



## UNSW Course Outline

# ACCT3995 Fraud Examination Fundamentals - 2024

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## General Course Information

**Course Code :** ACCT3995

**Year :** 2024

**Term :** Term 2

**Teaching Period :** T2

**Is a multi-term course? :** No

**Faculty :** UNSW Business School

**Academic Unit :** School of Accounting, Auditing and Taxation

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course explores key concepts for understanding, preventing and detecting fraud offending, particularly in organisational settings. Fraud is a pervasive and costly organisational concern, and managers need to understand how to address this significant business risk. You will learn

about the nature and prevalence of fraud, the legal environment for fraud offending, and theories for understanding why people commit fraud. You will also cover best practice standards, frameworks, and tools for preventing, detecting, and investigating instances of fraud. This course has been designed, and is delivered, in partnership with experts in a leading forensic accounting firm and law enforcement agency. Knowledge gained in this course is highly relevant to any aspiring business professional - knowing an organisation's fraud vulnerabilities, and how to take control, is a vital part of business risk management. This course is also an essential first step towards an exciting career in forensic accounting.

## Course Aims

Fraud imposes a huge economic and social cost on organisations and the community at large. In Australia alone, the costs of fraud exceed \$6 billion p.a. - approximately 40% of total costs of crime and equivalent to the combined budget of the Australian police forces. Better knowledge and awareness of business fraud issues, particularly in preventing and detecting fraud, is essential to successful business management. Accounting professionals particularly benefit from a better understanding of how to prevent and detect fraud, given that fraud almost always involves some manipulation of accounting cycle.

## Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Explain common types of fraud offence and current fraud trends observed in organisations.	<ul style="list-style-type: none"> <li>• PL01 : Business Knowledge</li> <li>• PL05 : Responsible Business Practice</li> </ul>
CLO2 : Apply researched theories and frameworks to explain the motivations and factors leading to fraud.	<ul style="list-style-type: none"> <li>• PL01 : Business Knowledge</li> <li>• PL05 : Responsible Business Practice</li> <li>• PL06 : Global and Cultural Competence</li> </ul>
CLO3 : Explain and apply recognised, practical approaches for preventing and detecting fraud in organisations.	<ul style="list-style-type: none"> <li>• PL01 : Business Knowledge</li> <li>• PL02 : Problem Solving</li> <li>• PL04 : Teamwork</li> </ul>
CLO4 : Investigate a range of sources to assess and report on fraudulent activities with accuracy, confidentiality, and following best practice.	<ul style="list-style-type: none"> <li>• PL01 : Business Knowledge</li> <li>• PL02 : Problem Solving</li> <li>• PL03 : Business Communication</li> <li>• PL04 : Teamwork</li> </ul>
CLO5 : Design a fraud investigation interview to extract information from a range of unique stakeholders effectively and sensitively.	<ul style="list-style-type: none"> <li>• PL01 : Business Knowledge</li> <li>• PL06 : Global and Cultural Competence</li> </ul>
CLO6 : Make cohesive, evidence-backed recommendations both individually and within a group to persuade a managerial audience.	<ul style="list-style-type: none"> <li>• PL02 : Problem Solving</li> <li>• PL03 : Business Communication</li> <li>• PL04 : Teamwork</li> <li>• PL05 : Responsible Business Practice</li> <li>• PL07 : Leadership Development</li> </ul>

