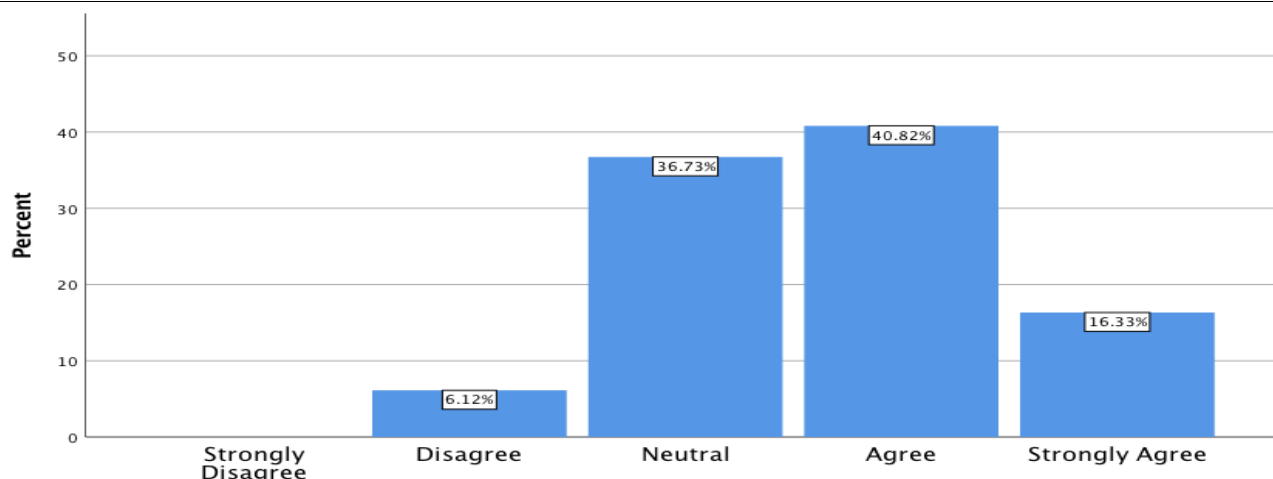


QUALIFICATION SPECIFICATION						SECTION A
QUALIFICATION DEVELOPER	Botswana Accountancy College					
TITLE	Bachelor of Arts in Forensic Accounting			NCQF LEVEL	7	
FIELD	Business, Commerce and Management Studies		SUB-FIELD	Accounting		
New qualification	*	Review of existing qualification				
SUB-FRAMEWORK	General Education		TVET		Higher Education	✓
QUALIFICATION TYPE	Certificate		Diploma		Bachelor	✓
	Bachelor Honours		Master		Doctor	
CREDIT VALUE					520	
RATIONALE AND PURPOSE OF THE QUALIFICATION						
<p>According to the president of Institute of Singapore Chartered Accountants (ISCA) Financial Forensic Accounting (FFA) (2019), businesses generally need to protect against many different illegal financial activities ranging from: tax evasion and insider trading to money laundering. In order to get protected from such bad business practices, businesses need a workforce with the knowledge and skillsets to put in place preventive measures, manage risks and utilise the latest technology to detect fraudulent activities. As such financial forensics is expected to grow in importance and complexity, with the nature of financial crime becoming more sophisticated, more digital and more transnational in the future. According to PwC 2016 Global Economic Crime Survey, the global average fraud in businesses is around 36% and this is expected to grow as businesses embrace digital technology to conduct commercial transactions.</p> <p>In Botswana the Corruption and Economic Crime Act (CECA) was passed into law in 1994 following several corruption scandals involving senior officials in government. The scandals had caused public outrage and threatened to harm the country's reputation as an African model of good governance. The CECA Act created the Directorate on Corruption and Economic Crime (DCEC), which has a three-pronged strategy of investigation, prevention and public education. In order to effectively perform this mandate, the DCEC requires expertise in forensic accounting. In 2019 the country was embroiled in a series of allegations of money laundering cases involving millions of Pula against parastatal organisations and private businesses. Allegations of high-profile scandals</p>						

indicate the importance of forensic investigations. As such the Bachelor of Arts in Forensic Accounting qualification will produce graduates with skillsets necessary to protect against many different illegal financial activities.

