THE WINSTON CHURCHILL MEMORIAL TRUST OF AUSTRALIA

Report by – Megan Webster – 2007 Churchill Fellow

THE DONALD MACKAY FELLOWSHIP:
To study overseas developments in Field-based Criminal Intelligence Training

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Signed: Megan Webster
Date: 28 August 2008
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Glossary of Terms

For the purpose of this report the following terms have been used to describe aspects of applied intelligence training programs. An explanation of the terms has been included to allow for a greater understanding of likely colloquial phrases used within the report.

**Applied Intelligence Training:** Intelligence training programs that focus on the contextual development and demonstration of skills relating to expected job role competencies.

**Field Specialists:** Analysts or subject matter experts who assist in the delivery of training programs. These people are typically employed full-time in the ‘other’ capacity and instruct on courses on a short-term basis.

**Non-specialist Training Programs:** Intelligence-related training programs that target non-intelligence personnel such as managers and operational police. The main aim of these programs is to promote an understanding and awareness of the analyst role and function.

**Specialist Training Programs:** Training programs, courses or workshops developed to up-skill intelligence analysts to perform their role. (ie. Applied intelligence training).

**Training Staff:** Dedicated trainers or instructors employed in a full-time capacity within the Training Unit.
Acknowledgements

Firstly, I would like to acknowledge the Griffith Rotary Club who manage and provide the ‘Donald Mackay Churchill Fellowship’. The sponsorship is an annual award aimed at researching law enforcement or related practice that allows for better targeting of organised crime.

I would also like to thank the people who met with me whilst researching my area of interest. I feel both professional good fortune and gratitude towards the intelligence analysts, educators, trainers and training managers who allowed me the opportunity to glimpse into their professional domain in order to look for possible training directions. I have not named individuals within the report due to the restricted nature of their core business, yet greatly appreciate their time, enthusiasm and contributions.

Finally, I would like to thank the Winston Churchill Memorial Trust of Australia for allowing me to undertake the research. Receiving the Fellowship was not simply about five weeks of research overseas, it involved over 18 months of establishing contacts, sharing ideas and working towards a specific goal with the help of like-minded individuals from my field. The Trusts’ acknowledgement of the worth of my proposal, prompted me to start what I feel is a process of necessary change.

For note:

Detailed comment has not been included in regards to the specific content of most applied courses due to the fact that many course curriculum’s are for Police or Law Enforcement use only. In the section that provides a summary of the organisations visited, website details have been included to allow the reader to conduct further enquiries in relation to these training programs.
Review of Applied Intelligence Training

Executive Summary

Fellow details: Megan Webster – Senior Sergeant, Intelligence Training Unit.
c/o New South Wales Police Force. 1 Charles St, Parramatta. New South Wales.

The Donald Mackay Fellowship: ‘To study overseas developments in applied intelligence training’

The aim of the research trip was to visit and hold discussions with educators and analysts alike about where they believe training will need to progress in the future. In order to explore this question, semi-formal interviews were held with staff from the following agencies:

United Kingdom

- National Policing Improvement Agency
- Jill Dando Institute, University College London
- Research and Intelligence Support Centre

Canada

- Royal Canadian Mounted Police
- Canadian Intelligence Service Ontario

Whilst this is by no means an exhaustive list of organisations and law enforcement agencies offering intelligence-based training, it forms a representative group across the academic, law enforcement and private training spectrum.

The research identified the following main areas for review and development for applied intelligence training:

- There is a need to review and upgrade course content to reflect changes in the operational context, as well as areas identified from benchmarking against other programs.

Recommendation:
- Implementation of the revised police intelligence training package incorporating:
  - Skill Level 1 (Analyst): Diploma in Public Safety (Police Intelligence)
  - Skill Level 2 (Senior Analyst): Advanced Diploma in Public Safety (Police Intelligence)

- The delivery structure of intelligence training programs should be modified to ensure that learning is undertaken in operationally relevant and applied learning contexts.

Recommendation:
- Use of in-course contextual scenarios such as: crime analysis, investigation support, major incident response, security threat response, strategic intelligence analysis

- Develop and establish appropriate training support structures to assist in diverse skill development within the workplace.

