Higher National Unit specification: general information

Unit title: Intelligence Analysis

Unit code: H1T9 35

Superclass:	QH
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Unit purpose

The purpose of this Unit is to enable candidates to function within an intelligence-led environment by developing the skills required to analyse information and intelligence at tactical levels in a variety of different organisations. It will enable them to analyse situations by applying the underpinning principles of intelligence analysis and by making use of key analytical techniques. As a result, candidates should be able to provide and disseminate relevant analytical products.

The Unit is aimed at candidates who have some experience of working as intelligence analysts or who have realistic expectations of gaining such experience in the near future. Candidates will, however, be expected to apply the material in the Unit to real work situations with which they are familiar. Successful completion of this Unit will provide a basis on which candidates can develop their skills and capabilities as intelligence analysts. It will also enable them to progress to more advanced SCQF levels such as the Unit *Advanced Intelligence Analysis*, which is at SCQF level 9.

On completion of the Unit the candidate should be able to:

1   Analyse information and intelligence.
2   Present analytical products.

General information (cont)

Recommended prior knowledge and skills

It is recommended that candidates undertaking this Unit possess good written and verbal communication skills to a level equivalent to at least SCQF level 6. This could be evidenced by the Unit D5P3 34 *Communication: Presenting Complex Communication for Vocational Purposes*, or an equivalent Unit. Candidates should be able to demonstrate that they have the capability to undertake a Unit at SCQF level 8. This could be evidenced by the possession of qualifications at or equivalent to SCQF level 7 or above or by appropriate experience in the workplace. It would be beneficial if candidates had some experience of working in an intelligence-led environment. If they are not yet in a relevant position, candidates will need to have access to an appropriate work environment as they will be expected to apply the material in the Unit to real work situations with which they are familiar.

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Higher National Unit specification: statement of standards

Unit title: Intelligence Analysis

Unit code: H1T9 35

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Please refer to *Evidence Requirements for the Unit* after the Outcomes.

Outcome 1

Analyse information and intelligence.

Knowledge and/or Skills

♦ Principles of intelligence
♦ Collection of data
♦ Sources of information and intelligence
♦ Inference development
♦ Patterns and trends
♦ Analytical products and techniques
♦ Making recommendations

Outcome 2

Present analytical products.

Knowledge and/or Skills

♦ Organisation and presentation of information
♦ Visual presentation
♦ Responding to questions for clarification

Higher National Unit specification: statement of standards (cont)

Unit title: Intelligence Analysis

Evidence Requirements for the Unit

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can analyse information and intelligence and, by using suitable techniques, develop inferences on which recommendations can be made at a tactical level. They will also be expected to demonstrate that they can present the results of intelligence analysis to relevant persons using recognised formats. Throughout, the evidence should be consistent with recognised principles of intelligence.

Candidates will be expected to provide evidence in the form of a) two Subject Profiles and b) one Problem Profile. In addition, they must also c) make a presentation based on one of the Subject profiles in a face-to-face setting.

a) The Subject Profiles should be based on a relevant issue for which candidates should be provided with all the necessary information and intelligence. The Subject Profiles must follow a recognised format with a clear introduction, logical progression and identification of data sources. They must be based on the application of recognised and suitable approaches to intelligence analysis and each must include:

♦ clear and concise inference developed using a suitable technique
♦ a suitable number of premises all of which are reflected in the inference and which are logically structured and supported by the inference
♦ a suitable number of charts constructed according to recognised principles and which support the inference drawn from the analysis
♦ recommendations which are logically structured, SMART (Specific, Measurable, Achievable, Realistic, Timebound), and consistent with a recognised recommendations structure

b) The Problem Profile should be based on an issue which requires information and intelligence to be analysed at a tactical level within an actual organisation. It must take into account principles of intelligence analysis. It should follow a recognised format for an analytical report and have a clear aim and a logical structure which show evidence of the use of a recognised problem-solving model.

