



PICT814

The Intelligence Community in Australia

S1 Evening 2019

Department of Security Studies and Criminology

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Fred Smith

fred.smith@mq.edu.au

Contact via Email or Dialogue Post

Australian Hearing Hub Building, Level 2 - Phone: (02) 9850 1442

By Appointment

Credit points

4

Prerequisites

Admission to MPICT or MCP ICT or GradDipPICT or GradDipCPICT or PGCertPICT or GradCertPICT or GradCertCPICT or MPICTMIntSecSt or MCP ICTMIntSecSt or MIntSecStud or GradDipIntSecStud or GradCertIntell or Mintell or MSecStrategicStudMIntell or MIntellMCrim or MIntellMCyberSec or MIntellMCTerrorism

Corequisites

Co-badged status

Unit description

This unit examines the role of intelligence in the Australian national security environment and delves deeply into the history of the Australian Intelligence Community and how it developed from Federation until today. Intelligence organisations, their functions and interrelationships are closely examined and assessed from the perspective of interoperability and alignment. Historical case studies are used to explore more deeply the complexities of modern intelligence collection, analysis, dissemination and reform in the Australian context. Australia's position and role within the '5-Eyes Intelligence Community' is a consistent theme throughout the course from its inception at the end of World War II. Reform and accountability are key components of a holistic review of the Australian Intelligence Community.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Critique contemporary literature relating to the concepts of intelligence and the Australian

Intelligence Community and National Intelligence Community.

Demonstrate higher order communication skills including the ability to formulate sustained, persuasive and original written and oral arguments.

Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present finding logically, rationally and lucidly.

Evaluate how the intelligence function fits within the dynamic Australian national security context and the role of interagency interoperability and collaboration in meeting modern day security challenges.

Explore historical events and case studies related to the evolution of the Australian Intelligence Community and National Intelligence Community, applying critical analysis to assess their future progression.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Analytical Issue Paper</u>	30%	No	Monday, Week 4
<u>Weekly Engagement Quiz</u>	20%	No	Weekly, Weeks 2-11
<u>Constructive Engagement</u>	10%	No	Weekly, Weeks 2-13
<u>Research Paper</u>	40%	No	Monday, Week 10

Analytical Issue Paper

Due: **Monday, Week 4**

Weighting: **30%**

This task requires students to build a textual issue paper covering an assigned analytical topic, employing intelligence research and analysis to evaluate and assess capabilities, vulnerabilities, risks and threats, as well as opportunities and projected future developments or projections (predictive analysis). Students will gain experience in issue paper preparation, intelligence research and analytical assessment.

The topic for the briefing will be provided in Week 1 of the course and the submission date will be by 2359/11.59 PM on Monday night of Week 4. As a guide to the extent of research required to support analysis and assertions, use a minimum of 7 independent research sources, fully cited (using Oxford / Harvard Referencing Style) and sourced from peer-reviewed academic journal articles, books from academic publishers, government reports, 'think tank' reports (i.e. ASPI, Lowy, RAND, CSIS, etc.) or other highly reputable sources. Extra sources such as high-quality newspaper articles can be used but do not count towards minimum source referencing requirements.

The format for this issue paper is provided on the PICT814 iLearn page and will be submitted to Turnitin in Microsoft *Word* or other compatible word processing program format. Required word length is 1500 word (+/- 10%), including source referencing in paper and footnotes but not the bibliography or title page.

Margins must adhere to a no narrower than 1" (inch) limit and textual input at no less than 12 point, *Calibri* or *Times New Roman* font with 1.5 line spacing. Issue Paper comprises 30% of final grade.

On successful completion you will be able to:

- Critique contemporary literature relating to the concepts of intelligence and the Australian Intelligence Community and National Intelligence Community.
- Demonstrate higher order communication skills including the ability to formulate sustained, persuasive and original written and oral arguments.
- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present finding logically, rationally and lucidly.
- Evaluate how the intelligence function fits within the dynamic Australian national security context and the role of interagency interoperability and collaboration in meeting modern day security challenges.
- Explore historical events and case studies related to the evolution of the Australian Intelligence Community and National Intelligence Community, applying critical analysis to assess their future progression.

Weekly Engagement Quiz

Due: **Weekly, Weeks 2-11**

Weighting: **20%**

Engagement Quizzes cover subject matter in Weeks 2-11.

Quizzes will assess student understanding of topics covered in weekly recorded lectures and required readings for that week.