Recommendations:
- Formalised agreements for the involvement of field specialists to ensure that experienced and qualified instructors are delivering course
- Consideration for the development of formal training support structures to support pre- and post-course development of intelligence analysts

- Development and delivery of non-specialist courses or workshops to promote understanding of the role of intelligence in law enforcement and effective use of intelligence product

Recommendation:
- Review and update of current ‘non-specialist’ law enforcement training programs to increase awareness of the role and use of intelligence

- Promote partnerships and greater awareness of the broader intelligence environment including awareness sessions within training programs. Co-operative training partnerships amongst agencies has the potential to promote a flow-on affect to the operational environment.
**Background**

In 2007, I had the honour of winning the prestigious ‘Donald Mackay Churchill Fellowship’. My application was based on the need to improve education and training in the area of field-based or applied criminal intelligence.

Since April 2007, I have been the Senior Lecturer within the New South Wales Police Force Intelligence Training Unit. Whilst I am confident that the current Intelligence Education Program we are delivering is effective in catering for the needs of the majority of our intelligence analysts, there is a notable gap in training at the intermediate to advanced level. This training gap also extends into intelligence management or supervisory levels.

Of interest is that this training gap or demand is not one that is unique to the New South Wales Police Force. Whilst the law enforcement intelligence profession and therefore intelligence training has been around for a number of decades, it is really only with the emergence of new technologies, globalisation and the events of the past ten years that intelligence or analyst support has become an integral part of management and investigative decision-making.

From the outset it should be noted that the focus of this report is on training needs and future directions of applied intelligence practice, specifically – what are the education and training strategies that need to be implemented in order to ensure that law enforcement intelligence analysts have the skills and knowledge to perform their role and continue to develop within their changing environment?

The Churchill Fellowship is an award of opportunity, as such, I was provided with the funding to travel overseas and visit a number of key intelligence training organisations in both the United Kingdom and Canada. In six weeks of travel across May/June 2008, I met with Academics, analysts and trainers in order to discuss their ideas on what the current and future training needs are likely to be.

The scope of discussions not only addressed the current and future content of training courses, but also areas such as:

- Structures and methods to ensure effective training delivery;
- Environmental scanning to identify emerging areas for development; and
- Critical training and education partnerships for the future.

This report presents an overview of these issues and should form a platform from which to develop specific strategies to address future training needs in the area of applied intelligence training within the New South Wales and Australian law enforcement context.
The Future of Applied Intelligence Training – Where to and why?

It should be recognised that there is an intrinsic need to continually review and evolve education and training programs to meet the changing needs of the participant and the environment in which they function. Whilst the foundation skills and knowledge sets have a central role in curriculum and training delivery, internal and external change factors have placed a need to shape existing curriculum to more effectively meet current workplace demands.

In order to identify areas for potential review and improvement, a number of areas critical to effective training programs were looked at and discussed, these included:

- **Review of current course content** – to benchmark and identify possible gaps in subject teaching areas
- **Identified areas for content development** – based upon identified future needs as a result of internal and external environment changes, software development and relationships with other disciplines
- **Program delivery methods** – general course structures and teaching/learning experiences
- **Training staff** – qualifications and experience
- **Field specialists** – use of experienced and qualified people from the field to assist in delivery of specialist content
- **Training support structures – people and systems**: Formal workplace support structures post-course to enhance learning eg. Mentoring, buddy systems, intranet¹ resources etc.
- **Education and training standards** – recognised standards either internal or external
- **Links to external training or education structures** – training pathways from programs to additional professional development / training / education opportunities
- **Non-specialist training programs** – targeting managers (receivers) and ‘feeders’ into the intelligence process to enhance non-specialist understanding and use of the intelligence process and product².

¹ Internal internet-based system with limited access. ie. Police employee access only
² ‘Products’ includes but is not limited to: reports, briefings, charts and other documentation compiled as a result of undertaking analysis
Summary of organisations visited and their training role

National Policing Improvement Agency (NPIA). United Kingdom.

Further information at website: www.npia.police.uk

The NPIA is a national representative body appointed by the Association of Chief Police Officers (ACPO). Their role is to ensure that Policing standards, policy and training are maintained to a consistent and agreed upon level. In developing the standards, they consult with ACPO, the Home Office and Police services across the United Kingdom.

