standard	Indicative intended Learning Outcomes	
9	Human Rights Act 1998	To provide an overview of the legislation and recognise how the Act may impact on a counter fraud specialist's work	<p>Legislation and departmental policies:</p> <p>Has an awareness of the Human Rights Act 1998 and considers its implications for activities including surveillance, covert human intelligence sources, access to electronic media, and the legal gateways that may exist such as RIPA</p>	<ul style="list-style-type: none"> • State and explain each Article of the Human Rights Act 1998 that may impact on the investigative process • Recognise the impact these Articles may have on an CFS's role • Describe the core principles and features of the Human Rights Act 1998 • State ways in which Human Rights as defined in the 1998 Act may relate to equality and diversity issues • Explain the link between the Human Rights Act 1998 and RIPA • Have an awareness of their own departmental/organisational policy on the application of this legislation 	Articles 3, 5, 6 and 8 should be covered, together with those that are specific to the student's own sector
10	Public Interest Disclosure Act 1998	To provide an understanding of how the Public Interest and Disclosure Act 1998	<p>Legislation and departmental policies:</p> <p>Have an awareness of the Public Interest Disclosure Act (PIDA) 1998 and Whistleblowing (WB)</p>	<ul style="list-style-type: none"> • Recognise how PIDA protects workers who whistleblow • Describe what is meant by the term 'protected disclosure' • List reasons by which disclosure may be made under the Public Interest 	

			policies and the protection they provide	<p>Disclosure Act 1998</p> <ul style="list-style-type: none"> Define the core principles of an effective whistle blowing policy and discuss the benefits of such a policy Have an awareness of their own or relevant organisation's departmental/organisational policy on the application of this legislation 	
11	Data Protection Act 1998	To provide an overview of the legislation and recognise how the Act may impact on a CFS's work	<p>Legislation and departmental policies:</p> <p>Has an awareness of the Data Protection Act (DPA) ss 29(3) and 35 and the Freedom of Information Act 2000 and the potential impact on investigations, and how to apply these to access open and closed sourced data</p> <p>Legislation and departmental policies:</p> <p>Has an understanding of their organisation's employee code of conduct and relevant policies concerning ICT & data</p>	<ul style="list-style-type: none"> Define the term 'personal data' Be able to list the eight Data Protection Principles State how the eight data principles might have an impact on the investigator Describe the exemptions available under ss 29 & 35 DPA 1998 Recognise and deal with straightforward data subject access enquiries Identify the offences created by s55: <ul style="list-style-type: none"> S55(1) Obtain, disclose or procure the disclosure of personal data S55(4) Selling personal data s55(5) Offering for sale personal data Identify the powers wielded by the Information Commissioner and procedures for notification Describe methods for dealing with complaints made under the Data Protection Act 	Other exemptions should be covered if relevant to the student

			governance		
12	Freedom of information Act 2000	To provide an understanding of the Freedom of Information Act 2000 and how to apply its principles	Legislation and departmental policies: Has an awareness of the Data Protection Act (DPA) ss 29(3) and 35 and the Freedom of Information Act 2000 and the potential impact on investigations, and how to apply these to access open and closed sourced data	<ul style="list-style-type: none"> • Describe the structure and core provisions of the Freedom of Information Act 2000 • Identify the key issues in handling requests made for the provision of information under the 2000 Act • Provide an explanation of each exemption • Explain the ways in which the 2000 Act relates to other legislation • State departmental/organisational policy on the application of this legislation 	
13	Equality Act 2010	To provide an overview of the Equality Act 2010	Legislation and Departmental policies: Has an awareness of the legislation and associated codes of practice relevant to investigations as well as an understanding of departmental policy	<ul style="list-style-type: none"> • State the protected categories as defined in the Act • Define prohibited conduct • Define direct discrimination • Have an awareness of their own departmental/organisational policy on the application of this legislation 	
14	Communicating findings	To provide an understanding of the principles of report writing and demonstrate a model for writing a report	Case Progression: Knows how to draft concise, clear & accurate reports; write clear & concise letters, e-mails & other items of correspondence	<ul style="list-style-type: none"> • Follow a model for drafting standard sections in developing a report • Recognise the importance of targeting a report to a specific audience • Identify any specific legal requirements needed • Identify good practice in setting out 	