This qualification focuses on the workforce needs as well as the needs of students intending to pursue a career in accounting with the added value of possibly specializing in forensic accounting or similar financial investigative work. It concentrates on the skills and knowledge sought by professional accounting firms, and companies and organisations with need for accounting, investigative and auditing staff. There is particular emphasis on the teaching of forensic accounting and auditing. In compliance with the mandate of the Human Resources Development Council (HRDC), the qualification embraces key elements of skills development such as financial planning, accounting procedures, data analysis and risk management. It also embraces the aspect of planning for citizen empowerment and the cultivation of the knowledge worker. The qualification is designed to tap into the growing demand for internal auditors and forensic accountants. The qualification is designed to ensure that students graduating from it will have the educational grounding and intellectual development to take full advantage of career opportunities arising primarily in the field of accounting and auditing. With the added benefit that should they wish to pursue a career as a forensic accountant or in some other investigative role, they will have an educational "head start" on their peers graduating from other qualifications.

According to a recent needs analysis, many of the respondents affirmed that the Forensic Accounting qualification is relevant to the human capital needs. Study participants attested that the Forensic Accounting degree is relevant. This is illustrated by Figure 1 below:



Majority of the respondents indicate that Forensic Accounting qualification is relevant to the needs of Botswana's economy. About 57.1 % of the respondents indicate that the qualification is relevant to the human resources needs in Botswana.

Upon graduation, learners should be able to understand both the prevalent corruption in our society including among others white-collar crimes, money laundering, causes of fraud, examine the types of fraud and fraudulent schemes that affect business enterprises. They will also be able to explore methods of fraud detection, prevention, and increase their ability to recognize potential fraudulent situations. The first year assumes no prior knowledge of accounting and introduces the main principles of management accounting and financial accounting. The second year deepens the appreciation of the role and scope of financial accounting and allows students to explore related areas such as financial risk. It also focuses on the environment in which a forensic accountant operates by including modules on corporate and business law, electronic crime and fraud, evidence and expert witness. The second year prepares students for a placement in the area of financial reporting or auditing and investigation through the understanding and managing financial roles module. The final year has a strategic context. In terms of the work and environment of the forensic accountant, students will evaluate forensic accounting techniques and forensic investigation which prepares them for gaining employment in this specialized area. In addition, students will study the Consultancy Project

module which aims to recreate some of the skills learners would have developed on placement whilst also covering career planning and reflection.

The qualification is aligned with certain professional accounting qualifications such as the CIA, ACCA and BICA. This alignment gives the graduates the added advantage of exemption if they want to pursue these professional qualifications.

Aims of the Qualification

The Bachelor of Arts Forensic Accounting qualification aims to:

- Produce graduates who can provide investigative support to clients such as businesses, lawyers, barristers and regulatory bodies.
- Equip graduates with skills to scrutinize accounting records, emails and reports to identify discrepancies, or areas of inconsistency, then analyse and present their findings to their instructing party.
- Produce graduates who can review contracts, bank statements, correspondence and other documents related to a case and act as an expert witness and to attend court proceedings.
- Produce graduates who can work with a variety of people in a collaborative way and deal with vast amounts of data speedily and efficiently.
- Produce graduates with strong communication skills (written and oral) who can articulate and explain complex problems and present findings in layman's terms, including to the court when acting as an expert witness.
- Produce graduates with an inquisitive and commercial mindset, with the ability to exercise a degree of scepticism not just accept what they are told.
- Produce graduates who have knowledge of financial law and accounting standards and how business work in general.
- Equip learners with financial and legal concepts governing fraud investigations and giving of expert witness testimony, and how to quantify economic damages in cases.

ENTRY REQUIREMENTS (including access and inclusion)

To enrol in the qualification, candidates should have the following:

1. NCQF Level IV (e.g. BGCSE, IGCSE or equivalent) with passes in six subjects, including a minimum B in Mathematics and English and a subject relevant to the qualification.

