



**Arrangements for:**

**Professional Development Award  
(PDA) in Intelligence Analysis**

**at SCQF level 9**

**Group Award Code: GF61 49**

**Validation date: May 2012**

**Date of original publication: August 2012**

**Version: 01**

## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.



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# 1 Introduction

This is the Arrangements Document for the new *Professional Development Award in Intelligence Analysis* at SCQF level 9 which was validated in May 2012. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

The new qualification aims to provide candidates with the skills, behaviours and knowledge required to operate effectively as an intelligence analyst at both tactical and strategic levels of an organisation. It enables them to analyse information and intelligence at tactical levels and evaluate information and intelligence at strategic levels. From this analysis and evaluation, candidates can draw inferences and develop suitable analytical products which can be used to inform organisational decision making. In addition, candidates will develop skills in presenting analytical products to others.

The *Professional Development Award (PDA) in Intelligence Analysis* fulfils a similar purpose to the *PDA in Crime and Intelligence Analysis*, which it will ultimately replace. The *PDA in Crime and Intelligence Analysis* will lapse on 31 July 2013 but will have a three year run off period from that date during which no new centres can be approved to deliver it but enrolled candidates can be certificated until the end date of 31 July 2016.

## 2 Rationale for the development of the Group Award

The Group Award stems from the report, *Review of Analytical Capacity in the Scottish Police Service*<sup>1</sup>, carried out by the Scottish Government in 2009, which examined the role and training of analysts in the Scottish Police Service. It reinforced the importance of analysts to effective policing strategy and operations in an intelligence-led policing environment. It acknowledged that analysts are normally recruited without prior experience in analytical work and thus require specific occupational training at an early stage of their professional career. However, it also raised questions about the current training provision available for analysts.

One of its recommendations was:

‘Undertake an independent review in order to assess the impact of analyst training in the Police Service in Scotland. Specifically, the review should examine: the length of the initial training period; the quality and range of specialist training; anticipated future training needs; current training gaps and how these can be addressed; any implications of failure to meet analyst training needs<sup>2</sup>

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<sup>1</sup> Scottish Government Justice Analytical Services: Review of Analytical Capacity in the Scottish Police Services (April 2009)

<sup>2</sup> *ibid* pages 4 and 31

This recommendation was taken forward through a series of meetings with stakeholders, including staff at the Scottish Police College, representatives from the Scottish Government and the Scottish Crime and Drugs Enforcement Agency (SCDEA). The Outcome was an agreement among stakeholders to a revised training programme for police analysts which would meet the recommendations of the 2009 report. The new approach took into account the increased importance of intelligence analysis in an intelligence-led environment and aimed to meet the needs of employers who are predominantly engaged in law enforcement.

This new training framework can be seen as a development of the previous training for analysts in that it continued to provide the occupational capabilities which intelligence analysts require in order to operate effectively. However, it had implications for the existing *PDA in Crime and Intelligence Analysis* which had been overtaken by events and no longer incorporated all the occupational skills, behaviours and knowledge which intelligence analysts were now expected to acquire. As a result, it did not meet the changed needs of employers, the most significant of which is the police service.

A major part of the rationale for this Group Award, therefore, was to ensure that there was a qualification available for intelligence analysts which reflected current thinking on the training required by those in this occupational role.

A second key factor in the rationale was to ensure that this Group Award reflected the approach of the National Occupational Standards for Intelligence Analysts developed by Skills for Justice. These include standards for intelligence analysis which can be applied in any context where intelligence analysis is required. The applicability of this approach was confirmed by consultation with stakeholders during the development of the new Group Award. Consequently, part of the rationale for the new qualification was to ensure that it focused on generic skills, behaviours and knowledge applicable to the work of an intelligence analyst in any organisation.