As the agency appointed to maintain practice standards, the NPIA ‘quality approve’ training programs and have also developed practice advice material (handbook and CD) to assist analysts in performing their role within the workplace. The NPIA also deliver a range of courses targeting both analysts and managers based upon the need to support the implementation of the National Intelligence Model\(^3\) including:

- Initial Analytical Techniques Course – (10 days)
- Major Incident Room Analysis Course (5 days) – intelligence support to major investigation
- Intelligence Foundation Module (3 days)
- Intelligence Managers Module (3 days)
- Senior Managers Intelligence Module (3 days)

Jill Dando Institute (JDI) of Crime Science, University College London

Further information at website: www.jdi.ucl.ac.uk (www.ucl.ac.uk/gradprospectus/crime)

The JDI is an academic institution within the University College London that focuses course theory and research in the area of crime science (more specifically evidence-based study on the reduction of crime and related activity). The current Director is Professor Gloria Laycock who developed her expertise working within the Home Office. The JDI offer both a graduate program in Crime Science as well as a number of short courses aimed at developing applied skills.

Short courses for analysts include:

5 day courses:
- Crime Analyst course (based on the publication: Become a Problem-Solving Crime Analyst. R.V. Clarke & J. Eck.)
- Stats and Maps for Today’s Policing. Covering statistical reporting and crime mapping concepts.

1 day courses:
- Understanding Hotspots – aimed at analysts
- Advanced Hotspot Analysis – aimed at analysts
- Neighbourhood Analysis – aimed at analysts

\(^3\) National Intelligence Model (NIM) – Is a ‘model for policing’ and intelligence led law enforcement. From 2004 onwards all policing bodies across England and Wales are required to adopt the practices outlined in NIM. The NIM has a statutory basis from the Police Reform Act 2002.
Short courses for managers of analysts include:

- Crime Reduction for Policy Makers and Senior Law Enforcement Staff – aimed at management, policy-makers and consumers of intelligence product. (1 day).

**Research and Intelligence Support Centre, (RISC), United Kingdom.**

*Further information at website: www.riscuk.com*

RISC is a private, UK-based company that offers both consultancy and training in the area of law enforcement intelligence. Over the last two years in particular, the company has expanded and diversified their training program to offer a range of courses to meet the needs of the field.

Due to the fact that the United Kingdom has a large number of both Policing and public sector agencies, as well as appointed bodies contributing to law enforcement, the company has been able to target their courses to meet the needs of these organisations. Their training calendar includes:

**Analyst courses:**
- Intelligence Analysis Course – 10 day (ACPO accredited)
- Strategic Assessment Course – 8 day
- Multi Agency Problem Solving Course (MAPS) – 10 day

**Analyst workshops / short courses:**
- Financial Analysis Workshop – 4 day
- Geographical Information Systems – 2 day
- Imagery Analysis for Analysts – 3 day
- Imagery Analysis for CCTV Operators – 2 day
- Open Source Intelligence – 1 day
- Presentation Skills – 2 day
- Project Management Course – 3 day
- Researcher Workshop – 3 day
- Surveillance & Covert Photography – 3 day

**Management Courses**
- Strategic Workshop for Managers of Analysts – short course
- Tactical Workshop for Managers of Analysts – 2 day

**Greater Manchester Police (GMP)**

*Further information at website: www.gmp.police.uk/training*

The Greater Manchester Police are one of the four Police agencies that make up the National Intelligence Analysis Training (NIAT) group. The GMP Analysis Training Unit deliver a range of short courses targeting both their own employees but also employees from other law enforcement and partnership agencies (private and public sector). In addition to the intelligence courses, they also have an extensive calendar of courses relating to policing and related concepts.
Analysis courses include (all public & private sector approved):

- NIAT Initial Course – 15 days
- NIAT Crime Pattern Analysis Course – 8 days
- NIAT Strategic Course – 10 days

Software courses including:

- I2 Analyst notebook – 5 days
- I2 Analyst workstation – 5 days

GMP also deliver a 7 day course - ‘National Optical Evidence and Intelligence Gathering Course’ aimed at surveillance evidence gathering.

