



SFJ Awards Level 4 Diploma in Intelligence Operations



Qualification Handbook

SFJ Awards Level 4 Diploma in Intelligence Operations

Qualification Number: 601/3611/X

Version	Date of issue	Amendment(s)	Page
V3	15.09.17	Add Total Qualification Time (Section 2.4)	6-7
		Update Use of Languages (now Section 2.8)	7
		Update Section 3 Centre Requirements (no change to requirements)	8
		Update Section 4 Assessment (no change to requirements, additional information included)	9-18
		Update SFJ branding and copyright	Various
V2	18.01.16	Update SFJ Awards contact details	4
		Remove references to QCF	Various
		Add SFJ Awards unit numbering	Various
V1	06.02.15		

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1 Introduction

1.1 About us

SFJ Awards is part of the Skills for Justice Group. For over 10 years Skills for Justice has been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time Skills for Justice has earned an enviable reputation for its knowledge of the sector and its proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers it represents.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal and Armed Forces sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient, customer-led service, providing excellent value for money.

1.2 Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

1.3 Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards
Consult House
Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970

E-mail: info@sfjawards.com

Website: www.sfjawards.com

2 The Qualification

2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 4 Diploma in Intelligence Operations

The effective use of intelligence is becoming increasingly important, not just within the military, but to a wide range of organisations involved in defence, security, transnational crime, cybercrime and immigration. The role of the intelligence operator is autonomous and involves comprehensively collecting and collating data from a wide range of sources, both human and electronic, in order to provide detailed assessments. It reflects the broader responsibilities in the intelligence and security environment required to provide operational support to decision making.

In the military context, the soldier provides written and verbal briefings, including accurate and timely intelligence recommendations, to senior level commanders involved in strategic and tactical decision making. This qualification will aid development of the strong analytical and presentation skills required of the role.

2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification.

2.3 Unit Content and Rules of Combination

SFJ Awards Level 4 Diploma in Intelligence Operations

This qualification is made up of a total of 8 mandatory units. To be awarded this qualification the learner must achieve a total of 73 credits as shown in the table below.

Mandatory Units				
Unit Number	Ofqual Reference	Unit Title	Level	Credit Value
L4-IO-01	M/506/4683	Establish and interpret requirements for intelligence products	4	11
L4-IO-02	R/506/4692	Evaluate information gathered for use within intelligence products	4	11

L4-IO-03	H/506/4695	Apply analytical techniques to interpret information for intelligence products	4	11
L4-IO-04	M/506/4697	Develop assessments from intelligence analysis	4	9
L4-IO-05	A/506/4699	Develop recommendations from the results of intelligence analysis methodologies	4	9
L4-IO-06	K/506/4701	Create intelligence products to support decision making	4	11
L4-IO-07	T/506/4703	Disseminate intelligence products	4	6
L4-IO-08	H/506/4714	Evaluate and report information elicited in an intelligence setting	4	5

2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.¹

- (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- (b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Please note these are estimated hours. It is the responsibility of centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of guided learning hours will vary from one centre to another according to learners' needs.

Guided learning hours consist of all occasions when a member of training centre staff is present to give specific guidance towards the learning aim of the programme. This definition includes lectures, tutorials, supervised study and assignments.

¹ Total Qualification Time criteria, Ofqual September 2015
<https://www.gov.uk/government/publications/total-qualification-time-criteria>

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

Qualification Title	TQT	GLH
SFJ Awards Level 4 Diploma in Intelligence Operations	730	260

2.4 Age Restriction

This qualification is available to learners aged 16 years and over.

2.5 Opportunities for Progression

This qualification is included in the Army's training pathway for the intelligence corps and provides a route into a highly skilled role within HM Forces. It develops skills and knowledge which are relevant to the role of the intelligence operator supporting the tactical decision making of those managing assets in the field.

2.6 Exemption

No exemptions have been identified.

2.7 Credit Transfer

Credits from identical units that have already been achieved by the learner may be transferred.

2.8 Use of Languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website <http://sfjawards.com/policies/> or on request from SFJ Awards.

3 Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website www.sfjawards.com or on request from SFJ Awards.

