**ACFTech Mandatory Core Syllabus**

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| **Mandatory Core Legislation** | | | |
| **Number** | **Subject Name** | **Aim** | **Learning Outcomes: by the end of each learning activity the student will be able to:** |
| 1 | Legislation and Investigation (General) | To provide a general overview of fraud related legislation and investigation | * Interpret the common terminology used in legislation and the criminal justice system including the meaning of penalties, gender, inchoate offences, summary, indictable, either way, mens rea, actus reus, points to prove * Define what behaviours must be displayed when adopting a professional approach to investigating allegations of fraud by reference to a counter fraud code of conduct, e.g. the Cabinet Office Code of Ethics |
| 2 | Fraud Act 2006 | To give an overview of the Act and its impact on the criminal law relating to fraud | * Outline the three ways in which fraud may be committed under the Act and the associated penalties * Explain what is meant by “dishonestly “ and “ intends” * Explain the terms “gain” and “loss” within the Act * Provide examples of articles for use in fraud * Identify the offence of obtaining services dishonestly |
| 3 | Theft Act 1968 | To give an overview of the Act and enable students to investigate fraud related theft offences which remain in force after the introduction of the Fraud Act 2006 | * Define the term ‘theft’ under the Act and its associated penalty * Explain the terms, ‘dishonestly’, ‘appropriates’, ‘property’, belonging to another’, intention to permanently deprive’ * Define the offence of false accounting and how it is committed |
| 4 | Bribery Act 2010 | To provide knowledge of the relevant parts of the Bribery Act 2010 and its impact on both public and private sectors | * Define each of the offences contained within the Bribery Act 2010: * Apply 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 |
| 5 | Computer  Misuse Act 1990 | To give an overview of the Act and provide  knowledge of the criminal law associated with computers | * Describe how offences are committed under Sections 1, 2, 3, 3ZA, and 3A of the Act and the associated penalties * Illustrate the differences between the offences * Apply their learning to a series of scenarios |
| 6 | Identity Documents Act 2010 | To give an overview of the Act and its impact on the prosecution of offences relating to identity documents | * Define Identity Fraud * Describe how offences are committed under Sections 4, 5 and 6 of the Act and the associated penalties * Interpret the meaning of ‘identity document’ and ‘personal information’ as defined under the Act |
| 7 | Criminal Procedure & Investigations Act (CPIA) 1996 | To provide knowledge of the legislative and procedural requirements governing the disclosure of material in criminal & civil proceedings and tribunals | * Describe the main provisions of the Act and its Codes of Practice * Explain the terms ‘undermine the case for the prosecution’ and ‘capable of assisting the defence’ * Define the roles played by the investigating officer, the officer in charge, the disclosure officer and the prosecutor * State what is meant by the terms used, sensitive and non- sensitive material * Explore how to manage Digital Material * Understand the use of Disclosure Management Documents |
| 8 | Police & Criminal Evidence Act 1984 (Codes of Practice) | To enable examination of the relevant sections of the Act and Codes of Practice and identify their implications for a counter fraud investigation | * Demonstrate relevant knowledge of the codes of practice C, D, E |
| 9 | Public Interest Disclosure Act (PIDA) 1998 | To provide an understanding of how the Act provides protection for a whistleblower | * Explain how the Act protects workers who whistleblow * Describe what is meant by the term ‘protected disclosure’ * Assess how disclosure may be made under the Act |
| 10 | Human Rights Act 1998 | To provide an overview of the legislation and recognise how the Act may impact on different stages of a counter fraud investigation | * Describe the core principles and features of the Act and how they may relate to equality and diversity issues * Explain each Article of the Act that may impact on a counter fraud investigation, in particular Articles 6 and 8 * Relate the impact these Articles may have on their work |
| 11 | Data Protection 2018 | To provide an overview of the legislation and recognise how the Act impacts on a counter fraud investigation | * Define the terms ‘personal data’ and ‘sensitive personal data’ * Describe the exemptions available under Schedule 2 Part 1 sections 2 and 5 of the Data Protection Act 2018 * Demonstrate how the exemptions are used and applied * Identify the offences created by section 170 of the Data Protection Act 2018 |