				report recommendations	
15	Introduction to the role of Formal Hearings	To provide an understanding of the court system in England and Wales and Formal Hearings	<p>Case Progression: Is aware of the different ways of obtaining, recording and presenting evidence in court, disciplinary and other civil proceedings</p> <p>Case Progression: Understands the disciplinary and Employment Tribunal process and the possible requirement to represent the Department as a witness (disciplinary investigations)</p> <p>Case Progression: Has an awareness of courtroom procedures and the possible requirement to give evidence (criminal/civil/regulatory investigations)</p>	<ul style="list-style-type: none"> • Recognise the different types of court in the UK • Explain how a court of law works • Describe the judicial process and the roles played by different parties • Describe the range of offences dealt with by the courts • Recall the procedure for taking the oath or affirmation • Describe court procedure and disclosure issues in respects of notes and records • Describe the layout of a typical court • Discuss the ethical and professional issues in relation to the giving of evidence • Describe how case law is created and how this acts as a precedent • Explain the process of recording and presenting evidence in disciplinary, civil proceedings and employment tribunals 	As organisations increasingly use civil remedies to deal with fraud training providers should consider inclusion of reference to material relating to affidavits and how to obtain one is included within this topic

Table 4

Mandatory Core General Investigation & Prosecution Principles					
Number	Subject Name	Aim	Cabinet Office Standards	Indicative intended Learning Outcomes	Guidance Notes
16	Case management	To give an overview of investigation case management	<p>Case Initiation: Has an understanding of how to open and maintain a case file to the required standard</p> <p>Case Initiation: Has an understanding of how to plan an investigation, and with support can do so</p> <p>Parallel/multi track approach (criminal, disciplinary, regulatory and civil investigations): Knows how to prepare files and investigate to the relevant standard, in parallel</p>	<ul style="list-style-type: none"> • Identify ways of evaluating allegations of fraud • Describe ways of opening & maintaining a case file (electronic or hard copy) • Describe strategies for progressing an investigation • Describe investigation cycle models • Identify methods and state the importance of making and recording investigative decisions and rationale • Understands the multi-track approach to counter fraud investigation where consideration is given to parallel sanctions including criminal, civil, disciplinary and employment tribunal 	
17	Intelligence gathering & National Intelligence model	To provide an understanding of the role of the national intelligence model in case progression	<p>Evidence Gathering: Understands the National Intelligence Model and National Intelligence methodology (criminal investigation)</p>	<ul style="list-style-type: none"> • State methods of evaluating sources and intelligence • Demonstrate how to complete a sanitised intelligence report (5x5x5) • State ways in which intelligence 	

				may be further developed	
18	Evidence gathering & evaluation	To provide an understanding of the rules of evidence, enable Investigators to handle exhibits in ways that will assist in making them admissible	<p>Evidence Gathering: Has an awareness of the different types of evidence (direct, circumstantial, hearsay etc)</p> <p>Evidence Gathering: Has an understanding of the types of forensic services available and when they can be used to gather evidence</p> <p>Evidence Gathering:</p> <p>Understands why recording investigation evidence is necessary and has knowledge of best practice use</p> <p>Evidence Gathering: Has an understanding of how to assess the strength of evidence</p>	<ul style="list-style-type: none"> • Explain why recording investigation evidence • Demonstrate an understanding of evaluating the strength of evidence gathered • Define the terms, real, oral and documentary evidence and explain how they differ from one another • Describe the necessity of introducing testimony and exhibits through witness statements • Define the five core principles of evidence gathering: provenance, continuity, security, integrity and inventory • Recognise direct and circumstantial evidence • Recognise the provisions of the criminal Justice Act 2003 in respect of hearsay and bad character evidence • Explain the four principles which underpin the collection of computer based evidence • Identify how to safely seize a computer and preserve the integrity of any potential evidence contained in it • Explain how best to preserve 	For those organisation who actively seize evidence course developers may wish to add learning outcomes around demonstrating how to do this – including importance of scene / exhibit preservation for forensic analysis (fingerprint, DNA etc)