This Group Award is, therefore, flexible: it is possible for it to be contextualised to the specific work environment within which intelligence analysts work. The police service, for example, can develop delivery methods which make the qualification fit the needs of criminal intelligence analysts who will apply analytical techniques to the analysis of crime patterns and criminal behaviour. However, the qualification can also be delivered in other organisational contexts. Intelligence analysts from organisations such as environmental protection agencies, financial institutions and government agencies such as border control can undertake, and benefit from, this Group Award. This flexibility means that the qualification can meet the occupational requirements of new intelligence analysts in a range of organisational contexts and match the needs of their employers.

The third, and final, part of the rationale was to ensure that the Group Award provides a professional qualification for intelligence analysts at an early stage of their career. This has been achieved by structuring the qualification as a Professional Development Award.

The new qualification is at SCQF level 9 — a more advanced SCQF level than the *PDA in Crime and Intelligence Analysis* it replaces which is at SCQF level 8. This is because of the advanced nature and complexity of strategic analysis and the increasing sophistication of analytical techniques and ways of manipulating data.

Overall, the Group Award is designed to enable intelligence analysts to acquire the skills, behaviours and knowledge which they need to operate effectively in their current context, but also to give them flexibility to cope with the continually changing environment which is now becoming the norm.

### **3 Aims of the Group Award**

The *PDA in Intelligence Analysis* aims to provide candidates with the skills, behaviours and knowledge required to operate effectively as an intelligence analyst at both tactical and strategic levels of an organisation.

#### **3.1 General aims of the Group Award**

The general aims of the *PDA in Intelligence Analysis* are to:

- 1 Provide a programme of development which will enable candidates to acquire the behaviours, skills and knowledge needed to operate effectively as intelligence analysts.
- 2 Enable candidates to apply these behaviours, skills and knowledge in different organisational situations where intelligence analysis is required.
- 3 Enable candidates to be responsive to stakeholder requirements of intelligence analysts.
- 4 Enable candidates to respond flexibly to the demands placed upon intelligence analysts in a work situation.
- 5 Enable candidates to work effectively as individuals and as members of a team to generate analytical products.
- 6 Enable candidates to build on their existing transferable skills by developing them in the context of intelligence analysis.
- 7 Provide candidates with a basis from which they can progress within the Scottish Credit and Qualifications Framework to other courses related to their personal and professional development.

### **3.2 Specific aims of the Group Award**

The specific aims of the *PDA in Intelligence Analysis* are to enable candidates to demonstrate competence by being able to:

- 1 Analyse information and intelligence at tactical levels in an organisation.
- 2 Evaluate information and intelligence at strategic levels in an organisation.
- 3 Use a range of analytical skills and techniques.
- 4 Develop and present analytical products for tactical situations.
- 5 Develop and present analytical products for strategic situations.
- 6 Draw structured inferences from large amounts of raw intelligence.
- 7 Develop problem-solving recommendations from the analysis of information and intelligence.
- 8 Prepare evidential analytical products and present and defend them in a relevant environment.

### **3.3 Target groups**

The target audience for the Group Award is any person who has recently taken up a post as an intelligence analyst and who needs to acquire the skills, behaviours and knowledge associated with this occupational role. Intelligence analysts are normally recruited without prior experience of intelligence analysis. Some new recruits to intelligence analysis may, however, have had previous experience of working in the same organisation in a different capacity.

It is likely that most of these recent recruits will have gained a small amount of on-the-job experience, probably between three and six months'. Although it would be possible for candidates with no experience of working as an intelligence analyst to begin the qualification, they should have a realistic expectation of employment as intelligence analysts in the near future. This is because the Group Award includes work-related assessment. Candidates must be in a suitable work situation before the end of the first Unit of the Group Award to enable them to undertake the assessment activity required by this Unit.

### **3.4 Employment opportunities**

Successful candidates would expect to continue in employment as intelligence analysts, and would be able to transfer their skills to a variety of different organisational contexts.



## 4 Access to Group Award

Entry to the Group Award is at the discretion of the centre.

