PICT844

The Modern Intelligence Practitioner

S2 Evening 2017

Department of Security Studies and Criminology

Contents

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General Information

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By Appointment

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By Appointment

Credit points
4

Prerequisites
Admission to MPICT or MCPICT or PGDipPICT or GradDipPICT or GradDipCPICT or
PGCertPICT or GradCertPICT or GradCertCPICT or MPICTMIntSecSt or MCPICTMIntSecSt
or MIntSecStud or GradDipIntSecStud or PGCertIntell or GradCertIntell

Corequisites

Co-badged status

Unit description
This unit provides students with a deeper appreciation of the complexities of advanced
intelligence analysis and exposure to the analytical tools and methodologies that will help
them better understand and potentially contribute as intelligence professionals. In a globalised
and dynamic security environment, students will be challenged to consider newer asymmetric
threats and risks as well as more traditional military and security challenges in an analytical
context. Students will apply what they have learned to conceptualise, design, and build
intelligence analytical products, providing real-world focus and experience and will consider
'Futures' (foresight and scenario planning) in intelligence.

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:

> A. Identify the reasoning and cognitive processes involved in transforming incomplete information into intelligence knowledge.
>
> B. Analyse individual and group dynamics in organisational settings.
>
> C. Create an intelligence product using a range of advanced analytical tools and approaches.
>
> D. Evaluate a diverse and evolving body of academic literature on intelligence analysis.
>
> E. Create texts, such as reports, case studies and briefings, using appropriate academic research and writing.

Assessment Tasks

Name	Weighting	Hurdle	Due
Analytical case study critique	30%	Yes	Monday of Week 5
Advanced analysis brief	25%	No	Monday of Week 9
Constructive Engagement	5%	No	Weekly, Weeks 2-13
Advanced analysis paper	40%	No	Monday of Week 13

Analytical case study critique

Due: **Monday of Week 5**
Weighting: **30%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

This task requires students to analyse and report on a specific, real world assigned case study, demonstrating an understanding of the intelligence analytical techniques involved. It is designed to provide students insight into more complex intelligence analytical challenges and challenge them to identify the intelligence processes at work.

Guidelines on the preparation of this analytical report, including the case study itself, will be posted on the iLearn site. This report should not just be a summary of the case study, but should include a thoughtful and informed critique of the issues involved in your own words, discussing the analytical challenges.

The topic of this critical analysis will be provided in Week 1 of the course and the submission date will be 2355/11.55 PM on Monday night of Week 5. The paper should be 1500 words but can be plus or minus 10% and footnotes and bibliography are included in the word count. As a guide to the extent of research required, use a **minimum** of 5 independent academic sources,

fully cited (using Oxford / Harvard Referencing Style) and sourced from peer-reviewed academic journals or other highly reputable sources (not newspaper articles), that have been published since 2005. Use 12-point font and submit through Turnitin -- individual feedback will be provided in Grademark.

On successful completion you will be able to:

- A. Identify the reasoning and cognitive processes involved in transforming incomplete information into intelligence knowledge.
- B. Analyse individual and group dynamics in organisational settings.
- C. Create an intelligence product using a range of advanced analytical tools and approaches.
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- E. Create texts, such as reports, case studies and briefings, using appropriate academic research and writing.

Advanced analysis brief

Due: **Monday of Week 9**
Weighting: **25%**

This task requires students to build a briefing presentation on an assigned analytical topic, employing intelligence research and analysis to evaluate and assess capabilities, vulnerabilities and risks, as well as opportunities and projected future developments. Students will gain experience in brief preparation, intelligence research and analytical assessment.

Guidelines on the preparation of this briefing presentation, including assigned analytical topics and a detailed marking matrix, will be posted on the iLearn site. This briefing should present a balanced analysis of the assigned topic, using images, maps, charts, and/or embedded graphs with short "bulletised" textual boxes to layout the key intelligence issues involved.