Course Learning Outcomes	Assessment Item
CLO1 : Explain common types of fraud offence and current fraud trends observed in organisations.	<ul style="list-style-type: none"> <li>• Assessment 1: Major Fraud Case Study (Part A: Individual)</li> <li>• Assessment 3: Final exam</li> </ul>
CLO2 : Apply researched theories and frameworks to explain the motivations and factors leading to fraud.	<ul style="list-style-type: none"> <li>• Assessment 1: Major Fraud Case Study (Part A: Individual)</li> <li>• Assessment 3: Final exam</li> </ul>
CLO3 : Explain and apply recognised, practical approaches for preventing and detecting fraud in organisations.	<ul style="list-style-type: none"> <li>• Assessment 2: Major Fraud Case Study (Part B: Group)</li> <li>• Assessment 1: Major Fraud Case Study (Part A: Individual)</li> <li>• Assessment 3: Final exam</li> </ul>
CLO4 : Investigate a range of sources to assess and report on fraudulent activities with accuracy, confidentiality, and following best practice.	<ul style="list-style-type: none"> <li>• Assessment 2: Major Fraud Case Study (Part B: Group)</li> <li>• Assessment 3: Final exam</li> </ul>
CLO5 : Design a fraud investigation interview to extract information from a range of unique stakeholders effectively and sensitively.	<ul style="list-style-type: none"> <li>• Assessment 2: Major Fraud Case Study (Part B: Group)</li> <li>• Assessment 3: Final exam</li> </ul>
CLO6 : Make cohesive, evidence-backed recommendations both individually and within a group to persuade a managerial audience.	<ul style="list-style-type: none"> <li>• Assessment 2: Major Fraud Case Study (Part B: Group)</li> <li>• Assessment 3: Final exam</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Assessment 1: Major Fraud Case Study (Part A: Individual) Assessment Format: Individual	30%		<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO5 : Responsible Business Practice</li></ul>
Assessment 2: Major Fraud Case Study (Part B: Group) Assessment Format: Group	30%		<ul style="list-style-type: none"><li>• PLO2 : Problem Solving</li><li>• PLO3 : Business Communication</li><li>• PLO4 : Teamwork</li><li>• PLO5 : Responsible Business Practice</li><li>• PLO6 : Global and Cultural Competence</li><li>• PLO7 : Leadership Development</li></ul>
Assessment 3: Final exam Assessment Format: Individual	40%		<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO3 : Business Communication</li><li>• PLO5 : Responsible Business Practice</li><li>• PLO7 : Leadership Development</li></ul>

## Assessment Details

### Assessment 1: Major Fraud Case Study (Part A: Individual)

#### Assessment Overview

Case study of a real fraud case - Written Report

Assesses: PLO1, PLO2, PLO3, PLO4, PLO5, PLO7

#### Course Learning Outcomes

- CL01 : Explain common types of fraud offence and current fraud trends observed in organisations.
- CL02 : Apply researched theories and frameworks to explain the motivations and factors leading to fraud.
- CL03 : Explain and apply recognised, practical approaches for preventing and detecting fraud in organisations.

#### Detailed Assessment Description

Further detail on this assessment will be provided in a separate announcement on the course Moodle page.

## Assessment 2: Major Fraud Case Study (Part B: Group)

### Assessment Overview

Case study of a real fraud case - Group Presentation (Video).

Assesses: PLO1, PLO2, PLO3, PLO4, PLO5, PLO7

### Course Learning Outcomes

- CL03 : Explain and apply recognised, practical approaches for preventing and detecting fraud in organisations.
- CL04 : Investigate a range of sources to assess and report on fraudulent activities with accuracy, confidentiality, and following best practice.
- CL05 : Design a fraud investigation interview to extract information from a range of unique stakeholders effectively and sensitively.
- CL06 : Make cohesive, evidence-backed recommendations both individually and within a group to persuade a managerial audience.

### Detailed Assessment Description

Further detail on this assessment will be provided in a separate announcement on the course Moodle page.

## Assessment 3: Final exam

### Assessment Overview

Students are expected to demonstrate their understanding and knowledge of the key concepts and topics in the course.

Assesses: PLO1, PLO2, PLO5

### Course Learning Outcomes

- CL01 : Explain common types of fraud offence and current fraud trends observed in organisations.
- CL02 : Apply researched theories and frameworks to explain the motivations and factors leading to fraud.
- CL03 : Explain and apply recognised, practical approaches for preventing and detecting fraud in organisations.
- CL04 : Investigate a range of sources to assess and report on fraudulent activities with accuracy, confidentiality, and following best practice.
- CL05 : Design a fraud investigation interview to extract information from a range of unique stakeholders effectively and sensitively.
- CL06 : Make cohesive, evidence-backed recommendations both individually and within a group to persuade a managerial audience.

### Detailed Assessment Description

Further detail on this assessment will be provided in a separate announcement on the course Moodle page.

## General Assessment Information

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

You are expected to complete all assessment tasks for your courses in the School of Accounting, Auditing & Taxation. In some courses, there will be a minimum pass mark required on the final exam due to the need to assure individual mastery of specific course learning outcomes for accounting accreditation requirements. Where applicable this is explained in the assessment section of this course outline.

### Grading Basis

Standard

### Requirements to pass course

In order to pass this course, you must:

- achieve a composite mark of at least 50 out of 100;
- meet any additional requirements described in the Assessment Summary section.