It is recommended that candidates have some prior experience of working in an intelligence-led environment. This could be over a relatively short period, perhaps between three and six months. Candidates are not expected to have acquired any specific prior skills, behaviours or knowledge in intelligence analysis during their experience prior to commencing the Group Award.

In order to successfully complete the Group Award, candidates must produce analytical products by analysing and evaluating information and intelligence in an actual organisation. Hence, candidates should be in a situation where they are able to access such information and intelligence or will be able to do so in the very near future.

Candidates with no relevant work experience could begin the Group Award but they should be in a situation where they would soon expect to gain suitable experience of working as an intelligence analyst in order to complete the work-related assessments.

The Group Award begins with a Unit at SCQF level 8. Candidates should, therefore, have a background which indicates that they will be able to cope with work at this level. This could be evidenced by prior qualifications at SCQF level 7 or above, or by suitable work experience.

It is recommended also that candidates undertaking the Group Award possess good written and verbal communication skills to a level equivalent to at least SCQF level 6. This could, for example, be evidenced by the HN Unit D5P3 34 *Communication: Presenting Complex Communication for Vocational Purposes* or an equivalent Unit, or another qualification in communication and verbal skills.

## 5 Group Award structure

The structure of the Group Award reflects the rationale outlined in section 2 above. It enables candidates to acquire the skills, behaviours and knowledge that they will need to operate successfully as intelligence analysts.

### 5.1 Framework

The proposed structure of the *PDA in Intelligence Analysis* at SCQF level 9 is as follows:

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Intelligence Analysis	H1T9 35	16	8	2
Advanced Intelligence Analysis	H1TC 36	24	9	3

Both Units are mandatory and there are no optional Units.

The *PDA in Intelligence Analysis* at SCQF level 9 will be awarded to candidates who achieve the two mandatory Units.

Successful candidates will gain 40 SCQF credit points from the *PDA in Intelligence Analysis* at SCQF level 9. They will consist of:

- ◆ 16 SCQF credit points at SCQF level 8 (from *Intelligence Analysis*)
- ◆ 24 SCQF credit points at SCQF level 9 (from *Advanced Intelligence Analysis*)

The Unit, H1T9 35, *Intelligence Analysis*, covers the analysis of information and intelligence and focuses on the preparation and presentation of analytical products at a tactical level in an organisation. The other *Unit*, H1TC 36, *Advanced Intelligence Analysis*, takes this forward into the evaluation of complex information and intelligence and the preparation and presentation of analytical products at strategic level. It also covers the manipulation of data and the presentation of evidential statements. Together, they comprise the basic toolkit required by professional intelligence analysts.

## 5.2 Mapping information

The Units in the PDA are specifically designed to achieve the general and specific aims of the Group Award. The tables below summarise how this is achieved. The first shows the general aims while the second covers the specific aims.

Unit code	Unit name	General aims						
		1	2	3	4	5	6	7
H1T9 35	Intelligence Analysis	✓	✓	✓	✓	✓	✓	✓
H1TC 36	Advanced Intelligence Analysis	✓	✓	✓	✓	✓	✓	✓

Unit code	Unit name	Specific aims							
		1	2	3	4	5	6	7	8
H1T9 35	Intelligence Analysis	✓		✓	✓		✓	✓	
H1TC 36	Advanced Intelligence Analysis		✓	✓		✓	✓	✓	✓

The Group Award is compatible with relevant national standards. The following table provides a summary of where the Units in the Group Award map onto relevant Units in the National Occupational Standards (NOS) for intelligence analysis developed by the Sector Skills Council, Skills for Justice. As noted in Section 2 above, the standards are generic.