OR

2. NCQF V (e.g. Diploma or equivalent, plus passes in a minimum of 3 subjects at NCQF Level IV [BGCSE or equivalent level])

OR

3. Mature entry based on RPL: 5 years accounting and / or finance experience plus NCQF Level III or IV.

QUALIFICATION SPECIFICATION

SECTION B

GRADUATE PROFILE (LEARNING OUTCOMES)

ASSESSMENT CRITERIA

On completion of the qualification, learners will demonstrate the achievement of the following learning outcomes;

LO1: To acquire knowledge and understanding of the purpose, concepts and principles of Botswana and International financial accounting

Associated assessment criteria for Learning Outcome #1

1. Understand the conceptual and international regulatory framework for financial accounting.
2. Demonstrate an understanding of the accounting system, including the use of double entry to records transactions & events.
3. Prepare single entity financial statements.
4. Interpret and communicate financial statement information to internal and external stakeholders
5. Prepare full financial statements for a single company and the principal consolidated financial statements for a simple group to conform with International Accounting Standards

	<ol style="list-style-type: none"> 6. Discuss and apply the regulatory framework for financial reporting, covering a wide range of international accounting standards. 7. Discuss and apply the conceptual framework for financial reporting including consideration of whether financial statements meet users' needs. 8. Demonstrate awareness of current issues in corporate reporting including earnings management, creative accounting and the role of national bodies (such as BICA, BAOA) and their international equivalents (such as the Financial Reporting Council – UK) in improving corporate reporting
<p>L02: To demonstrate core forensic knowledge including fraud and electronic crime</p>	<p>Associated assessment criteria for Learning Outcome #2</p> <ol style="list-style-type: none"> 1. Critically evaluate the meaning and purpose of forensic investigation and assess the vulnerabilities within contemporary Information Systems. 2. Discuss the nature and extent of financial crime and identify and assess the threats posed by the major types of electronic crime. 3. Appreciate and evaluate risk management processes necessary for Information Systems and best practice in Information Systems security. 4. Assess and evaluate the stages of digital forensic investigation. 5. Understand and evaluate the protection offered by technology and legislation when tackling Information Systems security and electronic crime.

	<ol style="list-style-type: none"> 6. Demonstrate an understanding of the different types of fraud and evaluate the different creative accounting methods management may employ. 7. Demonstrate an ability to apply the techniques used in forensic accounting engagements. 8. Identify situational, systems and security weaknesses in organisations and design and recommend measures to minimise the associated downside risks. 9. Critically evaluate the meaning and purpose of forensic accounting and an expert witness and assess and evaluate the role of the expert witness in forensic accounting engagements 10. Appreciate the nature and extent of financial dispute resolution 11. Critically evaluate evidence and come to reasoned conclusions
<p>LO3: To understand the ethical and legal environment and responsibilities of a forensic accountant</p>	<p>Associated assessment criteria for Learning Outcome #3</p> <ol style="list-style-type: none"> 1. Identify ethical issues, conflicts of interest, and noncompliance with corporate policies and procedures in the context of a specific case. 2. Conduct legally sustainable interviews in Forensic practice and Accounting investigations in an ethical manner. 3. Apply tax law knowledge. 4. Investigate current forensic issues and apply the techniques used in the decision-making process and evaluation of evidence.

	<ol style="list-style-type: none"> 5. Demonstrate a critical understanding of the application of techniques used in forensic accounting engagements, including the identification and quantification of admissible evidence and the quantification of damages 6. Demonstrate a critical awareness and understanding of the methodologies by means of which organisations and individuals can plan to manage the risks associated with business and personal financial exposures
<p>LO4: To acquire knowledge to use business focused quantitative data and qualitative information in preparing accounting and financial information including ability to conduct research, present findings and recommendations.</p>	<p>Associated assessment criteria for Learning Outcome #4</p> <ol style="list-style-type: none"> 1. Propose a research project that could effectively explore some issue related to accounting. 2. Evaluate and explore possible research projects and assess their suitability/feasibility. 3. Use information technology to retrieve, analyse and present data. 4. Able to engage in discussion and debate and express informed personal opinions. 5. Application and evaluation of appropriate techniques of data analysis. 6. Access information, networks and skills that will enable them to target and hopefully secure appropriate accountancy orientated work placements 7. Provide advice to management on a variety of business situations, simulations and sensitivity analysis. 8. Critically analyse a business situation and apply appropriate techniques to present a reasoned solution. 9. Identify, analyse and discuss current business issues.