Other Agencies visited (United Kingdom):

In addition to attending various agencies or organisations that delivered formal training programs, I had opportunity to hold meetings with analysts from two other UK-based agencies in order to discuss training issues. This was done with the intent to identify current training gaps from an operational perspective. Organisations visited included:

- British Transport Police (BTP) – A Police organisation that holds the responsibility to target crime and public disorder as it occurs in and around the British railway systems.
- Serious Organised Crime Agency (SOCA) – a National law enforcement agency targeting serious and organised crime activities across the United Kingdom.

It should be noted that both these agencies use other training organisations to assist in developing their analysts. The organisations then provided workplace instruction and in-house training to contextualise the learning outcomes to their operational environment.

Royal Canadian Mounted Police – Canadian Police College, Ottawa

*Further information at website: www.cpc.gc.ca*

The Canadian Police College is a national police service administered by the Royal Canadian Mounted Police. The courses are designed and implemented for Police personnel only.

Analysis courses offered include:

- Criminal Intelligence Analysis - Distance Learning via Internet (DCIAC) – 6 weeks to complete based upon a 30 – 50 hour course estimate
- Strategic Intelligence Analysis Course (SIAC) – 10 days
- Tactical Intelligence Analysis Course (TIAC) – 10 days
- Advanced Analytical Techniques (AANALT) – 4 days

**Canadian Intelligence Service Ontario (CISO), Ontario Police College**

The CISO have a comprehensive range of courses relating to law enforcement and investigation open to their membership law enforcement agencies only. The courses targeting intelligence analysts focus on both concepts of analysis, as well as ‘intelligence’ as defined by covert information gathering techniques[^4].

[^4]: Limited information has been included here due to the restricted nature of the program.
Summary of Findings – United Kingdom and Canada

Review of current course content

Initial Training: Whilst worlds apart in terms of actual distance, it was interesting to discover that for the most part, the core components of training programs targeting law enforcement intelligence specialists were similar. Most organisations offer an initial or basic training course with a focus on theory and practice relating to crime analysis. The initial training is typically undertaken face-to-face using group activities to develop understanding and to allow focus on the application of theory during training exercises. With the exception of a 15 day course delivered by Greater Manchester Police, and a 5 day course offered by Jill Dando Institute, courses were typically 10 days in length.

The intended learning outcomes of the initial training courses are generally to up-skill participants to a basic level so they can then return to their workplace and perform an analyst function. When speaking to analysts and trainers alike, they agreed that whilst training plays an important role in developing skills and introducing new methods and practice, a large part of the essential instruction that analysts receive is through workplace learning and informal mentoring.

In discussions that related to the success of specialist training programs, the perceived gap between attendance at a training program and subsequent demonstrated workplace competency appeared to be reduced when the training program provided greater exposure to the actual organisational context. This ‘applied nature’ of most specialist programs is a factor that supports the ongoing need for Police agencies to develop and maintain formal ‘in-house’ training programs.

The content typical to foundation or initial training courses included content areas such as:

- Organisation policy, Legislation and practice relevant to the analyst function
- Background and instruction in various analytical techniques
- Introduction to related theory and how concepts can be applied within the law enforcement environment
- The intelligence process – problem, planning, collection, evaluation, collation, analysis, reporting, dissemination and review
- Communication and briefing requirements (oral and written)

Identified areas for content development

Discussions with most trainers and analysts identified that there was a general support for the structure and content of courses currently available. When deficiencies were identified in the current programs, most of these training gaps were caused by recent changes within the operational environment. Overall, the initial training programs were highly regarded and well attended, yet there was a general consensus that more training opportunities should be developed with the focus on specific job functions and expected outputs.
Additional Training: In line with this demand, organisations that offered an extended specialist training program had three main areas of focus for their courses:

- Applied analytical capabilities eg. Support to investigations, major incident response, or strategic intelligence reporting
- Applied software instruction – including basic and advanced software instruction.
- Intelligence role diversification eg. Information gathering (including covert methodology and source management), or a field intelligence role.

In terms of identifying areas for course development, most training program managers acknowledged that course review and evaluation was critical in ensuring the relevance of the program.