NOS number	NOS Unit title	Intelligence Analysis (H1T9 35)	Advanced Intelligence Analysis (H1TC 36)
IntA1	Negotiate and agree terms of reference for an intelligence analysis product	✓	✓
IntA2	Obtain information for intelligence analysis	✓	✓
IntA3	Apply analytical techniques to interpret information for intelligence analysis	✓	✓
IntA4	Use inference development to make judgements based on intelligence analysis methodology	✓	✓
IntA5	Develop recommendations from the results of the intelligence analysis methodology	✓	✓

NOS number	NOS Unit title	Intelligence Analysis (H1T9 35)	Advanced Intelligence Analysis (H1TC 36)
IntA6	Create an intelligence analysis product to support decision making	✓	✓
IntA7	Disseminate the intelligence analysis product	✓	✓
IntA8	Review the effectiveness of the intelligence analysis product		✓

There are no embedded Core Skills in the PDA. However, the qualification offers opportunities for candidates to gather evidence for all components of all Core Skills. All components of the five Core Skills are thus signposted in the Award.

All elements of the Core Skill of *Problem Solving* — Critical Thinking, Planning, Organising, Reviewing and Evaluating — are naturally developed. The evaluation of information and intelligence at a strategic level is particularly complex, while candidates will be expected to plan an investigation to produce a strategic analytical product. Many variables are involved in applying underpinning principles of intelligence and using key analytical techniques. Candidates develop their abilities to identify and draw inferences from a range of information sources, assess the relevance of all factors and select appropriate analytical techniques. They have to reach conclusions and make recommendations consistent with recognised recommendations criteria. Recommendations must be Specific, Measurable, Achievable, Realistic and Timebound. In the process candidates require to evaluate and justify evidential statements and evidential analytical products.

Research, presentation and dissemination of evidential products provide many opportunities to extend skills in *Communication*. Written and oral communication of complex information, such as analytical products, to a professional standard is critical to achievement. Candidates must construct and deliver suitable analytical products and materials suitable for evidential purposes. These must be accurate and effective, using a logical structure and recognised format. Simulated presentations provide a context for demonstrating complex verbal and non-verbal skills.

The ability to collate and convey complex information in the most effective form to reach an audience is essential to the presentation of analytical products. Adapting and modifying approaches within practical constraints to present information clearly while working to the strengths of all involved in the process is an aspect of competence. *Working with Others* — a diverse range of colleagues, contacts and partner agencies — needs understanding of techniques and strategies to promote co-operative relationships and best professional practice. This will provide a context for sharing and disseminating information in ways likely to maximise and progress successful Outcomes. On-going reflective evaluation will facilitate the identification, management and resolution of any potential problems.

Skills in the independent use of *ICT* underpin the effective accessing, retrieving and adapting of a complex range of information and source materials. Candidates use advanced techniques to manipulate and present data. Selection and effective use of current software packages supports the professional presentation of materials. The development of efficient electronic systems of recording, coding and storing evidence is routine practice as is security in the use of equipment and software.

Achievement of the qualification assures mastery of *Numeracy* as a tool applied efficiently and flexibly in practical contexts. Accuracy in sustained interpretation and application of complex data to determine and project trends requires the ability to understand, calculate and present analytical information, including demographic and social trend analysis, market profiling and horizon scanning. The application and presentation of numerical and graphical data in a range of formats includes graphics constructed according to recognised principles and which support analytical inferences.

The table below summarises the Core Skills signposting in the new Group Award.

Unit title	Communications			Numeracy		ICT		Problem Solving			Working with Others	
<b>Intelligence Analysis (H1T9 35)</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Advanced Intelligence Analysis (H1TC 36)</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

### 5.3 Articulation, professional recognition and credit transfer

The Group Award is designed for the specific purpose of enabling candidates to acquire the skills, behaviours and knowledge that they will need to operate effectively as intelligence analysts. As such, it does not directly follow from another lower level nor does it lead specifically into another qualification.

Successful candidates will, however, gain SCQF credit points which they could use to gain access to qualifications at SCQF level 9 and above. In this sense, this qualification provides progression opportunities to higher level qualifications. The exact nature of any progression would depend on the personal and career aspirations of individual candidates.