			<p>Evidence Gathering: Has an awareness of the requirement to gather evidence to required standards</p> <p>Evidence Gathering: Understands the rules relating to the continuity of evidence such that the source of evidence can be fully supported</p> <p>Evidence Gathering: Has awareness of how to identify people and exhibits in witness statements</p> <p>Interviewing: Has an understanding of how to introduce testimony and exhibits during interviews</p>	<p>digital evidence contained within mobile devices</p> <ul style="list-style-type: none"> • State ways in which forensic analysis can be used as evidence • Describe ways in which photographic and other media can be used as evidence • Identify the different forensic services available to the department/organisation and their admissibility in the evidence gathering process • Understands the process for referring a case to law enforcement • Understands the requirements for alternatives to criminal prosecution such as disciplinary, civil and regulatory 	
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			<p>Case Progression: Understands the process for referring a case to law enforcement</p>		
19	Note Taking	To provide an understanding of the purpose and objective of note taking and to enable students to take effective notes and know what should and should not be included within those notes	<p>Interviewing: Understands how to produce interview notes, witness statements and transcripts</p>	<ul style="list-style-type: none"> • State best practice for note and record keeping in different circumstances • To take contemporaneous interview notes • State rules and best practice governing note taking and record keeping • Describe court procedure and disclosure issues in respects of notes and records • Recognise methods of notes and records preservation • Explain the purpose of a pocket note book and best practice in its use 	Training material should describe what a PNB is and recognised best practice when making notes in a PNB or digital equivalent.
20	Planning & conducting a search	To provide an understanding of search and seizure procedures	<p>Evidence Gathering: Has an understanding of how to conduct a search of person, premises, vehicles workspace and the relevant legislation</p>	<ul style="list-style-type: none"> • List the powers of entry under PACE • Describe the search powers available under civil law • Identify the restrictions on conducting a workplace search where employee fraud is 	For organisations who cover practical search training consideration should be given by training providers to inclusion of describing/demonstrating the IIMARCHS model for

			governing it (PACE)	<p>suspected</p> <ul style="list-style-type: none"> • State the provision of section 50/51 of the Criminal Justice and Police Act 2001 regarding seizure • Describe how to conduct a search 	planning and delivering search operation including specific reference to roles undertaken, briefing, equipment and resources required and how to secure evidence and prevent contamination
21	Police station procedures	To provide an understanding of police station procedures		<ul style="list-style-type: none"> • Explain the role of the custody officer • Explain the information required for the 'booking in' procedure • Describe the role of a legal representative and an appropriate adult during police station procedures • Be aware of the Codes of Practice in relation to Custody procedures • Describe the procedure for detained property • Be aware of detention/ review times • Have an awareness of the procedure for bail or charge of a suspect 	
22	Preparation of prosecution files	To enable students to construct a basic evidential package for submission to the CPS or alternative	Case Progression: Knows how to prepare a prosecution file to criminal standards (criminal investigations)	<ul style="list-style-type: none"> • Recognise and complete relevant MG forms • Compile a simple evidential package in accordance with the National File Standards 	

		prosecuting body			
23	Disciplinary and Employment Tribunal Process	To enable students to understand the internal organisational processes when dealing cases of internal fraud	<p>Case Progression: Understands the disciplinary and Employment Tribunal process and the possible requirement to represent the Department as a witness (disciplinary investigations)</p> <p>Case Progression: Is aware of the different ways of obtaining, recording and presenting evidence in court, disciplinary and other civil proceedings</p> <p>Case Progression: Has an understanding of compliance with the provisions for disclosure and presentation of evidence for court, tribunal and disciplinary proceedings as appropriate</p> <p>Case</p>	<ul style="list-style-type: none"> • Explain the ACAS disciplinary and employment tribunal procedures when dealing with cases of internal fraud • Understand the ways of obtaining, recording and presenting evidence in disciplinary and employment tribunal proceedings • Explain the role of a witness in disciplinary and employment tribunal proceedings • Understand the provisions for disclosure of materials relevant to the investigation for the purpose of disciplinary and employment tribunal proceedings 	