You are expected to attempt all assessment requirements in the course.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Seminar	<p>Defining and Understanding Fraud</p> <ul style="list-style-type: none"> <li>• Outline the prevalence and seriousness of financial crime for organisations and society.</li> <li>• Define fraud, and describe its legal context.</li> <li>• Describe types of fraud that are commonly committed in organisational settings.</li> <li>• Explain how people can be recruited to commit fraud.</li> <li>• Recognise why knowledge about fraud is crucial to your future business career.</li> </ul>
Week 2 : 3 June - 9 June	Seminar	<p>Why do they do it? Offender insights.</p> <ul style="list-style-type: none"> <li>• Describe profiles and traits typically attributed to fraud offenders.</li> <li>• Explain and apply fraud triangle elements to analyse why people commit fraud.</li> <li>• Describe and apply latest research insights to further explain why people commit fraud.</li> </ul>
Week 3 : 10 June - 16 June	Seminar	<p>Fraud Prevention: People, Culture and Risk</p> <ul style="list-style-type: none"> <li>• Explain the importance and basic approaches to fraud prevention, detection, and investigation for organisations.</li> <li>• Apply best practices to enhance anti-fraud culture.</li> <li>• Reduce fraud risk through staff hiring.</li> <li>• Assess and mitigate fraud risk.</li> </ul>
Week 4 : 17 June - 23 June	Seminar	<p>Fraud Prevention: Controlling Opportunity</p> <ul style="list-style-type: none"> <li>• Apply best practices and controls that minimise fraud opportunities.</li> <li>• Explain how proactive fraud auditing can be used as an important anti-fraud measure.</li> <li>• Explain the importance of a comprehensive approach to fighting fraud.</li> <li>• Create an effective organisation approach to minimising fraud.</li> </ul>
Week 5 : 24 June - 30 June	Seminar	<p>Fraud Detection: Recognising Symptoms</p> <ul style="list-style-type: none"> <li>• Recognise accounting symptoms of fraud, and explain how they assist with fraud detection.</li> <li>• Describe and apply internal controls that help deter and detect fraud.</li> <li>• Identify and understand analytical symptoms of fraud.</li> <li>• Identify behavioural and lifestyle symptoms of fraud.</li> <li>• Recognise tips, complaints and whistleblowing as symptoms of fraud.</li> </ul>
Week 6 : 1 July - 7 July	Other	Flexibility Week
Week 7 : 8 July - 14 July	Seminar	<p>Fraud Detection: Data Driven Methods</p> <ul style="list-style-type: none"> <li>• Distinguish between errors and fraud in data driven fraud detection.</li> <li>• Explain key analytical, technological and investigative steps in data-driven fraud detection.</li> <li>• Describe common data analysis applications.</li> <li>• Perform basic data analysis for fraud detection using selected techniques.</li> <li>• Apply financial statement analysis to fraud detection.</li> </ul>
Week 8 : 15 July - 21 July	Seminar	<p>Fraud Investigation: Theft and Concealment Methods</p> <ul style="list-style-type: none"> <li>• Explain various methods for fraud investigation and when to use them.</li> <li>• Describe how theft investigation methods are used to investigate fraud.</li> <li>• Explain and apply common theft investigative methods.</li> <li>• Describe how concealment investigation methods are used to investigate fraud.</li> <li>• Explain and apply common concealment investigative methods.</li> </ul>
Week 9 : 22 July - 28 July	Seminar	<p>Fraud Investigation: Conversion Methods, Interviewing and Reporting</p> <ul style="list-style-type: none"> <li>• Explain how discovery of how offenders convert and spend stolen funds can assist fraud investigations.</li> <li>• Explain how online information can assist in the investigation of suspected fraud.</li> <li>• Perform net worth calculations and apply them to assist with obtaining confessions.</li> <li>• Plan and conduct an effective interview as part of a fraud investigation.</li> <li>• Prepare a fraud investigation report.</li> </ul>
Week 10 : 29 July - 4 August	Seminar	<p>Industry Insight: Fraud Examination Trends and Developments</p> <ul style="list-style-type: none"> <li>• Outline latest developments and trends in fraud offending and fraud examination.</li> <li>• Explain the importance of knowledge gained in this course for your future careers.</li> </ul>

## Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

## General Schedule Information

Please refer to enrolment information for further details about class times and locations.

## Course Resources

### Prescribed Resources

EBook: Albrecht, W. S., Albrecht, C. O., Albrecht, C. C., & Zimbelman, M. F. (2018). *Fraud examination*. Cengage Learning. 6th Edition.