In addition it should:

♦ clearly identify the origin and scope of the task and the methodology used
♦ incorporate relevant data collected by the candidate
♦ make use of a variety of data sources, and ensure that sources are properly evaluated and referenced
♦ make use of appropriate methodology to assess the quality of data
♦ take into consideration any limitations of or discrepancies in data
♦ present information clearly using recognised methods of presentation
♦ make use of recognised and suitable analytical techniques
♦ draw clear and concise inferences using suitable techniques
♦ analyse and interpret the issue comprehensively and accurately including identification of contributory variables

Higher National Unit specification: statement of standards (cont)

Unit title: Intelligence Analysis

♦   make recommendations based on the analysis which are consistent with a recognised recommendations structure and which are SMART (Specific, Measurable, Achievable, Realistic, Timebound)
♦   be expressed in language which should be comprehensible to the intended audience

c)   The presentation must be based on one of the Subject Profiles and must present the analysis in a logical progression and have a clear introduction. During the presentation candidates must:

♦   make use of clear, well-produced visual aids
♦   provide explanation of each of the charts which is comprehensible to the audience
♦   display relevant presentational skills which reflect good practice
♦   respond to questions for clarification from members of the audience in a manner which fully addresses the question

Higher National Unit specification: support notes

Unit title: Intelligence Analysis

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

The Unit may be part of a Group Award such as the *Professional Development Award in Intelligence Analysis at SCQF level 9*. It focuses on the tactical aspects of intelligence analysis.

It is suitable for candidates who have recently taken up posts where they will be carrying out intelligence analysis. This could be in a variety of organisational contexts including, for example, law enforcement, environmental protection, border control and financial services. Candidates could, therefore, be connected to a range of different organisations such as the police service, the prison service, environmental protection agencies, banks and government agencies such as those responsible for immigration and border control.

Candidates may well undertake the Unit as part of a recognised training programme. The Unit may be taken on a stand-alone basis but may also be combined with the Unit *Advanced Intelligence Analysis* as part of a structured development programme. Where this is the case, candidates should complete *Intelligence Analysis* before moving on to *Advanced Intelligence Analysis* which deals with strategic and advanced intelligence analysis and advanced skills.

The Unit is designed to provide candidates with the behaviours, skills and knowledge that they will need in order to use recognised analytical techniques to produce analytical products within an intelligence-led environment. It concentrates on the use of intelligence analysis at tactical levels within organisations. Candidates will be expected to apply the material in the Unit to real work situations with which they are familiar. Candidates who successfully complete the Unit should be able to carry out effective intelligence analysis at tactical levels. They should be confident in developing analytical products through the use of recognised analytical techniques. They should have extended their range of the skills, behaviours and knowledge required of analysts in an intelligence-led environment. As a result, they should be able to make a more effective contribution in their job role by carrying out intelligence analysis to a professional level in response to routine enquiries, problems and issues. They should also be able to exercise some autonomy and act on their own initiative when required.

The Unit covers a range of analytical techniques and candidates will be required to produce charts, diagrams and tables as appropriate. These charts, diagrams and tables will be produced in accordance with recognised conventions and candidates will need to make use of suitable software in order to do this.

Higher National Unit specification: support notes (cont)

Unit title: Intelligence Analysis

Throughout, the Unit should relate to legislation and practice current at the time of delivery. It may be helpful to begin the Unit by providing some background information on the role of an intelligence analyst. This can be related to the organisational context in which candidates are engaged. For candidates in the police service, for example, it could include procedural aspects of law enforcement and the investigation of crime.

The example below gives an illustration of the content that would be expected to be relevant to achieving the Unit. This example is for a law enforcement environment. The content would be different where the Unit is delivered in other contexts and the guidance can be adapted to suit different situations. For example, the National Intelligence Model could be replaced with the business or intelligence model relevant to the particular context in which the Unit is being delivered. Also, open source intelligence may be more important in other contexts than in a law enforcement environment.

Outcome 1

National Intelligence Model: levels of operation; control strategy priorities; Tasking and Co-ordinating Group Meetings; tasking and briefing; intelligence products; analytical products.

Principles of Intelligence: European Convention on Human Rights; duty of care; other relevant legislation; evaluation of intelligence (5x5x5 coding system; sanitisation; risk assessment); Intelligence Cycle — direction, collection, evaluation, collation, analysis, dissemination.

Collection of data and sources of information and intelligence: data collection — communications data and communications analysis, open source analysis; types of information; handling information; managing police information; Government Protective Marking Scheme (GPMS); covert human intelligence sources; surveillance; prison intelligence; intelligence cells.

Inference development: inductive logic (5W + H); inference and premise construction; verifying and developing inferences.

Patterns and trends: geographical profiling; using GIS (Geographic Information Systems) data; victim analysis; comparison of variables.

Analytical products and techniques: network analysis — association charting; commodity flow charting; activity charting; sequence of events; statement of the inference; supportive premises and data.

Making recommendations: types of recommendations; developing recommendations; monitoring and evaluating results.