This unit requires a consistent level of student engagement with the lecture and reading subject matter throughout the course. Engagement will be demonstrated (and assessed) through participation in weekly quizzes on both the lecture material and required readings.

Quiz questions will be taken directly from ECHO 360 online lectures and required reading materials. Questions will be held in and answered on the iLearn online Quiz link for each week covering Weeks 2 through 11. Questions will be relevant to the subject matter and will consist of multiple choice, true/false, matching and potentially short answer.

The maximum total value of weekly quiz participation is 20%, calculated on the basis of 2 marks out of 20 per successful completion of each weekly quiz over 10 weeks. Each weekly quiz will

contain four (4) questions worth 0.5 a point each, taken randomly from a question bank. Students have 20 minutes to complete the quiz with one attempt per question.

Online engagement quiz completion is due anytime within a 3-day period starting from 0001 Friday (early morning (AM) (new day)), until 2359 Sunday (near-midnight) starting in Week 2. Quizzes will continue for 10 weeks through Module or Week 11. Quiz marks will be posted within a week after their due date.

On successful completion you will be able to:

- Critique contemporary literature relating to the concepts of intelligence and the Australian Intelligence Community and National Intelligence Community.
- Evaluate how the intelligence function fits within the dynamic Australian national security context and the role of interagency interoperability and collaboration in meeting modern day security challenges.
- Explore historical events and case studies related to the evolution of the Australian Intelligence Community and National Intelligence Community, applying critical analysis to assess their future progression.

Constructive Engagement

Due: **Weekly, Weeks 2-13**

Weighting: **10%**

Assessment task is designed to promote student engagement, not only with the lecture materials and required readings, but through other readings, monitoring world events and in the context of presented questions, constructively engaging in considered and critical discussion with other students, moderated by the lecturer or tutor.

Online and in-class discussion broadens student perspectives and value adds to course subject matter. Postings to the discussion forums should demonstrate constructive engagement with the topic and with other students, enabling students to develop a deeper understanding of the subject matter, as well as effective reasoning and communication skills. The intent of this exercise is to ensure students have the opportunity to learn how to critically assess, discuss and debate difficult issues in a constructive manner, while achieving deeper learning beyond the classroom and into their chosen professional careers.

Ten weeks of participation is required between weeks 2 and 13, either in-class for internal students or online for external students. Online students will be expected to contribute to 10 of 12 online discussion seminars, posting prior to Sunday night at 2359/11.59 PM at the end of each weekly module. Internal students are required not only to attend at least 10 of 12 in-class seminar sessions, but also to constructively contribute to and participate in class discussions – asking and answering questions, as well as debating points with other in-class students. This engagement task is pass/fail -- there will be no partial credit given.

Additional assessment task instructions are contained on the PICT814 iLearn page.

On successful completion you will be able to:

- Critique contemporary literature relating to the concepts of intelligence and the Australian Intelligence Community and National Intelligence Community.
- Demonstrate higher order communication skills including the ability to formulate sustained, persuasive and original written and oral arguments.
- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present finding logically, rationally and lucidly.
- Evaluate how the intelligence function fits within the dynamic Australian national security context and the role of interagency interoperability and collaboration in meeting modern day security challenges.
- Explore historical events and case studies related to the evolution of the Australian Intelligence Community and National Intelligence Community, applying critical analysis to assess their future progression.

Research Paper

Due: **Monday, Week 10**

Weighting: **40%**

The completion of a research paper is intended to encourage and enable students to develop core disciplinary knowledge, enhance research skills, show effective communication (academic writing) skills and demonstrate originality and critical thinking. The essay should move logically from introduction to evidence to conclusion, should reflect wide reading across a diverse body of academic literature, and should demonstrate critical analysis and objectivity. Essays must demonstrate a capacity to acquire and integrate diverse academic sources in the thoughtful, balanced and coherent consideration of a range of complex issues. The requirement is to provide balanced, critical analysis, considering alternative perspectives, not opinion-based arguments. Students must read the essay assessment criteria (marking rubric) before commencing this task to understand more specifically how their essay will be assessed. The essay should be 3000 words, plus or minus 10% -- source referencing and footnotes are included in the word count, the bibliography and any title page are not included in your word count.

