



Counter Fraud Professional Accreditation Board

The Counter Fraud Core Subject Matrix – Accredited Counter Fraud and Counter Corruption Specialist (International) 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 and Counter Corruption Specialist (International) Course.

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

1.3 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.

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

1.5 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

Accredited Counter Fraud and Counter Corruption Specialist (International)

Table 1.

Core Offence legislation			
Number	Subject Name	Aim	<i>Indicative intended Learning Outcomes:</i> by the end of each learning activity the student will be able to:
1	Relevant fraud legislation depending upon country	To give an overview of the relevant legislation and its impact on the criminal law relating to fraud.	<ul style="list-style-type: none"> Learning outcomes to be determined by content of relevant legislation
2	Relevant bribery/corruption legislation depending upon country	To give an overview of the relevant legislation and its impact on the criminal law relating to fraud.	<ul style="list-style-type: none"> Learning outcomes to be determined by content of relevant legislation
3	Relevant and current case law relating to core offence legislation (if applicable)	To supplement knowledge and understanding of core offences with relevant and current case law	<ul style="list-style-type: none"> Summarise relevant case law

Table 2.

Core Procedural legislation			
Number	Subject Name	Aim	<i>Indicative intended Learning Outcomes</i>
4	Relevant procedural legislation depending upon country	To provide knowledge of the legislative and procedural requirements governing investigations into fraud and corruption.	<ul style="list-style-type: none"> Learning outcomes to be determined by content of relevant legislation

Table 3.

Core Background subject areas			
Number	Subject Name	Aim	Indicative intended Learning Outcomes
5	Any applicable legislation relating to Human Rights, Data Protection, Public Interest Disclosure, Freedom of Information or Equality	To provide an overview of the legislation and recognise how this Act may impact on a counter fraud and counter corruption specialist's work.	<ul style="list-style-type: none"> • Learning outcomes to be determined by content of relevant legislation
6	Communicating findings	To provide an understanding of the principles of report writing and demonstrate a model for writing a report.	<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
7	Introduction to the role of the Criminal & Civil Court	To provide an understanding of the court system in (<i>Insert relevant country</i>).	<ul style="list-style-type: none"> • Recognise the different types of court and their layout • Explain how a court of law works and the relevant judicial process • Discuss the ethical and professional issues in relation to the giving of evidence

Table 4.

Core General Investigation & Prosecution Principles			
Number	Subject Name	Aim	Indicative intended Learning Outcomes
8	Case management	To give an overview of investigation case management	<ul style="list-style-type: none"> • Identify ways of evaluating allegations of fraud and corruption • 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
9	Intelligence gathering	To provide an understanding of the role of intelligence in case progression	<ul style="list-style-type: none"> • State methods of evaluating sources and intelligence • State ways in which intelligence may be further developed
10	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.	<ul style="list-style-type: none"> • 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,

			<p>continuity, security, integrity and inventory</p> <ul style="list-style-type: none"> • Recognise direct and circumstantial evidence • Demonstrate how to safely seize a computer and preserve the integrity of any potential evidence contained in it • Explain how best to preserve digital evidence contained within a PDA and similar devices • State ways in which forensic analysis can be used as evidence • Describe ways in which photographic and other media can be used as evidence
11	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.	<ul style="list-style-type: none"> • State rules and best practice for note and record keeping including pocket notebook • To take contemporaneous interview notes • Recognise methods of notes and records preservation

Table 5.

Core Interviewing Skills			
Number	Subject Name	Aim	<i>Indicative intended Learning Outcomes</i>
12	PEACE free recall	To enable students to conduct effective and ethical interviews with witnesses, capturing as much evidence as possible.	<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
13	Peace conversation management	To introduce delegates to the application of the PEACE model in relation to Conversation Management	<ul style="list-style-type: none"> • Recognise how to apply the PEACE model in relation to Conversation Management • Describe how to complete an interview plan in respect of a conversation Management interview

Table 6.

Core Pro- active Areas			
Number	Subject Name	Aim	Indicative intended Learning Outcomes
14	Developing an anti-fraud and anti-corruption culture	To introduce students to the concept of how to create an Anti-Fraud Culture and Anti-Corruption culture	<ul style="list-style-type: none"> • Identify how to create an Anti-Fraud and Anti-Corruption Culture • Identify the skills needed to undertake the various types of work involved
15	Deterrence	To enable students to explore the role of deterrence in countering fraud	<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 and corruption may be introduced
16	Prevention	To enable students to explore the concept of fraud proofing and its practical application	<ul style="list-style-type: none"> • Identify potential areas where fraud proofing methods could be applied • Describe different ways of fraud proofing • Explore measures that can be put in place to prevent corruption
17	Detection	To enable students to identify methods for detecting fraud and corruption	<ul style="list-style-type: none"> • Recognise the role detection plays as a tool to counter fraud and corruption.
18	International processes and conventions	To provide students with an understanding of the ways in which international cooperation is used to	<ul style="list-style-type: none"> • Explore the different international anti money laundering organisations and

		counter financial crime	agreements <ul style="list-style-type: none">• Identify the international counter corruption processes and conventions• Describe the work of international organisations charged with countering cybercrime.
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