



Counter Fraud Professional Accreditation Board

The Counter Fraud Core Subject Matrix – Accredited Counter Fraud Technician (Developing)

	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 Technician (Developing) course.

1.2 It applies to all new applications and to all 3 year review applications submitted after September 2016

1.3 The matrix

- Identifies those subjects which are mandatory.
- 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 There is no restriction of other optional subjects a training provider may wish to add to these mandatory subjects.

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

1.6 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 – Accredited Counter Fraud Technician (Developing) Subject Matrix

Table 1

Number	Subject Name	Aim	Mandatory Core Offence legislation		Guidance note:
			Cabinet Office Standard	<i>Indicative intended Learning Outcomes: by the end of each learning activity the student will be able to:</i>	
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: Is able to access reference material to identify the legislation relevant to investigations, and where to locate 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 	
2	Theft Act	To enable students to investigate fraud related Theft Act offences which remain in force after the introduction of the Fraud Act 2006.	Legislation and Departmental policies: Is able to access reference material to identify the legislation	<ul style="list-style-type: none"> • Define theft • Define the offence of false accounting and identify the points to prove in respect of this offence • Define the offence of ‘Retain a wrongful credit’ 	Course developers may also wish to include pre-Fraud Act offences such as ss.15, 16 and 20

			relevant to investigations, and where to locate departmental policy.		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: Is able to access reference material to identify the legislation relevant to investigations, and where to locate 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 • 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 	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 an understanding of the Computer Misuse Act 1990 in relation to fraud.	<p>Legislation and Departmental policies: Is able to access reference material to identify the legislation relevant to investigations, and where to locate departmental policy.</p>	<ul style="list-style-type: none"> • Describe the 3 key offences (Sections 1-3) under the Act conspiracy as defined in the Criminal Law Act 1977 	

Table 2

Number	Subject Name	Aim	Mandatory Core Procedural legislation	
			Cabinet Office Standard	Indicative intended Learning Outcomes
5	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: Is able to access reference material to identify the legislation relevant to investigations, and where to locate departmental policy.</p> <p>Understand that there are requirements and policies and when to escalate concerns.</p> <p>Evidence Gathering: Understands that evidence must be produced in a formal template.</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 • Understand principles of 4 Rs: Record, Retain, Review and Reveal.
6	Police & Criminal Evidence Act 1984 (Codes of Practice)	To enable students to understand what constitutes an interview under PACE .	<p>Legislation and Departmental policies: Is able to access reference material to identify the legislation relevant to investigations, and where to locate departmental policy.</p>	<ul style="list-style-type: none"> • Explain the implications of s. 76 and s.78 of the Police and Criminal Evidence Act 1984 on criminal investigations

			<p>Understand that there are investigation requirements, legislation and policies and when to escalate concerns.</p> <p>Evidence Gathering: Understands that only trained staff may conduct searches of persons, vehicles and premises.</p> <p>Interviewing: Has an awareness that there are requirements for interviews including PACE and CJA compliance.</p>		
7	Public Interest Disclosure Act 1998 and Whistleblowing		<p>Legislation and Departmental policies: Is able to access reference material to identify the legislation relevant to investigations, and where to locate departmental policy.</p>	<ul style="list-style-type: none"> • An awareness of the five standards under PIDA and how disclosure is dealt with under this legislation • To be able to describe the importance and effectiveness of an effective whistleblowing policy in creating and sustaining an anti-fraud culture. 	

			Understand that there are requirements and policies and when to escalate concerns.		
--	--	--	--	--	--

Table 3

Number	Subject Name	Aim	Mandatory Core Background subject areas	
			Cabinet Office Standard	Indicative intended Learning Outcomes
7	The Impact of Fraud in the UK	To introduce students to the extent, cost and nature of fraud in the UK in both the public and private sectors.	<p>Case Progression: Understands that investigations inform identification of gaps and weakness in business processes and that they need to be addressed.</p>	<ul style="list-style-type: none"> • Recognise the cost of fraud in the UK • Identify the different types of fraud and how it is committed • Understand importance of operational learning
8	The Criminal and Civil Justice Systems; employment tribunal and disciplinary hearings	To provide an understanding of the court system in England and Wales.	<p>Case Progression: Understands that evidence and supporting documentation in investigations must be presented to a standard.</p> <p>Understands the results of investigations may be</p>	<ul style="list-style-type: none"> • Describe the differences between the civil, criminal, regulatory and disciplinary justice systems and how one area might impact on another • Outline how fraud may be prosecuted under civil and criminal law • Explain the different outcomes of prosecutions under each code

			<p>presented to courts and tribunals.</p> <p>Parallel/multi track approach (criminal, disciplinary, regulatory and civil investigations)</p> <p>Is able to support the production of material for a variety of approaches in parallel.</p>		
9	Human Rights Act 1998	To provide an overview of the legislation and recognise how the Act may impact on a counter fraud technician's work.	<p>Legislation and departmental policies:</p> <p>Is able to access reference material to identify the legislation relevant to investigations, and where to locate departmental policy.</p> <p>Understand that there are requirements under the Human Rights Act and when to</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 the ACFTech 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 	Articles 3, 5, 6 and 8 should be covered, together with those that are specific to the student's own sector.