The essay topic will be provided in Week 4 of the course and will focus on a contemporary issue relating to the Australian Intelligence Community and/or National Intelligence Community. As a guide to the extent of research required, use a *minimum* of 15 independent research sources, fully cited (using either Oxford or Harvard Referencing Style) and sourced from peer-reviewed academic journal articles, books from academic publishers, government reports, 'think tank' reports (i.e. ASPI, Lowy, RAND, CSIS, etc.) or other highly reputable sources. Extra sources such as high-quality newspaper articles can be used but do not count towards minimum source referencing requirements. Font size should be 12-point with 1.5 line spacing. Essays will be

submitted in Microsoft *Word* or other compatible word processing formats via Turnitin on iLearn by Monday of Week 10 at 2359/11.59 PM; marker feedback provided through Grademark in Turnitin.

On successful completion you will be able to:

- Critique contemporary literature relating to the concepts of intelligence and the Australian Intelligence Community and National Intelligence Community.
- Demonstrate higher order communication skills including the ability to formulate sustained, persuasive and original written and oral arguments.
- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present finding logically, rationally and lucidly.
- Evaluate how the intelligence function fits within the dynamic Australian national security context and the role of interagency interoperability and collaboration in meeting modern day security challenges.
- Explore historical events and case studies related to the evolution of the Australian Intelligence Community and National Intelligence Community, applying critical analysis to assess their future progression.

Delivery and Resources

DELIVERY AND RESOURCES

UNIT REQUIREMENTS AND EXPECTATIONS

- You should spend an average of 12 hours per week on this unit. This includes listening to lectures prior to seminar or tutorial, reading weekly required materials as detailed in iLearn, participating in iLearn discussion forums and preparing assessments.
- Internal students are expected to attend all seminar or tutorial sessions, and external students are expected to make significant contributions to on-line activities.
- In most cases students are required to attempt and submit all major assessment tasks in order to pass the unit.

REQUIRED READINGS

- The citations for all the required readings for this unit are available to enrolled students through the unit iLearn site, and at Macquarie University's library site. Electronic copies of required readings may be accessed through the library or will be made available by

other means.

TECHNOLOGY USED AND REQUIRED

- Computer and internet access are essential for this unit. Basic computer skills and skills in word processing are also a requirement.
- This unit has an online presence. Login is via: <https://ilearn.mq.edu.au/>
- Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.
- Information about IT used at Macquarie University is available at http://students.mq.edu.au/it_services/

SUBMITTING ASSESSMENT TASKS

- All text-based assessment tasks are to be submitted, marked and returned electronically. This will only happen through the unit iLearn site.
- Assessment tasks must be submitted as a MS word document by the due date.
- Most assessment tasks will be subject to a 'Turnitin' review as an automatic part of the submission process.
- The granting of extensions is subject to the university's Special Consideration Policy. Extensions will not be granted by unit conveners or tutors, but must be lodged through Special Consideration: <https://students.mq.edu.au/study/my-study-program/special-consideration>

LATE SUBMISSION OF ASSESSMENT TASKS

- Unless a Special Consideration request has been submitted and approved, (a) **a penalty for lateness will apply** – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) **no assignment will be accepted seven (7) days (incl. weekends) after the original submission deadline**. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

WORD LIMITS FOR ASSESSMENT TASKS

- Stated word limits include footnotes and footnoted references, but not bibliography, or title page.
- Word limits can generally deviate by 10% either over or under the stated figure.

- If the number of words exceeds the limit by more than 10%, then penalties will apply.
These penalties are 5% of the awarded mark for every 100 words over the word limit. If a paper is 300 words over, for instance, it will lose $3 \times 5\% = 15\%$ of the total mark awarded for the assignment. This percentage is taken off the total mark, i.e. if a paper was graded at a credit (65%) and was 300 words over, it would be reduced by 15 marks to a pass (50%).
- The application of this penalty is at the discretion of the course convener.

REASSESSMENT OF ASSIGNMENTS DURING THE SEMESTER

- Macquarie University operates a Grade Appeal Policy in cases where students feel their work was graded inappropriately: <http://www.mq.edu.au/policy/docs/gradeappeal/policy.html>
- In accordance with the Grade Appeal Policy, individual works are not subject to regrading.

STAFF AVAILABILITY

- Department staff will endeavour to answer student enquiries in a timely manner. However, emails or iLearn messages will not usually be answered over the weekend or public holiday period.
- Students are encouraged to read the Unit Guide and look at instructions posted on the iLearn site before sending email requests to staff.