	10. Evaluate possible alternative scenarios and provide a reasoned, coherent argument as to the possible alternative solutions.
L05: To develop skills to select and use relevant numerical procedures and techniques to prepare accounting and financial information, including where appropriate use of computer software	<p>Associated assessment criteria for Learning Outcome #5</p> <ol style="list-style-type: none"> 1. Record and explain financial transactions using accepted principles and conventions and prepare financial statements to satisfy the needs of users. 2. Retrieve, analyse and select information from a diverse range of sources to solve business problems. 3. Understand and apply costing/management accounting concepts and techniques to business situations and produce costing/ management accounting reports to support management in decision-making, planning and control. 4. Use appropriate accounting terminology, concepts, theory and techniques within a variety of settings. 5. Apply their accountancy/business knowledge and skills base within the work environment. 6. Initiate research activity if a suitable research project is identified 7. Provide evidence-based investment advice and cost-savings suggestions
LO:6 To develop skills to become an autonomous learner who can take a critical approach to learning and develop skills relevant to working in a team	<p>Associated assessment criteria for Learning Outcome #6</p> <ol style="list-style-type: none"> 1. Manage time and work towards deadlines. 2. Work independently and communicate effectively 3. Work effectively and constructively as part of a group setting.

	<ol style="list-style-type: none"> 4. Assess the relevance and importance of the work and ideas of others. 5. Appreciate Human resources dimensions and the environment in which people work effectively
<p>LO:7 To enhance skills to contribute to and assess business strategy in both the commercial (profit-seeking) and public sectors (non-profit seeking)</p>	<p>Associated assessment criteria for Learning Outcome #7</p> <ol style="list-style-type: none"> 1. Identify an organization (private or public) for mid-semester attachment and negotiate with tutors the strategic issues to be evaluated 2. Evaluate value creation, value protection and value destruction processes and practices 3. Plan and carry out an industrial attachment plan to ensure ability to evaluate business strategy in different organisations (from private, public to multinational) 4. Demonstrate ability to select and apply relevant business strategy models/ theories to organisations in different sectors, including environmental scanning, generating strategic options, carrying out stakeholder mapping and making strategy recommendations based on findings 5. Prepare actionable evidence-based recommendations that are practical in enhancing business strategy 6. Demonstrate ability to carry out value audits, financial accounting audits, computer-assisted audits, environmental audits in different types of organizational settings.

QUALIFICATION STRUCTURE			SECTION C
	Module Titles	Level	Credits
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Learning and Academic Skills	5	20
	Introduction to the Business Environment	5	20
	Use of ICT and Learning Resources	5	20
	Business Mathematics	5	20
	Business Communication	5	20
	Financial Accounting 1	5	20
	Total Credits		120
CORE COMPONENT Subjects / Units / Modules /Courses			
	Financial Analysis for Business	6	20
	Business Economics	6	20
	Financial Accounting 2	6	20
	Management Accounting & Management Information Systems	6	20
	Law and Corporate Governance	6	20
	Developing Professional and Research Academic Skills	6	20
	Total Credits		120
	Data and Business Decisions	6	20
	Electronic Crime	6	20
	Financial Accounting and Reporting	6	20
	Financial Risk Management	6	20
	Fraud, Evidence, Expert Witness	6	20
	Work Placement & Progressing Professional Development	6	20
	Total Credits		120

	Audit and Assurance	7	20
	Consultancy Project	7	20
	Corporate Reporting	7	20
	Forensic Accounting Techniques	7	20
	Forensic and Fraud Examination	7	20
	Principles of Taxation	7	20
	Public Sector Accounting	7	20
	Auditing	7	10
	Fraud Analytics	7	10
	Total Credits		160
	GRANDTOTAL CREDITS		520
OPTIONAL COMPONENT Subjects / Units / Modules /Courses			

Rules of combinations, Credit distribution (where applicable):

The qualification duration is four years comprising of fundamental and core modules. There are six fundamental modules at level 5 and the remaining modules being core. All core modules are compulsory. The credits distributed across the qualification are as follows: (Level 5) = 120: (Level 6) = 120: (Level 6) = 120 and (Level 7) = 160. This gives a total credit of 520.