4 Assessment

4.1 Qualification Assessment Methods

Assessment methods that can be used for the SFJ Awards Level 4 Diploma in Intelligence Operations are as follows:

- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, reflective accounts, assignments)
- Practical Demonstration/Assignment

4.2 Assessors

4.2.1 Occupational Competence

Due to the risk-critical nature of the work, particularly when assessing in the justice and health sectors, and the legal implications of the assessment process, assessors must understand the nature and context of the learners' work. This means that assessors must be occupationally competent. Each assessor must therefore be, according to current sector practice, competent in the functions covered by the units they are assessing. They will have gained their occupational competence by working within the sector relating to the units or qualification they are assessing.

Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager.

4.2.2 Occupational Knowledge

Where assessors are assessing knowledge-based qualifications, they must be occupationally knowledgeable.

4.2.3 Qualification Knowledge

Assessors must be familiar with the qualification units they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

4.2.4 Assessor Competence

Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, assessors must be:

- qualified with a recognised assessor qualification, or

- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement² or Police Sector Standard for the Training of Assessors, Assessor Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

4.2.5 Continuing Professional Development

Assessors must actively engage in continuous professional development activities to maintain:

- occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an assessor.

4.3 Internal Quality Assurers

4.3.1 Occupational Knowledge

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice and health sectors, and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units.

4.3.2 Qualification Knowledge

IQAs must understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring.

Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.

4.3.3 Internal Quality Assurer Competence

IQAs must occupy a position in the organisation that gives them the authority and resources to:

- coordinate the work of assessors

² National Occupational Standards for Learning and Development, LLUK 2010

- provide authoritative advice
- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions
- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing
- lead internal standardisation activity
- resolve differences and conflicts on assessment decisions.

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment³ or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement or testimonials.

4.3.4 Continuing Professional Development

IQAs must actively engage in continuous professional development activities to maintain:

- occupational knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an IQA.

4.4 External Quality Assurers

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards is responsible for ensuring that their external quality assurance team have:

- sufficient occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

³ National Occupational Standards for Learning and Development, LLUK 2010

4.4.1 External Quality Assurer Competence

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification.

4.4.2 Continuing Professional Development

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

4.5 Expert Witnesses

Expert witnesses, for example line managers and supervisors, can provide evidence that a learner has demonstrated competence in an activity. Their evidence contributes to performance evidence and has parity with assessor observation. Expert witnesses do not however perform the role of assessor.

4.5.1 Occupational Competence

Expert witnesses must, according to current sector practice, be competent in the functions covered by the units for which they are providing evidence.

They must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.

4.5.2 Qualification Knowledge

Expert witnesses must be familiar with the qualification unit(s) and must be able to interpret current working practices and technologies within the area of work.

4.6 Assessing Competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels are defined in Ofqual's level descriptors.⁴ Further information on qualification levels is included in the SFJ Awards Assessment Guide, which is available in the centre area of our website <http://sfjawards.com/approved-centres/> or on request from SFJ Awards.

⁴ Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015, www.gov.uk/government/publications/qualification-and-component-levels

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

Assessment should be integrated into everyday work to make the most of opportunities that arise naturally within the workplace.

4.7 Methods for Assessing Competence

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expects assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Further information on assessment methods is provided below and also in the SFJ Awards Assessment Guide which is available in the centre area of our website <http://sfjawards.com/approved-centres/>, or on request from SFJ Awards.

4.7.1 Observation

SFJ Awards believes that direct observation in the workplace by an assessor or testimony from an expert witness is preferable as it allows for authenticated, valid and reliable evidence. Where learners demonstrate their competence in a real work situation, this must be done without the intervention from a tutor, supervisor or colleague.

However SFJ Awards recognises that alternative sources of evidence and assessment methods may have to be used where direct observation is not possible or practical.

4.7.2 Testimony of witnesses and expert witnesses

Witness testimonies are an accepted form of evidence by learners when compiling portfolios. Witness testimonies can be generated by peers, line managers and other individuals working closely with the learner. Witnesses are defined as being those people who are occupationally expert in their role.

Testimony can also be provided by expert witnesses who are occupationally competent **and** familiar with the qualification unit(s). Assessors will not need to spend as long assessing expert witness testimony as they would a witness testimony from a non-expert. Therefore if expert witnesses are involved in the assessment strategy for a qualification a greater number of learners can be managed by a smaller number of assessors.

