



## UNSW Course Outline

# ACCT5995 Fraud Examination Fundamentals - 2024

Published on the 25 Aug 2024

## General Course Information

Course Code : ACCT5995

Year : 2024

Term : Term 3

Teaching Period : T3

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 : Postgraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

Do you want to investigate fraud, protect and safeguard businesses from fraud? This course will arm you with the expertise to safeguard businesses against the pervasive threat of fraud. You will learn to detect and prevent fraud, learn why fraud occurs and learn the latest fraud

investigation methods and techniques.

## **Course Aims**

This course provides a comprehensive exploration of fraud prevention and detection within organizational settings, addressing the pervasive and costly nature of fraud as a major business concern. Students will gain insights into the dynamics of fraud, the legal framework surrounding it, and the underlying motivations behind fraudulent activities. The course also covers best practices, frameworks, and tools for countering, identifying and investigating fraud incidents. Notably, this course is developed and delivered in collaboration with experts from a prominent forensic accounting firm and law enforcement agency, ensuring the relevance of the knowledge acquired to aspiring business professionals. It serves as a vital component of business risk management by equipping individuals with the skills to recognise and mitigate an organisation's fraud vulnerabilities, making it an essential first step toward a rewarding career in forensic accounting.

# Course Learning Outcomes

Course Learning Outcomes
CL01 : Describe common types of fraud offenses and explore current fraud trends observed in organisations.
CL02 : Apply researched theories and frameworks to understand the motivations and factors leading to fraud at an advanced level.
CL03 : Explain and apply sophisticated, recognised approaches for preventing and detecting fraud in organisations.
CL04 : Conduct a comprehensive investigation using diverse sources to assess and report on fraudulent activities with precision, confidentiality, and adherence to best practices.
CL05 : Develop and implement a fraud investigation interview strategy to extract information effectively and sensitively from a diverse range of stakeholders.
CL06 : Formulate well-supported, evidence-based recommendations independently and within a group to effectively persuade a managerial audience at a higher level.

Course Learning Outcomes	Assessment Item
CL01 : Describe common types of fraud offenses and explore current fraud trends observed in organisations.	<ul style="list-style-type: none"> <li>• Assessment 1: Major Fraud Case Study</li> <li>• Assessment 3: In-Class Quiz 1</li> <li>• Assessment 2: Major Fraud Case Study</li> <li>• Assessment 4: In-Class Quiz 2</li> </ul>
CL02 : Apply researched theories and frameworks to understand the motivations and factors leading to fraud at an advanced level.	<ul style="list-style-type: none"> <li>• Assessment 1: Major Fraud Case Study</li> <li>• Assessment 3: In-Class Quiz 1</li> <li>• Assessment 2: Major Fraud Case Study</li> <li>• Assessment 4: In-Class Quiz 2</li> </ul>
CL03 : Explain and apply sophisticated, recognised approaches for preventing and detecting fraud in organisations.	<ul style="list-style-type: none"> <li>• Assessment 1: Major Fraud Case Study</li> <li>• Assessment 3: In-Class Quiz 1</li> <li>• Assessment 2: Major Fraud Case Study</li> <li>• Assessment 4: In-Class Quiz 2</li> </ul>
CL04 : Conduct a comprehensive investigation using diverse sources to assess and report on fraudulent activities with precision, confidentiality, and adherence to best practices.	<ul style="list-style-type: none"> <li>• Assessment 1: Major Fraud Case Study</li> <li>• Assessment 3: In-Class Quiz 1</li> <li>• Assessment 4: In-Class Quiz 2</li> </ul>
CL05 : Develop and implement a fraud investigation interview strategy to extract information effectively and sensitively from a diverse range of stakeholders.	<ul style="list-style-type: none"> <li>• Assessment 1: Major Fraud Case Study</li> </ul>
CL06 : Formulate well-supported, evidence-based recommendations independently and within a group to effectively persuade a managerial audience at a higher level.	<ul style="list-style-type: none"> <li>• Assessment 1: Major Fraud Case Study</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 Assessment Format: Individual	30%		• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO5 : Responsible Business Practice
Assessment 3: In-Class Quiz 1 Assessment Format: Individual	20%		• PLO1 : Business Knowledge • PLO5 : Responsible Business Practice
Assessment 2: Major Fraud Case Study Assessment Format: Group	30%		
Assessment 4: In-Class Quiz 2 Assessment Format: Individual	20%		

## Assessment Details

### Assessment 1: Major Fraud Case Study

#### Assessment Overview

Case study of a real fraud case - Written Report

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

#### Course Learning Outcomes

- CL01 : Describe common types of fraud offenses and explore current fraud trends observed in organisations.
- CL02 : Apply researched theories and frameworks to understand the motivations and factors leading to fraud at an advanced level.
- CL03 : Explain and apply sophisticated, recognised approaches for preventing and detecting fraud in organisations.
- CL04 : Conduct a comprehensive investigation using diverse sources to assess and report on fraudulent activities with precision, confidentiality, and adherence to best practices.
- CL05 : Develop and implement a fraud investigation interview strategy to extract information effectively and sensitively from a diverse range of stakeholders.
- CL06 : Formulate well-supported, evidence-based recommendations independently and within a group to effectively persuade a managerial audience at a higher level.

## Detailed Assessment Description

### **Assessment Overview**

Multi-stage case study of a real fraud case.

Assesses: PLO1, PLO2, PLO3, PLO4, PLO5

### **Assessment Description**

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

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### Generative AI Permission Level

#### **Assistance with Attribution**

This assessment requires you to write/create a first iteration of your submission yourself. You are then permitted to use generative AI tools, software or services to improve your submission in the ways set out below.