To progress in the qualification, learners must meet the credit requirements at each level of the qualification. The modules at each level of the qualification are not a prerequisite of each other and may be arranged and offered in any sequence. The rule for progressing from one level to the next is based on the number of credits accumulated.

ASSESSMENT AND MODERATION ARRANGEMENTS

Assessment shall take different forms including formative and summative depending on the module. A variety of assessment methods will be used, e.g. self-assessment tests, posters/presentations, written assignments, portfolios, reflective essays and case studies assessments. Time will be allocated

for staff and learners to work through each other's expectations and understanding of the module's assessment tasks. Before doing an assignment, learners will have opportunities to present work and receive either verbal or written feedback from both peers and tutors for formative feedback.

Formative assessment

Formative assessment methods will be employed to provide learners with feedback on their achievement. Formative assessment will have 40% weighting.

Summative Assessment

There will be two forms of summative assessments, namely examination and course work. The weighting for summative assessment will be 60%. Table 3 below. Where the module is assessed solely by coursework, the weight of the summative assessment elements shall total 100%.

Table 3: Proportionate weighting of assessments

Mode of assessment	Weighting range
Formative assessment (e.g., quiz, tests, coursework /assignments, etc.)	40%
Summative assessment (e.g., Oral presentations) Final examinations	60%

A. Pass requirements:

A learner passes a module if the learner obtains a final mark of 50% or more in the module. The final mark is constituted of two (2) pieces of summative assessments (100%). A learner qualifies for the BA in Forensic Accounting on NCQF level 7 when the learner has passed all fundamental and core modules.

Moderation Arrangements

The following shall apply for both internal and external moderation in accordance with the applicable academic regulation and policies.

Documentation

All documentation including the marking grid (rubrics), assessment instruments, and clearly articulated submission procedures will be provided for each assessment for moderation. In general, the marking and moderation process shall commence per the academic regulations.

Pre-assessment Moderation

Assessment tasks (with assessment criteria) shall be developed for each module. Before administering any assessment that contribute to the award of credits, moderation will take place. This entails the following:

- Ascertaining that the assessment strategy to be used is appropriate for the learning outcome to be assessed.
- Ascertaining that the assessment instrument adequately captures the learning outcomes against which assessment is to be carried out.
- Ascertaining whether the assessment tasks or questions can enable the assessor to collect sufficient evidence that is typical of relevant exit level descriptors.
- Checking if the cover page contains all necessary information.
- Checking if the assessment instrument layout is appropriate and that wording of assessment tasks or questions is appropriate.
- Checking if the assessment criteria or rubric is consistent with the learning outcomes against which assessment is to be done.

Post-assessment Moderation

The moderator shall verify that the assessment has been done in compliance with relevant principles. This include the following;

- Checking that all scripts have been assessed.
- Checking that calculation of marks have been done correctly.
- Checking that records and reports where necessary have been completed.
- Checking the submission of all documentation to the designated academic head.

Sampling Procedure for Moderation

The sample for moderation shall be selected as per the academic regulation. The sample shall be of appropriate size related to the cohort, (e.g. the Square Root of the total assessment scripts with a minimum of five scripts). If the total assessment scripts are twenty or less, then the moderator shall moderate the whole cohort. The sample shall be representative of the student cohort in relation to the top, middle and bottom level performance.

Moderation Report

The moderator's report shall cover but not limited to the following: validity of the assessment instruments, performance of the learners, standard of learner competencies, reliability of the marking and any irregularities in terms of the academic regulations.

Internal Moderation Arrangements

All assessments instruments and marked assessment scripts shall be subjected to a process of internal moderation. The internal moderation of the assessment instruments shall assess the validity and reliability of the instruments in relation to: learning outcomes, level of study of the leaners, content coverage, and also assess whether there are errors. The internal moderation of the assessment scripts shall be done in accordance with B3 above.