This presentation must use independent research, fully cited (using Oxford / Harvard Referencing Style) and sourced peer-reviewed academic journals or other highly reputable sources (not newspaper articles), and should have been published since 2005. This briefing will be a minimum of 10, no more than 12 slides in Microsoft Powerpoint, using 'notes pages' to provide speakers notes and references used for each slide.

The topic for the briefing will be provided in Week 4 of the course and the submission date will be 2355/11.55 PM on Monday night of Week 9. As a guide to the extent of research required to support your analysis and assertions, use a **minimum** of 5 independent research sources, fully cited (using Oxford / Harvard Referencing Style) and sourced from peer-reviewed academic journals or other highly reputable sources (not newspaper articles), that have been published since 2005. Use 12-point font in 'notes pages' and the appropriate font on each graphical slide to facilitate reading off a screen in a small theatre at the back of the room. Submit through Turnitin -- individual feedback will be provided in Grademark.

On successful completion you will be able to:

- A. Identify the reasoning and cognitive processes involved in transforming incomplete information into intelligence knowledge.
- B. Analyse individual and group dynamics in organisational settings.
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Constructive Engagement

Due: **Weekly, Weeks 2-13**
Weighting: **5%**

This 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 2355/11.55 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.

On successful completion you will be able to:

- A. Identify the reasoning and cognitive processes involved in transforming incomplete information into intelligence knowledge.
- B. Analyse individual and group dynamics in organisational settings.
- C. Create an intelligence product using a range of advanced analytical tools and approaches.

- D. Evaluate a diverse and evolving body of academic literature on intelligence analysis.
- E. Create texts, such as reports, case studies and briefings, using appropriate academic research and writing.

Advanced analysis paper

Due: **Monday of Week 13**
Weighting: **40%**

This task requires students to prepare an in-depth analytical intelligence assessment using a real world assigned case study. This exercise will challenge the student to write a detailed intelligence assessment using intelligence preparation of the environment and other analytical approaches to write a comprehensive special analytical product.

Guidelines on the preparation of this analytical report, including the case study itself and a detailed marking matrix, will be posted on the iLearn site. This report will demonstrate the student's ability to build an in-depth analytical product in textual format.

The topic(s) of this critical analysis will be provided during the Session 2 Recess Period (between Weeks 7 & 8) and the submission date will be 2355/11.55 PM on Monday night of Week 13. The paper should be 3000 words but can be plus or minus 10% and footnotes and bibliography are included in the word count. As a guide to the extent of research required, use a **minimum** of 15 independent research sources, fully cited (using Oxford/Harvard Referencing Style) and sourced from peer-reviewed academic journals or other highly reputable sources (not newspaper articles), that have been published since 2005. Use 12-point font and submit through Turnitin -- individual feedback will be provided in Grademark.

On successful completion you will be able to:
- A. Identify the reasoning and cognitive processes involved in transforming incomplete information into intelligence knowledge.
- B. Analyse individual and group dynamics in organisational settings.
- C. Create an intelligence product using a range of advanced analytical tools and approaches.
- D. Evaluate a diverse and evolving body of academic literature on intelligence analysis.
- E. Create texts, such as reports, case studies and briefings, using appropriate academic research and writing.

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 Disruptions Policy. Extensions will not in normal circumstances be granted by unit conveners or tutors, but must be lodged through Disruption to Study: http://www.students.mq.edu.au/student_admin/ manage_your_study_program/disruption_to_studies/.

LATE SUBMISSION OF ASSESSMENT TASKS

- If an assignment is submitted late, 5% of the available mark will be deducted for each day (including weekends) the paper is late.

- For example, if a paper is worth 20 marks, 1 mark will be deducted from the grade given for each day that it is late (i.e. a student given 15/20 who submitted 4 days late will lose 4

marks = 11/20).

- The same principle applies if an extension is granted and the assignment is submitted later than the amended date.

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 x 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
- Conformably to the Grade Appeal Policy, individual works are not subject to regrading.

