



Counter Fraud Professional Accreditation Board

The Counter Fraud Core Subject Matrix – Accredited Counter Fraud Manager Course

	Date
Accepted by the Executive Board	18-5-2015
Due for review on	18-5-2020

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 Managers Course.

1.2 It applies to all new applications and to all 3 year review applications submitted after May 18th 2015.

1.3 This matrix is designed to be a follow up to the Accredited Counter Fraud Specialist matrix and all participants of this course are expected to hold the ACFS qualification and to be demonstrating Continued Professional Development.

1.4 There is no requirement to deliver the course using the discreet sessions included in the matrix, however over the whole course all the minimum indicative learning outcomes must be met.

1.5 There is no restriction on extra learning outcomes a trainer provider may wish to add.

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

1.7 The course should attract at least 20 Level 4 credits from a Higher Education Institution.

1.8 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@port.ac.uk

Counter Fraud Professional Accreditation Board – Subject Matrix ACFM

Table 1

Number	Subject Name	Aim	Core Subject Areas	
			<i>Indicative</i> intended Learning Outcomes: by the end of each learning activity the student will be able to:	Guidance note:
1	Role of the Counter Fraud Manager (CFM)	To provide an overview of the role	<ul style="list-style-type: none"> • Describe three key skills required in their role: <ul style="list-style-type: none"> ○ Investigation Capability ○ Investigation Management ○ Maintaining Knowledge levels • Identify the functions of a Senior Investigation Officer (SIO) • Identify the functions of the Officer in Charge of an investigation (s) as described under the Criminal Procedure and Investigations Act (CPIA) 1996 • Identify the difference between volume, serious and serious and complex crimes and the impact on managing different types of investigations • Review how to manage available resources. • Describe their organisations counter fraud strategy and the role they may have in contributing to its development • Differentiate between the provision of support to and management of the investigator and the investigation 	Learning providers should use internal documents specific to their organisation where ever possible, e.g. resourcing information, counter fraud strategies etc. It is intended students research models of investigation and counter fraud reduction reports, CPIA etc
2	CFM Investigation Capability	To provide CFM's with an understanding of what is meant by	<ul style="list-style-type: none"> • Describe how to communicate and manage lines of enquiry through the construction of an Initial Investigation Management Plan (IIMP) 	Learning providers should use internal documents specific to the organisation where ever

Core Subject Areas				
Number	Subject Name	Aim	Indicative intended Learning Outcomes: by the end of each learning activity the student will be able to:	Guidance note:
		investigation capability	<ul style="list-style-type: none"> • Interpret information and check its relevance • Understand the consequences of strategic actions • Demonstrate innovative solutions to problem solving and decision making 	possible, e.g. management plans, case studies and scenarios. It is intended students research problem solving models etc
3	CFM Investigation Management	To build on existing generic management skills by equipping CFM's with an understanding of Counter Fraud Investigation Management	<ul style="list-style-type: none"> • In the context of a counter fraud investigation explore and demonstrate the effective use of: <ul style="list-style-type: none"> ○ Planning and decision making ○ Prioritising investigations ○ Consultation and delegation ○ Chairing and attending meetings ○ Providing team de briefings and briefings to senior managers ○ Collection and provision of statistics ○ Providing individual briefing and feedback to ACFS's ○ Identify their key partner agencies and their role in proactively developing working relationships including MOU's/SLA's 	Explore models on how to deliver feedback/debrief; use statistical information relevant to the organisation; examples of MOU's etc
4	CFM Knowledge Levels (Legislation)	To provide CFM's with an overview of core, procedural and background legislation	<ul style="list-style-type: none"> • Demonstrate current knowledge of the core offence legislation covered on the ACFS course, specifically, <i>the Fraud Act 2006, the Theft Act 1968/78, the Bribery Act 2010, the Computer Misuse Act 1990, the Criminal Law Act 1977</i> • Demonstrate current knowledge of elements of the core procedural legislation covered on the ACFS course, specifically, <i>the Police & Criminal Evidence Act 1984 (and Codes of</i> 	An interactive e learning package (s) and knowledge check could provide an effective way to refresh knowledge or attendance at ongoing workshops etc specific to this