Where candidates have completed the Units from the *PDA in Crime and Intelligence Analysis*, they can be given credit transfer on a Unit by Unit basis. Credit transfer can be given where there is broad equivalence between the subject-related content of the Units, ie the Knowledge and/or Skills have not changed significantly, or are covered in the Unit for which credit is being awarded. Appendix 1 sets out the credit transfer arrangements on a Unit by Unit basis.

## **6 Approaches to delivery and assessment**

### **6.1 Approaches to delivery**

The sequential nature of the Units in the Group Award is such that *Intelligence Analysis* should be delivered before *Advanced Intelligence Analysis*. This is reflected in the Unit titles. The assessment arrangements for *Intelligence Analysis* require candidates to produce a Problem Profile based on an actual organisational issue. Candidates will not be in a position to complete this before the end of *Intelligence Analysis*. It is therefore likely that there could be a gap between the end of the delivery period for *Intelligence Analysis* and the start of the delivery period for *Advanced Intelligence Analysis*. This, combined with the assessment task and further work experience, should give candidates a chance to consolidate their learning from *Intelligence Analysis* before embarking on *Advanced Intelligence Analysis*.

The Group Award can be delivered using a mix of learning and teaching methods, which can be adjusted to suit the different requirements of the different components of the Units. Throughout, candidates can be encouraged to take responsibility for their own learning and to develop appropriate learning and study skills. The traditional face-to-face environment could be supplemented with a virtual learning environment if desired.

Some aspects of the Group Award, such as the early parts of *Intelligence Analysis*, 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. Similarly, in *Advanced Intelligence Analysis* candidates can be encouraged to consult suitable literature sources on strategy development and strategic planning.

Both Units have a strong practical bias as a key purpose is to ensure that candidates master the analytical techniques which they can apply in their work as intelligence analysts. Practical work should, therefore, be a significant aspect of delivery. Candidates can be given practical exercises which match the types of analysis which they are likely to meet in an operational environment and which can help them make connections between the Unit and their work role. In *Advanced Intelligence Analysis*, candidates are likely to benefit from practical work which enables them to practise and rehearse presentation of evidential analytical products in situations where they may have to defend them in the face of hostile questioning.

As well as providing opportunities for candidates to practise analytical techniques, practical work can help them to develop the information technology skills required in intelligence analysis. In particular, this involves the use of spreadsheets but also includes use of word processing and presentation software. In the early stages of delivery, candidates who lack suitable skills may require additional support.

Group work can form a significant part of the delivery process. Working in groups 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, including hostile questioning. This is something that they will find particularly important in preparing to present evidential analytical products. Skills in working with others can be further developed if candidates become involved in presenting the conclusions of their 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. This becomes especially significant at a strategic level where co-operation between analysts in different parts of an organisation or in other organisations may be vital to a valid assessment of likely future trends. Active co-operation with stakeholders also assumes greater importance at a strategic level. Group work during the delivery process can promote skills development in this critical aspect of professional practice and it can also help candidates develop the types of behaviour needed to work effectively with stakeholders.

## **6.2 Approaches to assessment**

Assessments will provide students with an opportunity to demonstrate their competence as intelligence analysts. Candidates undertaking this PDA will have to provide evidence of competence which will be measured against the standards set out in the Units which make up the Award. Candidates can be assessed both formatively and summatively.

Both Units lend themselves to holistic assessment which can, to a considerable extent, be directly linked to work activities that intelligence analysts would be expected to perform in their occupational role. The course is designed to enable candidates to acquire the tools that they require to work as intelligence analysts. Work-related assessment, therefore, can be closely tied in with learning in the workplace which can reinforce and consolidate learning from delivery activities.

