



Australian Government

Department of Education, Employment and Workplace Relations

PSPFRAU407B Conduct fraud control awareness sessions

Release 3

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Modification History

| Release | TP Version | Comments |
|---------|------------|---|
| 3 | PSP12V1 | Unit descriptor edited. |
| 2 | PSP04V4.2 | Layout adjusted. No changes to content. |
| 1 | PSP04V4.1 | Primary release. |

Unit Descriptor

This unit covers the presentation of information/awareness sessions focused on fraud and corruption control activities. It includes preparing for, and delivering fraud and corruption control awareness presentations and reviewing the outcomes.

Fraud in the unit title incorporates both *fraud and corruption*.

In practice, conducting fraud and corruption control awareness sessions may overlap with other generalist or specialist public sector workplace activities such as acting ethically, complying with legislation, delivering service to clients, promoting client compliance with legislation, etc.

This unit replaces and is equivalent to PSPFRAU407A Deliver training in fraud control awareness.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|--|
| 1. Prepare for fraud and corruption control awareness presentation | 1.1 Objectives are developed for the <i>presentation</i> that reflect the identified needs of the participants, are achievable and stated in terms of outcomes. 1.2 Presentation methods are selected to suit identified outcomes, participants' needs and availability of equipment and resources. 1.3 Provision is made for participants to contribute to the session based on their experience. 1.4 Content of materials to be used is validated by experience before use, where possible. 1.5 Examples of incidents and results of non-compliance are included in presentation materials. 1.6 Examples of successful cooperative arrangements are included in presentation materials. 1.7 Presentation methods and information are structured to suit the specified objectives of the session, the needs of the participants and the size and location of the group. |
| 2. Deliver session on fraud and corruption awareness | 2.1 Session is structured to facilitate the creation of opportunities for discussion of broad conceptual, ethical and legal issues surrounding fraud and corruption control. 2.2 Objectives of the session, structure of the activities and other details are explained to participants to suit their level of understanding and experience, and feedback elicited. 2.3 Materials and presentation techniques used are adapted to the particular audience and are effective and interesting. 2.4 Materials are presented in such a way as to establish a positive response in the organisation and its clients regarding fraud and corruption control. 2.5 Case studies are used for illustrative purposes, where possible. 2.6 Models of excellence of fraud and corruption control in the public and private sectors are highlighted. |
| 3. Review fraud and corruption control awareness session outcomes | 3.1 Participants are encouraged to provide feedback on all aspects of the awareness sessions. 3.2 Suitability of the approach, the content and outcomes are reviewed as a guide for further activities. 3.3 Own performance is reviewed against objectives and in response to participants' responses and comments. 3.4 Advice is provided to appropriate people regarding possible future activities or amendments to organisational awareness strategy and programs, including identification of high risk areas for fraud and corruption activities. |

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- making presentations to provide fraud and corruption awareness sessions aimed at improving investigative skills of less experienced members of staff
- tailoring sessions to the needs of adult learners
- explaining complex concepts and formal documents such as legislation, standards and codes of conduct
- using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- mentoring culturally and linguistically diverse staff to maximise fraud and corruption control awareness
- designing/having input into awareness sessions delivered by specialists
- incorporating feedback from attendees into future session design and delivery
- applying occupational health and safety and environmental procedures in the context of delivering fraud and corruption control awareness sessions

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies, guidelines and processes relating to fraud and corruption control and investigation
- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing
- agency structure and core business
- the link between ongoing information/awareness sessions and effective fraud and corruption control
- adult learning principles
- public sector values and codes of conduct
- anti-discrimination and diversity legislation
- legislation, policies and procedures relating to presentations including occupational health and safety and environment

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPLEGN401A Encourage compliance with legislation in the public sector
 - PSPGOV402B Deliver and monitor service to clients
 - PSPREG402C Promote client compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- The knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this summaries in this unit (see Employability Summaries in Qualifications Framework)
- presentation of fraud and corruption control awareness sessions in a range of (3 or more) contexts

Resources required to carry out assessment

These resources include:

- fraud and corruption control guidelines
- fraud investigation standards
- public sector values and codes of conduct
- legislation, procedures and protocols relating to fraud and corruption control
- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing
- case studies and workplace scenarios to capture the range of fraud and corruption control situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting fraud and corruption control awareness sessions, including coping with difficulties, irregularities and breakdowns in routine

- presentation of fraud and corruption control awareness sessions in a range of (3 or more) contexts

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *bold italics* in the Performance Criteria is explained here.

| | |
|--|---|
| Fraud and corruption control awareness <i>presentation</i> may include: | <ul style="list-style-type: none"> • in formal situations • addressing special interest groups or community groups • part of a broader induction program for agency staff • explaining procedures and guidelines • on-the-job coaching |
|--|---|

Unit Sector(s)

Not applicable.

Competency field

Fraud Control.