External Moderation Arrangements

The external moderation shall be done by external subject experts to verify that the assessment instruments and marking are at the right standard for the qualification. The external moderator is presented with a complete set of marks and a sample set of scripts after the completion of the internal moderation process. The documentation to be sent to the external moderator include:

- Marked Scripts (Sampled)
- Marking guide
- All captured grades for the module
- Module handbook detailing learning outcomes and assessment brief (for coursework assessments)

The external moderator is provided with an explanation of the marking/moderation process and this process is visible to the external moderator based on the package sent. The external moderator's role is to audit/validate the marking and moderation process. External moderation may result in the adjustment of allocated marks. All external moderators shall comply with the academic regulation on confidentiality and non-disclosure of information.

RECOGNITION OF PRIOR LEARNING (if applicable)

Candidate wishing to apply for Recognition of Prior Learning (RPL) shall submit their application for recognition during the normal application period. RPL allows for the recognition of knowledge and skills acquired through formal learning experience and workplace learning (number of years relevant experience). In applying for RPL candidates are to provide the following documentary evidence: a learning portfolio. Candidates may be assessed via:

- Test / challenge examination
- Portfolio;
- Interview;
- Artefacts

Provisions are in place to accommodate appeal of the decisions in the event a candidate chooses.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Vertical Pathways

The qualification can articulate vertically onto Bachelor's honors degree in Forensic Accounting. Therefore, the degree provides a basis for continuing with the Certified Fraud Examiner (CFE), Certified Public Accountants (CPA) pathways.

Horizontal Pathways

The qualification articulates horizontally onto the following NCQF Level 7 qualifications:

- Bachelor's in Accounting and Finance (NCQF Level 7).
- BA International Finance & Banking (NCQF Level 7)
- BA Financial Risk Management (NCQF Level 7)

Employment Pathways

With this qualification graduates will have requisite competences and attributes to work as/for:

- Finance analysts,
- Consulting firms specializing in risk consulting
- Forensic accounting services
- Law firms
- Law enforcement agencies
- Credit analyst
- Accountancy firms
- Insurance companies
- Banks
- Police forces
- Government agencies

QUALIFICATION AWARD AND CERTIFICATION

A learner must comply with the minimum credit requirements of 520 in order to be awarded the qualification.

The qualification shall be awarded with a Bachelor of Arts in Forensic Accounting

Final Exit Point	Award
Completion of 520 Credits	Bachelor of Arts in Forensic Accounting

REGIONAL AND INTERNATIONAL COMPARABILITY

External benchmarking

Regional: Benchmarking was done in the region with Universities in South Africa to determine the nature of their accounting and finance qualification. The Universities' curricula were scrutinised, and findings show that majority of those qualifications were focused on one major, that is, either Finance or Accounting. A few offer Accounting and Finance. Some of the modules found to be common across the South African universities include: Economics, Financial

Management and Financial Accounting. These pillars were incorporated in the design of the present qualification.

- University of South Africa
- University of Johannesburg
- University of Pretoria

International: The benchmarking was done internationally using with Sheffield Hallam University (SHU), CIMA and ACCA and ICAEW. The CIMA and ACCA were of particular interest because graduates from the qualification articulates onto those qualifications. Due to benchmarking with Sheffield Hallam University (SHU), the BAC qualification has modules that are aligned to the SHU Top Up qualification. The qualifications that were examined follow similar patterns and standards; this qualification offers six modules per year, which is not the case with some institutions that were examined, like regional institutions. This enables students to cover a wider selection of modules.

Summary of findings This qualification generally compares well with all the forensic accounting qualifications studied as the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and type of qualification as done within the region and beyond. What sets it apart from the qualifications examined is that students get to obtain significant exemptions on chartered accounting qualifications such as CIA/ACCA/ICAEW. It also incorporates a consulting project, which exposes learners to the real world of work, which they will encounter upon successfully completing the qualification

REVIEW PERIOD

The qualification is reviewed every 5 years.