			Progression: Has an awareness of courtroom procedures and the possible requirement to give evidence (criminal/civil/regulatory investigations)		
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Table 5

		Mandatory Core Interviewing Skills			
Number	Subject Name	Aim	Cabinet Office Standard	Indicative intended Learning Outcomes	Guidance notes
24	Police and Criminal Evidence Act 1984 and interviews with suspects	To provide knowledge of how interviews with suspects are subject to the Police and Criminal Evidence Act 1984	Interviewing: Understands the requirements for conducting an Interview Under Caution (IUC) fully compliant with the requirements of PACE (criminal investigations)	<ul style="list-style-type: none"> • Explain the reasons for complying with PACE • State the caution • Explain the definition of the term 'Interview' in relation to PACE • Explain the procedures required to comply with PACE at the start and end of an interview • Explain the procedures required to comply with PACE if a break in the interview occurs • Explain the role of an interpreter 	

				<p>& appropriate adult during an interview conducted in accordance with PACE</p> <ul style="list-style-type: none"> • Explain the importance of significant statements 	
25	PEACE free recall (Also known as OPEN RECALL)	To enable students to conduct effective and ethical interviews with witnesses, capturing as much evidence as possible	<p>Interviewing: Has a basic understanding of how to conduct an interview to inform the plan for the relevant individual to conduct</p> <p>Interviewing: Has an understanding of the varying demands of the witness and how to respond to them</p> <p>Interviewing: Has an awareness of the PEACE framework and the use of conversation management and open recall techniques for interviewing</p> <p>Interviewing: Has understanding of effective listening, summarising, reflecting and observation skills during interviews</p>	<ul style="list-style-type: none"> • Recognise the main precepts of the PEACE model • Identify the relevance of certain of the 7 principles of investigative interviewing • Recognise the importance of listening skills and demonstrate effective listening • Identify effective questioning techniques and ways of rapport building • Demonstrate support and reassurance to an interviewee • Provide a witness with clear and accurate information regarding the investigation process and court procedure 	Training providers should ensure that the requirements of R v Turnbull in relation to identification evidence are covered
26	Peace Conversation Management	To introduce delegates to the application of the	<p>Interviewing: Has a basic understanding of how to conduct an interview</p>	<ul style="list-style-type: none"> • Recognise how to apply the PEACE model in relation to Conversation Management 	

		PEACE model in relation to Conversation Management	<p>to inform the plan for the relevant individual to conduct</p> <p>Interviewing: Has an awareness of the PEACE framework and the use of conversation management and open recall techniques for interviewing</p> <p>Interviewing: Has understanding of effective listening, summarising, reflecting and observation skills during interviews</p>	<ul style="list-style-type: none"> Describe how to complete an interview plan in respect of a conversation Management interview Recognise the importance of listening skills and demonstrate effective listening 	
27	Pre interview Disclosure	To enable students to understand the process of Pre interview disclosure and the roles and responsibilities of those involved in the process	<p>Case Progression: Has an understanding of compliance with the provisions for disclosure and presentation of evidence for court, tribunal and disciplinary proceedings as appropriate</p>	<ul style="list-style-type: none"> Recognise the role of a legal representative in an interview Describe strategies for pre-interview disclosure State the importance of recording what has been disclosed or withheld and the rationale 	
28	Records of interview	To provide students with an understanding of methods for recording interviews	<p>Interviewing: An understanding of how to use audio and visual recording equipment to conduct interviews (dependent on departmental</p>	<ul style="list-style-type: none"> Describe different methods of documenting the content of an interview Describe methods of audio/visual recording 	Training material should cover the completion of the MG15 (Contemporaneous notes, ROTI and SDN), PNB entries

			practices)		
29	Obtaining and providing witness statements	To enable students to take witness statements from eye witnesses, procedural statements and official statements	<p>Evidence Gathering: Understands how to produce witness statements to the standards required by the CPIA 1996 [criminal investigations] And how to produce them for noncriminal</p> <p>Interviewing: Understands how to produce interview notes, witness statements and transcripts</p>	<ul style="list-style-type: none"> • Apply the application of models in relation to statements including the production of exhibits • Describe ways in which evidence may be admitted by written statement as set out in the Criminal Justice Act 1967 • Identify the difference between criminal and noncriminal witness statements • Demonstrate an ability to produce witness statements to the required standard and statements that are to the required standard for civil and disciplinary proceedings 	