Assessment instruments for *Intelligence Analysis* do not need to be specifically linked to each of the two Outcomes. Outcome 2 of *Advanced Intelligence Analysis*, however, is discrete in the sense that it requires to be assessed in a simulated environment relevant to the candidate's role as an analyst and evidential products should be relevant to that context.

For both Units, summative assessment can be based on the provision of analytical products and the dissemination of them. In *Intelligence Analysis*, candidates are expected to prepare a Problem Profile, related to tactical level analysis, while in *Advanced Intelligence Analysis*, candidates are expected to prepare a strategic analytical product. In both cases, candidates will be required to address an issue which is current in an actual organisation. It is likely 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.

Candidates' choice of issues for *Intelligence Analysis* and *Advanced Intelligence Analysis* can be made in consultation with their line manager. However, they should also discuss their choice with their assessor to ensure that the issue they opt for is suitable for the assessment. Assessors may wish to formally approve the choice of issue before the candidate commences work.

There are additional assessments in both Units to ensure that candidates have to provide evidence of their competence across the whole range of skills, behaviours and knowledge needed by intelligence analysts.

In *Intelligence Analysis*, candidates will have to prepare two Subject Profiles which, in this case, will be based on information given to candidates. Candidates will not, for these assessments, be expected to gather information and intelligence for themselves since they should be supplied with all that is necessary for them to complete the task. It is likely that these will be the first summative assessments in the Group Award. Providing information can help candidates focus on the key aspects of this type of analytical product and help them prepare for more complex work-related assessment later in the Group Award.

In *Advanced Intelligence Analysis* there is a specific summative assessment on Terms of Reference (ToR) for a strategic analytical product. These ToRs will form the basis of the strategic analytical product that candidates will undertake at the close of the Group Award. Also for this Unit candidates will have to demonstrate that they can use spreadsheets to manipulate data in the process of developing strategic analytical products.

The assessment for both Units involves presentations of analytical products to an audience, a key part of the work of an intelligence analyst. In *Intelligence Analysis* the presentation has to be based on a Subject Profile, while in *Advanced Intelligence Analysis* it involves the presentation of evidential analytical products in a simulated environment relevant to the candidate's role as an intelligence analyst. In the police service this environment would be a courtroom, but for intelligence analysts in other organisations it could be a tribunal or an external or internal inquiry. The common denominator is that an intelligence analyst could be faced with persistent, and possibly hostile, questioning about the evidential products which they present. Even in non-adversarial situations such as an internal inquiry, questioning is likely to be intensive and searching. Assessors will need to make suitable arrangements to organise a simulation for this part of the Unit 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.

## **7 General information for centres**

### **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](http://www.sqa.org.uk/assessmentarrangements).

### **Internal and external verification**

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **8 General information for candidates**

The Professional Development Award (PDA) in Intelligence Analysis at SCQF level 9 is designed to enable you to develop the skills, behaviours and knowledge you will need to be an effective intelligence analyst in an intelligence-led environment.

It has a number of specific aims. It will enable you to:

- 1 Analyse information and intelligence at tactical levels in an organisation.
- 2 Evaluate information and intelligence at strategic levels in an organisation.
- 3 Use a range of analytical skills and techniques.
- 4 Develop and present analytical products for tactical situations.
- 5 Develop and present analytical products for strategic situations.
- 6 Draw structured inferences from large amounts of raw intelligence.
- 7 Develop problem solving recommendations from the analysis of information and intelligence.
- 8 Prepare evidential analytical products and present and defend them in a relevant environment.

It consists of two Units: *Intelligence Analysis* and *Advanced Intelligence Analysis*.

*Intelligence Analysis* is at SCQF level 8 and enables you to analyse information and intelligence. It introduces you to the underpinning principles of intelligence and shows you how to use key analytical techniques to make inferences and develop analytical products. It will also give you the skills you need to disseminate relevant analytical products to others through presentations and analytical reports. This Unit focuses on the work of an intelligence analyst at tactical levels in an organisation.