Unit Schedule

Session 1. Course Introduction

Session 2. The Australian Intelligence Community: Roles, Responsibilities & the 5-Eyes Intelligence Sharing Relationship – an Overview

Session 3. History of Australian Intelligence: Federation through World War-II

Session 4 History of Australian Intelligence: The Early Cold War

Session 5. History of Australian Intelligence: Cold War until Today

Session 6. ASD: Australian Signals Directorate

Session 7. AGO: Australian Geospatial-Intelligence Organisation

Session 8. DIO: Defence Intelligence Organization / HQJOC J2: Headquarters Joint Operations Command J2 (Intelligence Directorate)

Session 9. ASIS: Australian Secret Intelligence Service

Session 10. ASIO: Australian Security Intelligence Organisation

Session 11. Office of National Intelligence & ONA: Office of National Assessments

Session 12. Office of Home Affairs: ASIO, AFP, ABF (Border Force), ACIC, AUSTRAC & Transport Security

Session 13. Attorney-General's Portfolio: Reform & Accountability - Inspector-General of Intelligence and Security (IGIS) & Independent National Security Legislation Monitor (INSLM)

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Critique contemporary literature relating to the concepts of intelligence and the Australian Intelligence Community and National Intelligence Community.
- Demonstrate higher order communication skills including the ability to formulate

sustained, persuasive and original written and oral arguments.

- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present finding logically, rationally and lucidly.
- Evaluate how the intelligence function fits within the dynamic Australian national security context and the role of interagency interoperability and collaboration in meeting modern day security challenges.
- Explore historical events and case studies related to the evolution of the Australian Intelligence Community and National Intelligence Community, applying critical analysis to assess their future progression.

Assessment tasks

- Analytical Issue Paper
- Weekly Engagement Quiz
- Constructive Engagement
- Research Paper

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Critique contemporary literature relating to the concepts of intelligence and the Australian Intelligence Community and National Intelligence Community.
- Demonstrate higher order communication skills including the ability to formulate sustained, persuasive and original written and oral arguments.
- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present finding logically, rationally and lucidly.
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- Explore historical events and case studies related to the evolution of the Australian Intelligence Community and National Intelligence Community, applying critical analysis to assess their future progression.

Assessment tasks

- Analytical Issue Paper
- Weekly Engagement Quiz
- Constructive Engagement
- Research Paper

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Critique contemporary literature relating to the concepts of intelligence and the Australian Intelligence Community and National Intelligence Community.
- Demonstrate higher order communication skills including the ability to formulate sustained, persuasive and original written and oral arguments.
- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present finding logically, rationally and lucidly.
- Evaluate how the intelligence function fits within the dynamic Australian national security context and the role of interagency interoperability and collaboration in meeting modern day security challenges.
- Explore historical events and case studies related to the evolution of the Australian Intelligence Community and National Intelligence Community, applying critical analysis to assess their future progression.

Assessment tasks

- Analytical Issue Paper
- Weekly Engagement Quiz
- Constructive Engagement
- Research Paper

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or

practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Critique contemporary literature relating to the concepts of intelligence and the Australian Intelligence Community and National Intelligence Community.
- Demonstrate higher order communication skills including the ability to formulate sustained, persuasive and original written and oral arguments.
- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present finding logically, rationally and lucidly.
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Assessment tasks

- Analytical Issue Paper
- Constructive Engagement
- Research Paper

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Critique contemporary literature relating to the concepts of intelligence and the Australian Intelligence Community and National Intelligence Community.
- Demonstrate higher order communication skills including the ability to formulate sustained, persuasive and original written and oral arguments.
- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and

relevance, synthesise material and present finding logically, rationally and lucidly.

- Evaluate how the intelligence function fits within the dynamic Australian national security context and the role of interagency interoperability and collaboration in meeting modern day security challenges.
- Explore historical events and case studies related to the evolution of the Australian Intelligence Community and National Intelligence Community, applying critical analysis to assess their future progression.

Assessment tasks

- Analytical Issue Paper
- Weekly Engagement Quiz
- Constructive Engagement
- Research Paper

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Critique contemporary literature relating to the concepts of intelligence and the Australian Intelligence Community and National Intelligence Community.
- Demonstrate higher order communication skills including the ability to formulate sustained, persuasive and original written and oral arguments.
- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present finding logically, rationally and lucidly.
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- Explore historical events and case studies related to the evolution of the Australian Intelligence Community and National Intelligence Community, applying critical analysis to assess their future progression.

Assessment tasks

- Analytical Issue Paper
- Weekly Engagement Quiz
- Constructive Engagement
- Research Paper

Changes from Previous Offering

Learning Outcomes, Assessment Tasks, Delivery and Resources and Unit Schedule sections updated.

Changes since First Published

Date	Description
05/02/2019	None