			escalate concerns.		
10	Data Protection Act 1998	To provide an overview of the legislation and recognise how the Act may impact on a CFTech's work.	<p>Legislation and departmental policies: Is able to access reference material to identify the legislation relevant to investigations, and where to locate departmental policy.</p> <p>Understands that there are requirements and policies and when to escalate concerns.</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 <ul style="list-style-type: none"> ○ 	Other exemptions should be covered if relevant to the student.
11	Developing an anti-fraud culture	To introduce students to the concept of how to create an Anti-Fraud Culture	<p>Legislation and departmental policies: Understands that investigations inform identification of gaps and weakness in business processes and that they need to be addressed.</p>	<ul style="list-style-type: none"> • Recognise the value of an anti-fraud culture in an organisation and recognise their role in supporting it. 	
12	Stakeholder & Collaborative Working	To introduce the importance of working together with different agencies and sections	Recognises and appreciates that investigations have an	<ul style="list-style-type: none"> • Recognises and appreciates that investigations have an impact on other parts of an 	

		within an organisation to counter fraud.	<p>impact on other parts of an organisation that must be kept informed.</p> <p>Can identify who potential stakeholders may be.</p> <p>Is aware of the agencies who work in counter fraud.</p>	<p>organisation that must be kept informed.</p> <ul style="list-style-type: none"> • Can identify who potential stakeholders may be. • Is aware of the agencies who work in counter fraud. 	
--	--	--	---	--	--

Table 4

Number	Subject Name	Aim	Mandatory Core General Investigation Principles		Guidance Notes
			Cabinet Office Standard	Indicative intended Learning Outcomes	
13	Exhibits	To facilitate an understanding of what constitutes exhibits and how they should be treated.	<p>Interviewing: Understands that the interview plan will include the consideration of when to introduce testimony and exhibits during interviews.</p>	<ul style="list-style-type: none"> • Define what constitutes an exhibit • Recognise the importance of correct exhibit handling • Explain how to label and exhibit • State where and how exhibits will be recorded • Understand the importance of 	

				continuity of evidence	
14	Communication Skills	To enable students to develop communication skills applicable to a counter fraud investigation.	Care Progression: Is able to support the production of information for use in reports.	<ul style="list-style-type: none"> Understand the importance of producing clear and concise written reports 	
15	Evidence	To outline the laws and procedures relating to evidence and evidence handling in relation to a fraud investigation	<p>Evidence Gathering: Understands that there are different types of evidence for investigators to consider.</p> <p>Needs assistance in identifying when forensic services should be utilised.</p> <p>Has a basic understanding that they must record what they do in an investigation.</p> <p>Understands that there are different levels of evidence.</p> <p>Is aware that evidence must be gathered to required standards.</p>	<ul style="list-style-type: none"> Explain what is meant by the terms; witness, original/primary, primary/secondary, documentary, circumstantial, opinion/expert, corroborative and hearsay evidence Define the burden of proof, the standard of proof Identify the differences between documentary evidence and physical evidence Outline the exclusion of unfair material as stipulated within s. 78 of the Police and Criminal Evidence Act 1984 Describe what is meant by the term questioned documents and their relevance to the investigation To be aware of how forensic evidence may appear in documents and understand that there are protocols for dealing with it To recognise the importance of digital evidence Understands that there is a 	

			<p>Understands there are requirements around the identification, securing and storing of potential evidence.</p> <p>Case Progression: Understands that evidence and supporting documentation in investigations must be presented to a standard.</p> <p>Understands that there is a process to report cases to law enforcement agencies.</p>	<p>process to report cases to law enforcement agencies.</p>	
16	Case Management		<p>Has an awareness that case files are utilised during an investigation.</p> <p>Aware that investigations must be planned and a process must be followed.</p>	<p>Has an awareness that case files are utilised during an investigation.</p> <p>Aware that investigations must be planned and a process must be followed.</p>	

Table 5

Number	Subject Name	Aim	Mandatory Core Interviewing Skills		Guidance notes
			Cabinet Office Standard	Indicative intended Learning Outcomes	
17	PEACE free recall	To enable students to understand importance of effective and ethical interviews with witnesses, capturing as much evidence as possible.	<p>Interviewing: Understands that interviews with people must be planned and executed using a methodology.</p> <p>Understands that the interview plan will include consideration of witnesses.</p> <p>Is aware that there is a framework utilised for interview and associated techniques to use in interviews.</p> <p>Understands that there are key skills such as listening, summarising, reflecting and observing 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 • Understand support and reassurance to an interviewee • Understand the purpose of audio and visual recording equipment • Understands the importance of recording notes, statements and transcripts of interviews. 	Training providers should ensure that the requirements of R v Turnbull in relation to identification evidence are covered.

			<p>Has awareness that audio and visual recording equipment may be used to conduct interviews.</p> <p>Understands the importance of recording notes, statements and transcripts of interviews.</p>		
18	Obtaining and providing witness statements	To make students aware of the importance of eye witnesses, procedural statements and official statements	<p>Evidence Gathering: Understands that there is a process around the use of people as witnesses.</p> <p>Case Progression: Is able to support the production of material for use in prosecution files.</p>	<ul style="list-style-type: none"> • Demonstrate 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 	

Back cover page