Outcome 2

Organisation and presentation of information: analytical products; disclosure; formal presentations; stages of a presentation; presentation skills.

Visual presentation: charts; tables; diagrams.

Higher National Unit specification: support notes (cont)

Unit title: Intelligence Analysis

Guidance on the delivery of this Unit

This Unit can be delivered using a variety of learning and teaching methods, which can be adjusted to suit the different requirements of the different components of the Unit. Throughout, candidates can be encouraged to take responsibility for their own learning and to develop appropriate learning and study skills.

The early parts of the Unit require candidates to gain background knowledge of the principles of intelligence and the role of intelligence and analysis in organisations. This can be delivered using lecturer-mediated discussion and by directing candidates towards suitable literature sources which they can consult and assimilate for themselves. In addition, lectures can be supported with practical exercises which can help candidates make connections between the Unit and the candidate's work role. The traditional face-to-face environment could be supplemented with a virtual learning environment if desired.

The Unit has a strong practical bias as a key purpose is to ensure that candidates gain mastery of techniques of analysis. Practical work should, therefore, be a significant aspect of delivery. Candidates can be given practical exercises which match the types of analysis that they are likely to meet in a work environment.

Practical exercises also provide opportunities for candidates to practise analytical techniques and to develop the information technology skills required to use the software associated with them. This can include word processing and presentation software.

Group work can form a significant part of the delivery process. Working in syndicates helps candidates develop general skills in working with others but also helps them to enhance skills and behaviours associated with presenting ideas to others and justifying them in the light of questioning. These can be further developed if candidates become involved in presenting the conclusions of their syndicate group to members of other groups. Working with others is an important facet of the work of an intelligence analyst and group work can reflect this. Intelligence analysts often have to work with each other but also have to work closely with stakeholders in order to ensure that analytical products are fit for purpose.

Guidance on the assessment of this Unit

For this Unit, candidates will be required to prepare two Subject Profiles and a Problem Profile as well as giving a presentation on one of the Subject Profiles. In this way, summative assessment can reflect the nature of the work role that candidates will be expected to perform.

For the Problem Profile, candidates should obtain for themselves sufficient, relevant information and intelligence from their own work environment, or from an organisation to which they have good access even though this may not be one in which they are employed.

The Outcomes in this Unit are inter-related and assessment should take this into account. Assessment instruments can, therefore, range over both Outcomes and do not need to be specifically linked to each Outcome.

Higher National Unit specification: support notes (cont)

Unit title: Intelligence Analysis

Assessment Guidelines

Outcome 1

A Subject Profile is a written document comprising of two parts: 1) an assessment of threat and risk posed by an individual or networked group of individuals to an organisation; and 2) a supporting information document based on the current intelligence. It summarises available intelligence about a subject and includes proposals to fill any gaps in the intelligence picture and recommendations for activity to prevent negative impact and deter future threats and risks.

The key difference between a Subject Profile and a Problem Profile is that the former addresses a tangible manifestation of an issue (in the form of an individual or network of individuals) which may have been identified in a Problem Profile.

While the term 'Subject Profile' is widely used in a law enforcement context, it can readily be applied to other contexts. In the commercial sector, for example, the equivalent of Subject Profiles could be undertaken on individuals or companies competing for tenders or, more obviously, on groups undertaking DDoS (Distributed Denial of Service) attacks or trying to obtain commercially sensitive data by hacking.

The Subject Profiles should be based on information and intelligence provided to candidates while the Problem Profile should be based on an actual organisational issue of the type which candidates would be expected to address as part of their work as intelligence analysts. For the Subject Profiles, candidates should be given sufficient information to enable them to complete the task so that there is no need for them to gather further information.

Outcome 2

For the Problem Profile, candidates should gather their own information. Candidates should be in a position where they can obtain for themselves sufficient, relevant information and intelligence from an organisation in order to complete a Problem Profile which meets the required standard. It is likely, therefore, that candidates will base their Problem Profile on an issue in their own work environment. It would, however, be possible for a candidate to use an issue in a work environment to which they have good access, even though this may not be one in which they are employed. It is likely that candidates will choose their own issue, possibly in conjunction with their line manager, but assessors may also wish to discuss options with candidates before a final choice is made. To ensure that the choice is suitable, assessors may wish to formally approve the issue before the candidate proceeds any further. This should ensure that any potential difficulties are identified and resolved in advance and that candidates will be able to access the information and intelligence that they need to successfully complete the assessment.