Some identified course review processes included:

- Ongoing training needs analysis: To identify existing skill sets and knowledge gaps in the workforce
- Benchmarking and/or development of programs in with corroboration other training organisations eg. National Intelligence Analysis Training group
- Awareness of organisational, policy or profession shifts eg. National Intelligence Model (UK); civilianisation of profession (UK and Canada)

Common Training Gap: One factor that appeared to be a common occurrence across a number of agencies is the move towards civilianisation of analyst staff. Over the last 5 – 10 years, many policing and law enforcement organisations have identified the benefits of recruiting civilian staff (vs. police officers) into the analyst or intelligence role. Whilst there is greater potential to recruit a person with suitable academic qualifications\(^5\), there was a general acceptance that it has also placed an increased demand on training programs due to limited previous exposure to the law enforcement environment.

In regards to civilian staff, most trainers / managers admitted a ‘delay’ between undertaking training and the point at which the new analysts had a true understanding of the operational context and thus a subsequent meaningful output in their role. It should be recognised that any delays between training and output has the potential to affect overall perceptions regarding the effectiveness of training programs. If an analyst is not immediately functional post-course, the natural follow on assumption is that the training has not been effective in meeting both individual and organisational needs.\(^6\)

Areas where training gaps were identified for civilian staff included:

- Appropriate induction into the organisation including exposure to the culture, systems and core ‘business’ of the agency
- Formal workplace instruction and development programs both pre- and post- course

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\(^5\) Most organisations had ‘related’ academic qualifications as an essential selection criteria for the role, the qualifications vary depending upon the agencies core business eg. Social science, criminology, arts, politics etc.

\(^6\) In many circumstances it is the lack of formal standardised training support in the workplace that impedes application and skill development in the workplace.
Formal research and development: In most agencies, training content and practices were kept up-to-date by regular consultation with and involvement from the field. The Royal Canadian Mounted Police have progressed this concept further with the establishment of a permanent and dedicated intelligence research and development unit to identify areas for system and process improvement.

Other disciplines (direct or indirect relationships): A number of trainers /analysts identified the need to conduct research into academic theory in order to identify possible new avenues for course development. Whilst it is not the focus of applied intelligence training programs to replicate or replace formal academic theory, it is important to recognise the potential learning pathways and possible content links with non-law enforcement disciplines.

Many intelligence training resources and training support material draw from areas such as:

- Business
- Medicine
- Defence
- Sociology
- Psychology
- Criminology

The academic programs and short courses offered by the Jill Dando Institute, University College London, as well as their active involvement with field development is a working example of an effective balance between academic focus and applied theoretical concepts.

Program delivery method

Most of the specialist courses reviewed utilised ‘face to face’ teaching methods. In the main, underpinning knowledge and theory was delivered through lectures or presentations and supported by handouts or course handbooks. Some programs also utilised case study examples to draw links between course content and actual application in the field. In the majority of the training programs, learning opportunities have been further enhanced through the use of in-course scenarios and group work exercises that allow for the demonstration and subsequent review of their learning competency.

Of the programs reviewed, only one course offered by the Canadian Police College (Royal Canadian Mounted Police) was in a distance education format, yet even within their program, the majority of courses were face-to-face. Class sizes for most organisations ranged from 12 – 20 participants depending on classroom capacities and training facilities.

Training Staff

Another factor that was common across most training programs was the tendency to use experienced analysts to deliver training. In some organisations the trainers were analysts that had moved into education and training full-time, yet it was also common to have current specialists attend training programs on a short-term basis to deliver particular sessions where they had areas of expertise.

During discussions, some training managers identified that the credibility of both the program and the trainers rested heavily on the ability to attract experienced analysts to teach in the programs (and then develop them as trainers); and to ensure that the trainers are kept operationally up-to-date.
Most trainers interviewed had a minimum length of operational experience in an intelligence or analyst role of at least 5 years. In the case of training program managers or senior staff, this moved out to 10 or more years in the intelligence field. Of interest, most trainers also identified a need to remain ‘operationally’ experienced. Operational currency was achieved through either:

- Time limited contracts or secondments into the training role for 2 – 3 years; or
- Regular involvement with the field or operational context whilst in the training role.