Table 6

			Mandatory Core Pro- active Areas		
Number	Subject Name	Aim	Cabinet Office Standard	Indicative intended Learning Outcomes	
30	Developing an anti-fraud culture	To introduce students to the concept of how to create an Anti-Fraud Culture	<p>Case Progression: Knows how to provide insight from investigations to identify and facilitate improvements to policy and processes to assist prevention, deterrence and increased future detection</p>	<ul style="list-style-type: none"> • Identify how to create an Anti-Fraud Culture • Identify the skills needed to undertake the various types of work involved 	

31	Deterrence	To enable students to explore the role of deterrence in countering fraud	<p>Case</p> <p>Progression: Knows how to provide insight from investigations to identify and facilitate improvements to policy and processes to assist prevention, deterrence and increased future detection</p>	<ul style="list-style-type: none"> • Identify various definitions of deterrence • Identify differences between prevention and deterrence • Describe ways in which measures to deter fraud may be introduced 	
32	Prevention	To enable students to explore the concept of fraud proofing and its practical application	<p>Case</p> <p>Progression: Knows how to provide insight from investigations to identify and facilitate improvements to policy and processes to assist prevention, deterrence and increased future detection</p>	<ul style="list-style-type: none"> • Identify potential areas where fraud proofing methods could be applied • Describe different ways of fraud proofing • Identify the benefits of consulting and negotiating with stakeholders • Explain the principles and advantages of disrupting fraudulent activity (removing enablers) 	
33	Detection	To enable students to identify methods for detecting fraud	<p>Case</p> <p>Progression: Knows how to provide insight from investigations to identify and facilitate improvements to policy and processes to assist prevention, deterrence and increased future detection</p>	<ul style="list-style-type: none"> • Recognise the role detection plays as a tool to counter fraud • Identify the role the collection and dissemination of intelligence has in relation to detection work 	
34	Continuing Professional Development and	To enable students to identify their	Management oversight, Quality	<ul style="list-style-type: none"> • Identify training opportunities to enhance individual performance and support continuing professional 	

	training	individual training needs to support their continuous professional development and future contribution to organisational performance outcomes	Performance and Capability: Is aware of their level of training and experience and can identify their training and development needs	development <ul style="list-style-type: none"> Recognise non training related opportunities to enhance their continuing professional development 	
35	Performance Management	To enable students to identify their role in organisational performance, their expected contribution, and understand the quality control process	Management oversight, Quality Performance and Capability: Good understanding of the performance measures in place and expectations of them in role Management oversight, Quality Performance and Capability: Good understanding of the measures in place to monitor productivity and their expected contribution	<ul style="list-style-type: none"> Describe departmental/organisational performance measures and their expected contribution to the achievement of these Identify the measures in place to monitor performance outcomes and their expected contribution to the achievement of these Recognise the process of quality control within their individual department/organisation 	

			Management oversight, Quality Performance and Capability: Understands the quality controls in place		
36	Collaborative Working and Stakeholder Engagement	To enable students to Identify partners in the government fraud community and the wider law enforcement sector	<p>Stakeholder Engagement: Has a working knowledge of the partners in the government counter fraud community and law enforcement sector</p> <p>Stakeholder Engagement: Understands the need to build and maintain new partner/stakeholder relationships with those involved in investigations to achieve progress on objectives, key initiatives and shared interests</p> <p>Stakeholder Engagement: Has understanding of how to work with stakeholders to define and improve service delivery, and value for money outcomes</p>	<ul style="list-style-type: none"> • Identify partners in the government fraud community and the wider law enforcement sector • Understand the working of stakeholder organisations and be able to identify key mutual interests • Recognise the advantages of collaborative working and how this can impact beneficially on service delivery and value for money outcomes • Be aware of potential stakeholders from the private sector 	

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