Formative assessment can also mirror the work that candidates can do in an intelligence-led work environment. Practical exercises can play an important role in this while helping to reinforce learning. In addition, they can help candidates reflect on their learning and how it can be applied in their own particular work situation.

Higher National Unit specification: support notes (cont)

Unit title: Intelligence Analysis

Online and Distance Learning

There are opportunities for online and distance learning and assessment in this Unit. It would be possible, if desired, to co-ordinate a learning and teaching/assessment programme through a virtual learning environment. Suitable arrangements would have to made for the presentation aspect of assessment. Further advice is available in the SQA publication *Assessment and Quality Assurance for Open and Distance Learning.*

Opportunities for developing Core Skills

The Outcomes of this Unit provide opportunities for developing all components of all five Core Skills at SCQF level 6.

Communication: **Oral Communication at SCQF level 6**

As part of the Unit, candidates are required to give a presentation on their analysis as part of which they are expected to respond to questions or queries from others. They are required to use vocabulary, register and sentence structure appropriate to the audience and to take the audience into account during the delivery of the presentation. Intelligence analysis is complex and candidates must carefully organise and structure their information to ensure that they convey all essential information and ideas.

Communication: **Written Communication (Reading) at SCQF level 6**

In order to complete the Unit, candidates will have to acquire background knowledge of concepts such as the principles of intelligence. In addition, they will have to become familiar with analytical techniques. This will require them to read written text which explores different aspects of intelligence analysis including the principles which underpin it. These texts are likely to present structured and detailed explanations.

Communication: **Written Communication (Writing) at SCQF level 6**

Candidates must present a Problem Profile in the form of an analytical report. This requires them to organise a substantial body of material in a logical order so that essential information is incorporated and suitable recommendations are made. They are expected to use a structure which reflects the stages of information and intelligence gathering and good practice in intelligence analysis. This will require them to make use of complex language and specialist vocabulary.

Higher National Unit specification: support notes (cont)

Unit title: Intelligence Analysis

Numeracy: **Using Number at SCQF level 6**

The emphasis of this Unit is analysing information and intelligence to draw inferences which lead to making recommendations to address issues and solve problems. This intelligence and information is likely to include numerical data which candidates must organise and interpret to identify relevant relationships between variables. They must present a Problem Profile which will require them to research quantitative and qualitative data from the organisation and its context in order that they can make recommendations which will enable the issue to be addressed.

Numeracy: **Using Graphical Communication at SCQF level 6**

Candidates must present Subject and Problem Profiles which could contain charts created using network analysis techniques. In order to produce these, candidates must gather and interpret information and intelligence and decide which analytical technique to use. They are expected, for example, in their presentation to explain and justify the charts and the patterns that they illustrate.

Information and Communication Technology: **Accessing Information at SCQF level 6**

Candidates must present a Problem Profile which requires them to make recommendations to address an intelligence-led issue, which they are required to analyse. In order to do this they will have to gather information and intelligence and part of this will involve them in using ICT equipment to carry out searches which may well be complex. This will require them to select and use suitable software and ensure that data is well managed as some of it is likely to be confidential. Candidates must also determine the extent to which the information and intelligence they gather is fit for purpose. They are required, for example, to assess the quality of data sources.

Information and Communication Technology: **Providing/Creating Information at SCQF level 6**

Candidates must present a Subject Profile and a Problem Profile in the form of an analytical report. In both of these they are required to present data and information which they have to interpret, analyse and draw conclusions from. This involves the use of specialist software and generic software such as spreadsheets. The information may be textual, numerical or graphical. Candidates will be expected to take responsibility for their ICT work, for example, by selecting appropriate software and presenting information in recognised, appropriate formats.

Higher National Unit specification: support notes (cont)

Unit title: Intelligence Analysis

Problem Solving: **Critical Thinking at SCQF level 6**

In order to complete the Unit, candidates will have to analyse complex situations in order to provide a Subject Profile and a Problem Profile. In both cases, they will be expected to gather information and intelligence which will enable them to identify the factors involved in the situation. They will have to assess the relevance of the factors and select suitable techniques to analyse the factors. They will then be required to make recommendations based on their analysis. Intelligence analysis can be complex and involve a number of variables. Candidates will have to draw inferences from information and make use of analytical techniques to work out the relationships between the variables.