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Number	Subject Name	Aim	Indicative intended Learning Outcomes: by the end of each learning activity the student will be able to:	Guidance note:
			<p><i>Practice), the Criminal Procedure & Investigations Act 1996</i></p> <ul style="list-style-type: none"> • Demonstrate current knowledge of elements of the core background legislation covered on the ACFS course, specifically, the Human Rights Act 1998, the Public Interest disclosure Act 1998, the Data Protection Act 1998, the Equality Act 2010, the Freedom of Information Act 2000 • Research/identify relevant case law of the above 	
5	CFM Knowledge Levels (Stages in the Investigation)	To give an overview of areas where CFM's will quality assure investigations conducted by ACFS's	<ul style="list-style-type: none"> • Identify and describe their role in the quality assurance process of the key stages of an investigation covering: <ul style="list-style-type: none"> Stage 1 Receipt of allegation <ul style="list-style-type: none"> • Recording and allocation of the case • Identification of resources • Polices & procedures relevant to the allocation of cases / work streams • Setting parameters and terms of reference • Identification of victim, witness , subject Stage 2 Intelligence and Enquiries <ul style="list-style-type: none"> • Managing collection/collation/analysis /dissemination /retention and security of evidence from a wide range of sources • Correct use of legal gateways and/or statutory powers 	<p>An interactive e learning package (s) and knowledge check could provide an effective way to refresh knowledge or attendance at ongoing workshops etc specific to this</p> <p>Link to Number 1 CPIA</p> <p>Link to Number 9 CPD for ACFS's (Maintaining theoretical and practical knowledge)</p>

Core Subject Areas				
Number	Subject Name	Aim	Indicative intended Learning Outcomes: by the end of each learning activity the student will be able to:	Guidance note:
			<ul style="list-style-type: none"> • Access to specialist services – e.g. forensics • Review of lines of enquiry/CPIA requirements • Review of quality of record keeping and notebook management <p>Stage 3 Finalising the Investigation</p> <ul style="list-style-type: none"> • Review of evidence and holistic review of investigation • Assessment of witness interviews • Timescales, delays and audit trails • Demonstrate how case reviews/evaluation are recorded • Identify Civil law procedures and the process for the recovery of assets • Explore models to assist with reviewing case files • Review sanctions and prosecution decision • Managing the media 	
6	CFM Knowledge Levels (Quality Assurance of Interviews Under Caution)	To give an overview of areas where CFM's will quality assure Interviews Under Caution conducted by ACFS's	<ul style="list-style-type: none"> • Design and develop an interview matrix to provide assurance the ACFS has complied with the requirements of the relevant PACE Codes of Practice and the PEACE interviewing model in the following areas: <ul style="list-style-type: none"> ○ Effectively planned and prepared ○ Considered the disclosure at pre interview and the protection of sensitive information ○ A professional introduction and explanation of the process was given 	An interactive e learning package (s) and knowledge check could provide an effective way to refresh knowledge or attendance at ongoing workshops etc specific to this. It is intended delegates listen to recording media and/or view transcripts of a selection of IUC's

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Number	Subject Name	Aim	Indicative intended Learning Outcomes: by the end of each learning activity the student will be able to:	Guidance note:
			<ul style="list-style-type: none"> ○ The IUC was related to the potential offences and the points to prove ○ Good questioning and listening techniques were utilised ○ The evidence was introduced and used effectively ○ Conversation management was utilised ○ The equipment was effectively managed ○ The closure phase was effectively conducted 	Link to Number 9 CPD for ACFS's
7	CFM Knowledge Levels (Quality Assurance of Prosecution Files)	To give an overview of areas where CFM's will quality assure prosecution files completed by ACFS's	<ul style="list-style-type: none"> ● Identify requirements of CPS National File standards ● Explore requirements of CPIA ● State requirements for completion of MG3 & MG5 ● Review prosecution guidance and charging standards 	Link to Number 1 CPIA
8	CFM Knowledge Levels (Preparing for court)	To provide CFM's with the knowledge to support ACFS's who are required to attend court as a witness	<ul style="list-style-type: none"> ● Examine how to prepare team members to attend court 	An interactive e learning package (s) and knowledge check could provide an effective way to refresh knowledge or attendance at ongoing workshops etc specific to this.
9	CFM (Continuous Professional Development - CPD)	To provide CFM's with the skills and knowledge to identify development solutions for CPD	<ul style="list-style-type: none"> ● Demonstrate how to complete CPD action plans for ongoing development of ACFS's ● Identify three personal learning objectives for CPD ● Describe how to maintain a high level of theoretical and practical knowledge ● Construct a personal development plan 	It is intended organisations provide a link between Number 9 and an individual's CPD Link back to learning above

Table 2

Optional subject areas				
Number	Subject Name	Aim	<i>Indicative intended Learning Outcomes</i>	
1	Regulation of Investigatory Powers Act 2000 & The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000	To provide an overview of the requirements of the Regulation of Investigatory Powers Act 2000 and associated secondary legislation.	<ul style="list-style-type: none"> • Identify the terms “directed surveillance” and “intrusive surveillance” under the Regulation of Investigatory Powers Act 2000 • Demonstrate 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 • Identify procedures to follow to authorise and close authority for surveillance • Define the term “communication” under the Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000 • Identify circumstances where interception of a communication might be made without the consent of an employee 	This will only apply to organisations authorising and conducting surveillance.

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