*Advanced Intelligence Analysis*, as its title suggests, moves on from *Intelligence Analysis* and deals with the work of an intelligence analyst at strategic levels in an organisation. It is at SCQF level 9 and enables you to evaluate information and intelligence. It builds on the work you will have done in *Intelligence Analysis* and will enable you to apply advanced techniques to large amounts of complex information and intelligence and to use strategic models and techniques to create strategic analytical products. It will also enable you to further develop your skills in information and communications technology. During it, you will become familiar with advanced techniques of using software such as spreadsheets. The Unit also gives you the opportunity to develop evidential products which you will require if you have to give evidence in an inquiry, a tribunal, a court or other similar situations. The Unit enables you to develop the skills and behaviours you need to make effective appearances in such circumstances.

In order to successfully complete both Units you will need to provide evidence that you can meet the standards set out in the Units. Your tutor will explain exactly what you have to do when you are ready to undertake assessments. Assessments are practically based. In both Units, for example, you will have to prepare analytical products which address an issue in an actual organisation, most probably the one in which you work. For *Intelligence Analysis*, these will relate to tactical levels in the organisation, while in *Advanced Intelligence Analysis* you will explore strategic issues. You will also have to give presentations in both Units where you will have to answer questions and justify the analytical products you have developed.

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

## 9 Glossary of terms

**SCQF:** This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk)

**SCQF credit points:** One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

**SCQF levels:** The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

**Subject Unit:** Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Graded Unit:** Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

**Dedicated Unit to cover Core Skills:** This is a non-subject Unit that is written to cover one or more particular Core Skills.

**Embedded Core Skills:** This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

**Signposted Core Skills:** This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

**Consortium-devised HNCs and HNDs** are those developments or revisions undertaken by a group of centres in partnership with SQA.

**Specialist single centre and specialist collaborative devised HNCs and HNDs** are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

## Appendix 1: Credit transfer table

New Unit title	New Unit code	Old Unit title	Old Unit code	Credit transfer conditions
Intelligence Analysis	H1T9 35	Criminal Intelligence Analysis Crime Pattern Analysis Intelligence Methods. Handling and Dissemination	F0E7 35 F0E8 35 F0E9 33	<p>If candidates have achieved the original Units, full credit transfer can be given for the new Unit.</p> <p>If candidates have completed only one of the old Units they will be able to gain partial credit transfer.</p> <p>The Evidence Required for the new Unit is a combination of:</p> <ul style="list-style-type: none"> <li>(a) Criminal Intelligence Analysis (F0E7 35) – Outcomes 1 and 2, Evidence 1 and 2.</li> <li>(b) Crime Pattern Analysis (F0E8 35) — Outcomes 1 and 2, Evidence 1.</li> </ul>

New Unit title	New Unit code	Old Unit title	Old Unit code	Credit transfer conditions
Advanced Intelligence Analysis	H1TC 36	Criminal Intelligence Analysis  Crime Pattern Analysis	F0E7 35  F0E8 35	<p>If candidates have achieved the original Units, and wish to gain credit transfer to the new Unit candidates will have to provide additional evidence in respect of Outcomes 1 and 2; specifically:</p> <ul style="list-style-type: none"> <li>(a) Demonstration of the use of advanced techniques to manipulate data using a spreadsheet (classroom based assessable exercise).</li> <li>(b) The production of a Terms of Reference Document to an agreed standard.</li> <li>(c) A strategic report relevant to the aforementioned Terms of Reference.</li> </ul> <p>The Evidence Required for the new Unit is a combination of:</p> <ul style="list-style-type: none"> <li>(a) Criminal Intelligence Analysis (F0E7 35) — Outcome 3, Evidence 3.</li> <li>(b) A classroom based assessable exercise on manipulating data in spreadsheets</li> <li>(c) The production of a Terms of Reference document.</li> <li>(d) The production of a strategic report related to the Terms of Reference document.</li> </ul>