Problem Solving: **Planning and Organising at SCQF level 6**

In order to create a Problem Profile candidates will have to undertake a work-based assessment which means that they will have to plan, organise and complete a complex task. This will require candidates to identify resources, plan and collect data from a variety of sources. Candidates will have to set timescales for data collection and for the production of the Problem Profile. They will also have to decide how to manage and carry out the plan and ensure that deadlines are met.

Problem Solving: **Reviewing and Evaluating at SCQF level 6**

In order to provide a Subject Profile and a Problem Profile candidates will have to deal with situations involving variables which may be numerous and complex. They will be expected to make use of a suitable problem-solving strategy and assess its usefulness to the situation. They will also be expected to gather information and intelligence and assess its quality and value. They will be expected to draw inferences and make use of appropriate analytical techniques. From their analysis they will be expected to make valid and justifiable recommendations.

Working with Others: **Working Co-operatively with Others at SCQF level 6**

Intelligence analysts often have to work with other intelligence analysts perhaps in different organisations or in different parts of the same organisation. The Problem Profile requires candidates to analyse an organisational issue. This may well require them to co-operate with others to, for example, access relevant data. The Problem Profile is developed in response to the requirements of an organisation, and it will be necessary to work with others in the organisation to ensure that the outputs are fit for the organisation's purpose(s). The delivery of the Unit is likely to involve syndicate exercises which will help candidates to develop skills in working with others. During these exercises candidates will have to negotiate their roles and ensure that they adapt their behaviour to meet the needs of analyst colleagues and other stakeholders. They will also have to negotiate suitable working methods and promote working methods that encourage others and lead to a consensus.

Higher National Unit specification: support notes (cont)

Unit title: Intelligence Analysis

***Working with Others:* Reviewing Co-operative Contribution at SCQF level 6**

When the Problem Profile is complete, good practice suggests that candidates should review the process which they undertook to prepare it. Part of this review will include the extent to which co-operation with other intelligence analysts was effective. This will require candidates to decide on suitable evaluative criteria and evaluate the co-operation in the light of these criteria. The conclusions which stem from this evaluation can be used as learning to enhance future professional practice. Where the delivery of the Unit involves syndicate exercises, which is likely because of the need to emphasise the importance of co-operating with other intelligence analysts, candidates will have opportunities to evaluate the success of syndicate work in terms of how well members worked together and their own contribution to the work of the syndicate. They will have opportunities to apply the conclusions they draw in subsequent syndicate work.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**

History of changes to Unit

Version	Description of change	Date

General information for candidates

Unit title: Intelligence Analysis

This Unit is a two credit Unit at SCQF level 8 and is designed to enable you to develop the skills you need to analyse information and intelligence at a tactical level within an organisation. It will enable you to develop the skills, behaviours and knowledge required to function as an analyst within an intelligence-led environment. It will enable you to apply the underpinning principles of intelligence and to use key analytical techniques to develop analytical products. It will also give you the skills you need to disseminate relevant analytical products to others through presentations and analytical reports.

You will cover the principles of intelligence and sources of information. You will also look at inference development as well a number of analytical techniques. Together these will enable you to make recommendations based on your analysis of issues which affect your organisation. Finally, you will explore the dissemination of analytical products using reports and presentations, both of which can incorporate charts, diagrams and tables derived from your analysis. The Unit will, therefore, contribute to your development as an intelligence analyst.

The Unit has two Outcomes. The first is about the analysis of information and intelligence. In this Unit, the focus is on analysis at tactical levels. The Outcome includes techniques for analysing information and intelligence such as network analysis which enables you to create charts which are a key part of the work of an intelligence analyst. The second Outcome is about the presentation of the analysis that you undertake. Both Outcomes require you to apply good practice and key principles of intelligence analysis. Practical exercises will help develop your skills, knowledge and understanding, particularly in information and communications technology.

For successful completion of the Unit, you will be required to provide evidence that you can analyse information and intelligence at tactical levels. You will be expected to provide evidence in the form of two Subject Profiles and one Problem Profile, both of which should be presented in a proper format for an analytical report. You will be given information and intelligence to enable you to prepare the Subject Profiles. The Problem Profile will, however, be based on an issue in your own work environment or a work environment where you have good access to relevant information and intelligence. You will also have to give a presentation based on one of the Subject Profiles. During this presentation you will have to demonstrate that you can explain the Subject Profile to others in a face-to-face situation. You will have to show that you have relevant presentational skills and that you can respond to questions about your presentation.

You will successfully complete the Unit if the evidence which you submit for assessment is considered satisfactory in terms of the standards set by the Unit.