There was a general consensus that using analysts to deliver training was critical in ensuring greater relevance in the training and subsequent application of the theory in the workplace. A number of training managers commented that the difference was apparent when non-analysts delivered training (such as the case in software training courses). In these cases, it was generally observed that course content and focus was less relevant to the actual context with a lack of integration between the software skill development and application within a law enforcement environment.

**Field Specialists**

Many of the training programs ensured recency and relevance in their content by utilising field specialists and subject matter experts to deliver sections of the training program. In some agencies, continued or ongoing field specialist involvement is ensured through an informal agreement and general support for training within the organisation and/or by individuals who actively seek to be involved; other agencies such as the Canadian Intelligence Service Ontario are ensured involvement of field experts through a formal written agreement (Police Chiefs 1996).

**Training support structures - people and systems**

Overall, the content, delivery structures and staffing of the programs reviewed was of a high standard. The one factor that appears to be absent from most organisations and subsequently has the potential to undermine training efforts, is the lack of formal training support structures. The nature of the role and the differing and often complex environments makes it critical that formal training support structures are established to enhance learning within the workplace (and thus within the actual role).

**Education and training standards**

Most of the training courses reviewed met a set of National internal education standards generally set by Police chiefs or a similar representative body. The National standards ensured that teaching content and direction was uniform across different agencies and are seen as a mark of credibility for the program.

**Links to external training or education structures**

A flow on effect from ensuring that training programs meet with independent education and training standards, is the potential for the programs to act as a development opportunity or link with external training or education structures. Applied learning programs are not going to meet the professional development needs of all staff thus it is important for organisations to identify and support alternate learning pathways eg. academic courses. Identified training / education links included:

- Academic scholarship programs eg. Crime Science - Jill Dando Institute, UCL
Non-specialist training programs

The UK example: The National Intelligence Model is based around the concept of intelligence-led policing. Intelligence-led policing can be defined as:

“the collection and analysis of information to produce an intelligence end product designed to inform law enforcement decision making at both the tactical and strategic decision making levels. Intelligence-led policing is predicated on the production and application of intelligence information and products. For intelligence-led policing to be effective, the process must be an integral part of an agency’s philosophy, policies, and strategies, and must also be integral in the organization’s mission and goals”

Central to this idea are the considerations that:

- Good and sufficient information must be fed into the process;
- The intelligence analyst must have the skill, contextual knowledge and cognitive integrity to analyse, record and disseminate the intelligence product; and finally,
- The end user or client understands the nature and application of the product they have received.

For intelligence-led policing to be successful, it must be a dynamic and integrated system. Rather than the focus of training and practice being solely on the ability of the analyst – there needs to be a shift towards co-operative and informed input/output relationships. Training thus should not only focus on the specialist (analyst) to assist them in developing their tradecraft, it should also focus on the non-specialist (information gatherers and intelligence consumers) to develop their understanding of both the product and potential application.

In support of this notion and as a direct result of the introduction of the National Intelligence Model, most UK-based training organisations have developed course programs targeting both the analysts, and the managers who receive and utilise analyst product. Non-specialist courses developed for managers were shorter in duration (2 – 5 days) and addressed areas such as understanding the NIM and awareness of the intelligence process and outputs.

Application of findings: New South Wales Police Force (Australian) context

Overall, the initial training programs reviewed overseas were similar if not identical to the training courses delivered to intelligence analysts within the New South Wales Police Force. There were no significant gaps identified in course content, thus confirming that our foundation courses do address the basic skills and knowledge required to perform an intelligence role.

Other areas of training such as course duration, delivery methods, and training staff experience were also similar, including the use of field specialists to further enhance the credibility and relevance of the programs. In considering modifications to the direction of the current intelligence training program, it is firstly necessary to address the current context and existing structures that play a role in shaping the existing (and future) curriculum.

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**Education Standards**

Since the mid-1990’s many Police Forces and other Emergency Service organisations within Australia have registered both their organisation and training programs under the National vocational education system. Under this system, the majority of courses delivered by emergency service organisations fall under the Public Safety Training package. As a registered training organisation, the New South Wales Police Force delivers an intelligence education program within the training package framework of the Advanced Diploma in Public Safety (Police Intelligence).