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| **Mandatory Core Background Subject Areas** | | | |
| **Number** | **Subject Name** | **Aim** | **Learning Outcomes: by the end of each learning activity the student will be able to:** |
| 12 | The Impact of Fraud in the UK | To provide students with an understanding of the extent, cost and nature of fraud in the UK in both the public and private sectors | * Examine the cost of fraud in the UK * Identify different fraud types and how it is committed |
| 13 | The Criminal and Civil Justice Systems, Tribunals and Disciplinary Hearings. | To provide an understanding of the court system in England and Wales and Formal Hearings | * 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 system |
| 14 | Developing an Anti-Fraud Culture | To introduce students to the concept of how to create an anti-fraud culture | * State the value of an anti- fraud culture in an organisation and recognise their role in supporting it. |
| 15 | Stakeholder & Collaborative  Working | To introduce the importance of working together with  different agencies and sections within an organisation to counter fraud | * Identify and appreciates that investigations have an impact on other parts of an organisation that must be kept informed. * Identify stakeholders and organisations involved in counter fraud activity |

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| **Mandatory Core General Investigation Principles** | | | |
| **Number** | **Subject Name** | **Aim** | **Learning Outcomes: by the end of each learning activity the student will be able to:** |
| 16 | Report Writing Skills | To enable students to develop communication skills applicable to a counter fraud investigation | * Understand the importance of producing clear and concise written reports |
| 17 | Evidence | To outline the laws and procedures relating to evidence and exhibit handling | * Explain why recording investigation evidence is critical to the investigation * Define the terms, real, oral and documentary evidence and explain how they differ from one another * Define the five core principles of evidence gathering: provenance, continuity, security, integrity and inventory * Explain what is meant by the terms; direct, original, primary, secondary, circumstantial, opinion, expert, corroborative and hearsay evidence * Define the burden of proof and the standard of proof (criminal and civil) * Describe what is meant by the term questioned documents and their relevance to the investigation * Identify the different forensic services available and their admissibility in the evidence gathering process * Define the process to report cases to law enforcement agencies * Explain the four principles which underpin the collection of computer based evidence * Explain how best to preserve digital evidence contained within mobile 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 * 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 |
| 18 | Case Management | To give an overview of the investigation case management | * Explain the term ‘investigation’ in the context of counter fraud * Identify ways of evaluating allegations of fraud and the strength of evidence gathered * Describe ways of opening & maintaining a case file (electronic or hard copy) * Describe the key stages of a Fraud Investigation Model, e.g. College of Policing Model * Describe strategies for progressing an investigation * Identify methods and state the importance of making and recording investigative decisions and rationale * Identify key partners in the counter fraud community and the benefits of a multi-track approach to countering fraud e.g. parallel criminal prosecution and regulatory sanction |

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| **Mandatory Core Interviewing Skills** | | | |
| **Number** | **Subject Name** | **Aim** | **Learning Outcomes: by the end of each learning activity the student will be able to:** |
| 19 | PEACE Cognitive Interview (Also Known as Free Recall) | To enable investigators to conduct effective and ethical interviews with witnesses | * Recognise the main precepts of the PEACE model * Identify the relevance of the 7 principles of investigative interviewing * Explain the definition of the term ‘investigative interview’ * Identify the differences between interviewing suspects and witnesses * Identify different types of questions , when to use them and different questioning techniques * Identify a range of NVC’s and show how NVC can be used to advantage in an investigative interview * Examine the difference between active listening and hearing * Identify the barriers and triggers that inhibit effective listening and the communication process * Demonstrate active listening * Demonstrate how to carry out a basic interview using the PEACE model |
| 20 | Obtaining and Providing Witness Statements | To enable investigators to take witness statements from eye witnesses, procedural statements and official statements | * Describe ways in which evidence may be admitted by written statement as set out in the Criminal Justice Act 1967 * Describe the necessity for introducing testimony and exhibits through witness statements * Identify the information to include in a witness statement * Outline the mnemonic A.D.V.O.K.A.T.E. * Complete a non-complex witness statement to the required standard for legal proceedings * Provide a witness with clear and accurate information regarding the investigation process and court procedure * Understand CPS guidelines on obtaining telephone/remote statements |