Any output of generative AI tools, software or services that is used within your assessment must be attributed with full referencing.

If outputs of generative AI tools, software or services form part of your submission and are not appropriately attributed, your Convenor will determine whether the omission is significant. If so, you may be asked to explain your submission. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

### **Assessment 3: In-Class Quiz 1**

#### Assessment Overview

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

Assesses: PLO1, PLO2, PLO5

### **Course Learning Outcomes**

- CL01 : Describe common types of fraud offenses and explore current fraud trends observed in organisations.
- CL02 : Apply researched theories and frameworks to understand the motivations and factors leading to fraud at an advanced level.
- CL03 : Explain and apply sophisticated, recognised approaches for preventing and detecting fraud in organisations.
- CL04 : Conduct a comprehensive investigation using diverse sources to assess and report on fraudulent activities with precision, confidentiality, and adherence to best practices.

### **Detailed Assessment Description**

#### **Assessment Overview**

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

Assesses: PL01, PL05

#### **Assessment Description**

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

### **Generative AI Permission Level**

#### **Not Applicable**

Generative AI is not considered to be of assistance to you in completing this assessment. If you do use generative AI in completing this assessment, you should attribute its use.

For more information on Generative AI and permitted use please see [here](#).

## **Assessment 2: Major Fraud Case Study**

### **Assessment Overview**

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

Assesses: PL01, PL02, PL03, PL04, PL05, PL07

### **Course Learning Outcomes**

- CL01 : Describe common types of fraud offenses and explore current fraud trends observed in organisations.
- CL02 : Apply researched theories and frameworks to understand the motivations and factors leading to fraud at an advanced level.

- CLO3 : Explain and apply sophisticated, recognised approaches for preventing and detecting fraud in organisations.

#### **Generative AI Permission Level**

##### **Assistance with Attribution**

This assessment requires you to write/create a first iteration of your submission yourself. You are then permitted to use generative AI tools, software or services to improve your submission in the ways set out below.

Any output of generative AI tools, software or services that is used within your assessment must be attributed with full referencing.

If outputs of generative AI tools, software or services form part of your submission and are not appropriately attributed, your Convenor will determine whether the omission is significant. If so, you may be asked to explain your submission. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## **Assessment 4: In-Class Quiz 2**

#### **Assessment Overview**

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

Assesses: PLO1, PLO2, PLO5

#### **Course Learning Outcomes**

- CLO1 : Describe common types of fraud offenses and explore current fraud trends observed in organisations.
- CLO2 : Apply researched theories and frameworks to understand the motivations and factors leading to fraud at an advanced level.
- CLO3 : Explain and apply sophisticated, recognised approaches for preventing and detecting fraud in organisations.
- CLO4 : Conduct a comprehensive investigation using diverse sources to assess and report on fraudulent activities with precision, confidentiality, and adherence to best practices.

#### **Generative AI Permission Level**

##### **Not Applicable**

Generative AI is not considered to be of assistance to you in completing this assessment. If you do use generative AI in completing this assessment, you should attribute its use.

For more information on Generative AI and permitted use please see [here](#).

## 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 Code of Conduct](#) with respect to academic integrity, the University may take disciplinary action. 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 Code of Conduct, 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 : 9 September - 15 September	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 : 16 September - 22 September	Seminar	<p>Why do they do it? Offender insights</p> <ul style="list-style-type: none"> <li>• Describe typical profiles and traits 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 : 23 September - 29 September	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 : 30 September - 6 October	Seminar	<p>Fraud Prevention: Controlling Opportunity</p> <ul style="list-style-type: none"> <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 : 7 October - 13 October	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 deception.</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 : 14 October - 20 October	Other	Flexibility Week
Week 7 : 21 October - 27 October	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 : 28 October - 3 November	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 : 4 November - 10 November	Seminar	<p>Fraud Investigation: Conversion Methods, Interviewing and Reporting</p> <ul style="list-style-type: none"> <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> </ul>
Week 10 : 11 November - 17 November	Seminar	<p>Industry Insight: Latest 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 how and why knowledge learned in this course is vital to your future career.</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.

## 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 [Policies and Guidelines](#) 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 [Policies and Guidelines](#) page. For PG Research PLOs, including MPDBS, please refer to [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 Code of Conduct](#) with respect to academic integrity, the University may take disciplinary action. 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 Code of Conduct, 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

### SHORT EXTENSIONS

Short Extension is a new process that allows you to apply for an extended deadline on your assessment without the need to provide supporting documentation, offering immediate approval during brief, life-disrupting events. Requests are automatically approved once submitted.

Short extensions are ONLY available for some assessments. Check your course outline or Moodle to see if this is offered for your assessments. Where a short extension exists, all students enrolled in that course in that term are eligible to apply. Further details are available the

## **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. Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable.

Applications can only be made online and will NOT be accepted by teaching staff. 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. The majority of applications will be processed within 3-5 working days.

For further information, and to apply, see Special Consideration on the UNSW [Current Students](#) page.

## **LATE SUBMISSION PENALTIES**

### **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. In the case of an approved Equitable Learning Plan (ELP) provision, special consideration or short extension, the late penalty applies from the date of approved time extension. After five days from the extended deadline, the assessment cannot be submitted.

An assessment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the 'wrong' assessment 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](https://www.unsw.edu.au/business/our-schools/accounting-auditing-taxation/contact-us)