The Australian Qualifications Training Framework (AQTF) requires that learning outcomes are competency based, thus ensuring that registered training programs focus on the participants development of skills, knowledge and expected outputs required to be demonstrated within the workplace. Whilst compliant to a rigid education standard including independent audit and oversight, the framework allows for contextual modifications to teaching material, thus ensuring that learning is relevant to the specific organisation and job function.

**Professional Standards**

**Australasian Police Professional Standards Council (APPSC):** The APPSC is a representative group of all Police forces in Australasia. Members include all Police Commissioners in Australia and New Zealand, and all Presidents of the Police Federation of Australia and New Zealand Police Associations. The Council is responsible for developing and implementing the agreed National policing professional standards. In August 2006, the APPSC requested a review of the current Public Safety Training package including the Police Intelligence component.

**Intelligence Training Package Review:** The current National intelligence training package being delivered by New South Wales Police Force has been registered for over 6 years without change. The training package was fully reviewed and updated in November 2007 by a representative working party.

As a result of the review, the new proposed courses (Diploma and Advanced Diploma) were registered in December 2007 at a State level in Victoria. Under direction from the APPSC, the intention is to have these courses nationally accredited and registered for implementation under the AQTF during 2009.

The revised intelligence curriculum will provide a structural framework for the necessary changes to the current intelligence training program. With the introduction of both a Diploma level course and the continuation of the Advanced Diploma course, the revised curriculum allows for more appropriate grading of training content to job responsibility and expected outputs. The Diploma is designed for analysts new to the intelligence role; where the Advanced Diploma has been upgraded to reflect the expected outputs of a senior intelligence analyst or equivalent.

Given that the review has taken place to reflect the current operational context (ie. law enforcement environment), additional core units have been included in both level courses that incorporate critical areas of policing including: advanced applied software skills, practices relating to the security intelligence environment, as well as operational response and intelligence support to same.

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8 Administered by the Department Education, Employment and Workplace Relations
9 Some Training Packages including the intelligence program are not for public viewing
10 Queensland, Victoria and Western Australia also deliver intelligence training under the National training package.
11 Representatives from all State and Federal Police, New Zealand and Defence invited and took part in review
Areas for change

The research identified the following main areas for review and development:

- Review and upgrade of course content to reflect changes in the operational context, as well as areas identified from benchmarking against other programs
- Review and modification of course delivery to ensure that learning is undertaken in operationally relevant and applied learning contexts
- Develop and establish appropriate training support structures to assist in diverse skill development within the workplace
- Development and delivery of non-specialist courses or workshops to promote understanding of the role of intelligence in law enforcement and effective use of intelligence product

Content and structure

**Recommendation:** Once nationally registered, New South Wales Police Force should consider modifying the current training program to reflect the revised intelligence training curriculum including:

| Skill Level 1 (Analyst): Diploma in Public Safety (Police Intelligence) |
| Skill Level 2 (Senior Analyst): Advanced Diploma in Public Safety (Police Intelligence) |

**Suggested Strategies:**

- Revise intelligence training program content using current local and overseas programs as a benchmark
- Identify relevant academic theory for inclusion in intelligence training material
- Ensure application of theory and skills are undertaken in a learning context that best reflects current operational expectations
- Re-structure current course delivery format to account for revised curriculum
- Include within course program instruction on intermediate and advanced applied software methodology and theories that relate
- Where appropriate, deliver program components in a subject modulised format to ensure that core units\(^{12}\) are assessed discretely within the training program

\(^{12}\) Core units are the individual subject areas or units of study that form a particular training package
Course delivery

**Recommendation:** Review of current intelligence training scenarios to reflect a range of law enforcement environments and related intelligence functions

Suggested Strategies:

- Use of contextual scenarios such as:
  - Crime analysis
  - Investigation support
  - Major incident response
  - Security threat response
  - Strategic intelligence analysis
- Formalised agreements for the involvement of field specialists relevant to the contextual scenarios to ensure that experienced and qualified instructors are delivering course material.

**Training support structures**

In terms of applied workplace learning, the vocational structure of the current and proposed intelligence training program ensures that whilst analysts attend courses to participate in applied learning within a practical classroom context, a large percentage of course assessment is undertaken within the workplace. All courses attended have a requirement for participants to complete post-course assessments in order to demonstrate their skill and knowledge acquisition in their actual workplace – a factor that not only ensures that they are meeting expected National competency levels, it also requires that their managers and supervisors review and engage in the assessment.