STAFF AVAILABILITY

- Department staff will endeavor 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

Weekly schedule:

Week 1	
	Course organisation, learning approach, assessment, rationale; Managing complexity – setting the scene

Week 2	Understanding Self
Week 3	Understanding Relationships
Week 4	Intelligence analytical tools – Internal (structured analytic techniques)
Week 5	Intelligence analytical tools – Manufactured
Week 6	Intelligence analytical approaches – All-Source Fusion
Week 7	Intelligence analytical approaches – Intelligence Preparation of the Operational Environment (IPOE)
Week 8	Intelligence analytic focus areas - Criminal & Policing Intelligence
Week 9	Intelligence analytic focus areas – Counter-Insurgency (COIN)
Week 10	Intelligence analytic focus areas – Force Protection and Physical Security
Week 11	Intelligence analytic focus areas – Regulatory Intelligence

Week 12	Dealing with the long future – Futures Intelligence
Week 13	Professionalism – organisations & framework of service - managing intelligence & managing self

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

In addition, a number of other policies can be found in the Learning and Teaching Category of 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/support/student_conduct/

Results

Results shown in *iLearn*, 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.

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

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

- A. Identify the reasoning and cognitive processes involved in transforming incomplete information into intelligence knowledge.
- B. Analyse individual and group dynamics in organisational settings.
- C. Create an intelligence product using a range of advanced analytical tools and approaches.
- D. Evaluate a diverse and evolving body of academic literature on intelligence analysis.
- E. Create texts, such as reports, case studies and briefings, using appropriate academic research and writing.

Assessment tasks

- Analytical case study critique
- Advanced analysis brief
- Constructive Engagement
- Advanced analysis 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

- A. Identify the reasoning and cognitive processes involved in transforming incomplete information into intelligence knowledge.
- B. Analyse individual and group dynamics in organisational settings.
- C. Create an intelligence product using a range of advanced analytical tools and approaches.
- D. Evaluate a diverse and evolving body of academic literature on intelligence analysis.
- E. Create texts, such as reports, case studies and briefings, using appropriate academic research and writing.

Assessment tasks

- Analytical case study critique
- Advanced analysis brief
- Constructive Engagement
- Advanced analysis 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

- A. Identify the reasoning and cognitive processes involved in transforming incomplete

information into intelligence knowledge.

- B. Analyse individual and group dynamics in organisational settings.
- C. Create an intelligence product using a range of advanced analytical tools and approaches.
- D. Evaluate a diverse and evolving body of academic literature on intelligence analysis.
- E. Create texts, such as reports, case studies and briefings, using appropriate academic research and writing.

Assessment tasks

- Analytical case study critique
- Advanced analysis brief
- Constructive Engagement
- Advanced analysis 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

- A. Identify the reasoning and cognitive processes involved in transforming incomplete information into intelligence knowledge.
- B. Analyse individual and group dynamics in organisational settings.
- C. Create an intelligence product using a range of advanced analytical tools and approaches.
- D. Evaluate a diverse and evolving body of academic literature on intelligence analysis.
- E. Create texts, such as reports, case studies and briefings, using appropriate academic research and writing.

Assessment tasks

- Analytical case study critique
- Advanced analysis brief
- Constructive Engagement
- Advanced analysis 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

- B. Analyse individual and group dynamics in organisational settings.
- C. Create an intelligence product using a range of advanced analytical tools and approaches.
- E. Create texts, such as reports, case studies and briefings, using appropriate academic research and writing.

Assessment tasks

- Analytical case study critique
- Advanced analysis brief
- Constructive Engagement
- Advanced analysis 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

- B. Analyse individual and group dynamics in organisational settings.
- C. Create an intelligence product using a range of advanced analytical tools and approaches.
- E. Create texts, such as reports, case studies and briefings, using appropriate academic research and writing.

Assessment tasks

- Analytical case study critique
- Advanced analysis brief

- Constructive Engagement
- Advanced analysis paper