Details on how to purchase online will be provided in the first class.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
	Kathleen Clough					No	Yes

## Other Useful Information

### Academic Information

#### COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services



Further information is provided on the [key policies and support](#) page.

Students may not circulate or post online any course materials such as handouts, exams, syllabi or similar resources from their courses without the written permission of their instructor.

## STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be able to demonstrate by the end of this course, if you participate fully in learning activities and successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to [UNSW graduate capabilities](#). More information on Coursework PLOs is available on the [key policies and support](#) page. For PG Research PLOs, including MPDBS, please refer to the [UNSW HDR Learning Outcomes](#).

## Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

## Submission of Assessment Tasks

### SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Students studying remotely who have exams scheduled between 10pm and 7am local time, are also able to apply for special consideration to sit a supplementary exam at a time outside of

these hours.

Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

Special consideration applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with the outcome of the application.

Please note the following:

1. Applications can only be made through Online Services in myUNSW (see the UNSW [Current Students](#) page). Applications will not be accepted by teaching staff. The lecturer-in-charge/course coordinator will be automatically notified when your application is processed.
2. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
3. If you experience illness or misadventure in the lead up to an exam or assessment, you must submit an application for special consideration, either prior to the examination taking place, or prior to the assessment submission deadline, except where illness or misadventure prevent you from doing so.
4. If your circumstances stop you from applying before your exam or assessment due date, you must apply within 3 working days of the assessment or the period covered by your supporting documentation.
5. Under the UNSW Fit To Sit/Submit rule, if you sit the exam/submit an assignment, you are declaring yourself well enough to do so and are cannot subsequently apply for special consideration.
6. If you become unwell on the day of – or during – an exam, you must stop working on your exam, advise your course coordinator or tutor and provide a medical certificate dated within 24 hours of the exam, with your special consideration application. For online exams, you must contact your course coordinator or tutor immediately via email, Moodle or chat and advise them you are unwell and submit screenshots of your conversation along with your medical certificate and application.
7. Special consideration requests do not allow the awarding of additional marks to students.

Further information on Business School policy and procedure can be found under “Special Consideration” on the [key policies and support](#) page.

## LATE SUBMISSION PENALTIES

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. An assignment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the 'wrong' assignment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such late penalties will be available on the course Moodle page.

## **FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE**

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

## **Faculty-specific Information**

### **PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS**

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).
- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

## **COURSE EVALUATION AND DEVELOPMENT**

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

## QUALITY ASSURANCE

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

## TEACHING TIMES AND LOCATIONS

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the [Class Timetable website](#) for the most up-to-date teaching times and locations.

## School Contact Information

The policies regarding staff contact in the School of Accounting, Auditing and Taxation are as follows:

- All questions regarding course administration should be directed to the Lecturer-in-charge.
- The full-time staff will be available for consultation starting from Weeks 2 to 10 and STUVAC period.
- Consultation hours will be advised on the course Moodle page in a consolidated timetable.
- Students are encouraged to consult with staff during online consultation sessions. Consultation will not be provided via email or phone.
- Consultation times during STUVAC period will likely vary to the regular consultation during Term and be posted on the course webpage later in the Term.

While emails to staff should be a rare occurrence as noted above, in instances where it is warranted, please make sure that:

- You use your UNSW email address when corresponding with the teaching staff on this

course. Emails from other addresses (such as Hotmail, Gmail, Yahoo, 126, QQ, etc.) are not accepted and will not be replied to.

- You must use an appropriate communication level with staff. Emails and discussion forum posts that use short-hand and “Texting” language are not acceptable, and communication must be in English. If your email cannot be understood then staff will not reply.
- You must identify yourself by your full name, student ID and tutorial day and time.
- Please be aware that Staff will not necessarily reply to students to inform them if their emails are non-compliant.
- Full-time teaching staff only answer emails during regular working hours of Monday to Friday 9am-5pm. Tutoring staff often have other jobs and require 48 hours within regular business office hours to reply to emails.

Complaints about the assessment and other aspects of this course should be directed in the first instance to the Lecturer-in-Charge (or Course Convenor) and if still unsatisfied with the response received then you are directed to contact the School of Accounting, Auditing & Taxation Grievance Officer, details available here: <https://www.unsw.edu.au/business/our-schools/accounting-auditing-taxation/contact-us>