**Recommendation:** Consideration for the development of formal training support structures to support pre- and post-course development of intelligence analysts

**Suggested strategies:**

- Formal induction into the intelligence analyst role
- Buddy systems
- Mentoring programs
- Workplace support by trained personnel
- On-line resources – good practice, case studies, templates, links to other sites etc.
- Professional Development Days –
  - Delivered by the field for the field: Good practice of tradecraft in case studies
  - Identified Experts – Higher order theories, targeting senior analysts and management
Greater involvement of senior analysts in training initiative: One aspect of training that was adopted overseas was the formalised involvement of senior analysts into the intelligence training and education program. In some organisations, it is part of the job role responsibility of senior analysts and intelligence management positions to actively contribute back to the field. This delineation in professional development between the development of skills and knowledge relating to tradecraft vs. the contribution back to the field provides an alternate avenue for professional satisfaction and recognition.

Other benefits include:

- Ensures succession planning and greater awareness of training programs and developments.
- Links to the industrial award structure and promotion to seniority as a core job responsibility.
- Allows opportunity for individuals to up-skill in training and instruction

Non-specialist training programs

**Recommendation:** Review and update of current ‘non-specialist’ law enforcement training programs to increase awareness of the role and use of intelligence.

**Suggested strategies:**

- Review current delivery content of formal courses eg. Management training, Investigator Training, Recruit training to determine gaps and areas for improvement in relation to ‘intelligence-based’ content.
- Utilise operational managers and line-of-command personnel from the field to act as assessors during courses to increase training awareness and involvement. eg. Crime analysis exercises; Commanders or senior management as strategic project clients.
- Incorporate direct supervisor or management involvement in reviewing and commenting on assessments prior to submission for marking to trainers.
- Greater marketing of intelligence training programs eg. Intranet / Internet site, publications etc.

**How to disseminate / share findings**

Co-operation amongst law enforcement agencies and other partners

One factor that is apparent from both working within the profession and from travelling overseas and talking to analysts and trainers in the field – is that there are a great number of professional and dedicated intelligence analysts endeavouring to improve their practice. Just as a failure to disseminate intelligence can inhibit effective investigative action or policing response, a failure to share good practice will inhibit the growth of the profession.

What does appear positive is that this failure to share is not a conscious action on the most part. There are a great many ‘flashes of brilliance’ apparent across the profession – ideas, processes, and practices – that simply lack the means by which to get out to the larger audience.
**Recommendation:** Promote partnerships and greater awareness of the broader intelligence environment including awareness sessions within training programs. Co-operative training partnerships have the potential to promote a flow-on affect to the operational environment.

**Suggested strategies:**

- Support and ongoing involvement in the APPSC initiated Public Safety training package review
- Consideration to opening intelligence training courses to other Agencies
- Greater sharing of curriculum materials and training programs
- Ongoing benchmarking of intelligence training programs amongst agencies to ensure content is up-to-date and continues to develop and meet the demands of the law enforcement environment

**Conclusion**

The aim of this study was not only to highlight both the strengths and gaps in current applied intelligence training programs, it was also structured to promote discussion of how to best develop existing intelligence training courses to meet the increasing challenges posed by both the context and the people the training serves. The report deliberately introduces and touches upon a range of issues. It does this from the perspective that successful training is not simply about designing and delivering a course with adequate content.

For the most part, the training programs delivered by the agencies visited overseas, as well as the training program delivered by the New South Wales Police Force are of high quality. Within the Australian law enforcement context there has been notable changes to the operational environment. As such, it is essential that any applied intelligence training programs incorporate content and delivery structures that reflect this environment.

With the pending changes to the nationally accredited intelligence training program and internal support for these changes from the Australasian Policing Professional Standards Council, applied intelligence training program managers and staff already have the potential blue prints for the future. This report has endeavoured to highlight the key areas for development within intelligence training programs, as well as identify possible training support structures and strategies. Changes such as these will help ensure that effective intelligence analysis plays a decisive role in both current and future law enforcement practice.