The assessor is however responsible for making the final judgement in terms of the learner meeting the evidence requirements for the qualification unit(s).

4.7.3 Work outputs (product evidence)

Examples of work outputs include plans, reports, budgets, photographs, videos or notes of an event. Assessors can use work outputs in conjunction with other assessment methods, such as observation and discussion, to confirm competence and assure authenticity of the evidence presented.

4.7.4 Professional discussion

Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.

4.7.5 Questioning the learner

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio records of all questioning must be maintained.

4.7.6 Simulations

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre, or in the workplace. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity.

Simulations can be used when:

- the employer or assessor consider that evidence in the workplace will not be demonstrated within a reasonable timeframe
- there are limited opportunities to demonstrate competence in the workplace against all the assessment criteria
- there are health and safety implications due to the high risk nature of the work activity
- the work activity is non-routine and assessment cannot easily be planned for
- assessment is required in more difficult circumstances than is likely to happen day to day.

Simulations must follow the principles below:

1. The nature of the contingency and the physical environment for the simulation must be realistic
2. Learners should be given no indication as to exactly what contingencies they may come across in the simulation

3. The demands on the learner during the simulation should be no more or less than they would be in a real work situation
4. Simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
5. There should be a range of simulations to cover the same aspect of a unit and they should be rotated regularly.

4.8 Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.⁵ Further information on qualification levels is included in the SFJ Awards Assessment Guide which is available in the centre area of our website <http://sfjawards.com/approved-centres/>, or on request from SFJ Awards.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

4.9 Methods for Assessing Knowledge and Understanding

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that knowledge-based learning outcomes and assessment

⁵ Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 www.gov.uk/government/publications/qualification-and-component-levels

criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

- a) Written tests in a controlled environment
- b) Multiple choice questions
- c) Evidenced question and answer sessions with assessors
- d) Evidenced professional discussions
- e) Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

4.10 Assessment Planning

Planning assessment allows a holistic approach to be taken, which focuses on assessment of the learner's work activity as a whole. This means that the assessment:

- reflects the skills requirements of the workplace
- saves time
- streamlines processes
- makes the most of naturally occurring evidence opportunities.

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process; assessors can therefore be sure that learners have had sufficient opportunity to acquire the skills and knowledge to perform competently and consistently to the standards before being assessed. The assessment is therefore a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

4.11 Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

4.11.1 Internal standardisation

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

4.11.2 External standardisation

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy, available in the centre area of our website

<http://sfjawards.com/approved-centres/>, and the SFJ Awards Standardisation Policy, available on our website <http://sfjawards.com/policies/>. All policies are available on request from SFJ Awards.

4.12 Recognition of Prior Learning (RPL)

'Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification)'.⁶

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook, available in the centre area of our website <http://sfjawards.com/approved-centres/>, and outlined in SFJ Awards Recognition of Prior Learning Policy, available on our website <http://sfjawards.com/policies/>. All policies are available on request from SFJ Awards.

4.13 Equality and Diversity

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy, which are available on our website <http://sfjawards.com/policies/> or on request from SFJ Awards.

⁶ After the QCF: A New Qualifications Framework, Ofqual 2015
<https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework>

4.14 Health and Safety

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

5 Qualification Units

Unit number:	L4-IO-01
Ofqual reference:	M/506/4683
Title:	Establish and interpret requirements for intelligence products
Level:	4
Credit value:	11
GLH:	30
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Understand the factors contributing to the development of intelligence products	1.1 Explain the nature of intelligence task requests 1.2 Evaluate methodologies for responding to intelligence requests 1.3 Explain the reporting procedures <ul style="list-style-type: none"> • Internal • External 1.4 Summarise the types of problems that can occur in terms of <ul style="list-style-type: none"> • Timescales • Types of product • Intelligence resources 1.5 Specify actions to mitigate problems that can occur in terms of <ul style="list-style-type: none"> • Timescales • Types of product • Intelligence resources 1.6 Explain the importance of complying with national, and organisational requirements relating to information handling

<p>2. Be able to establish and interpret requirements for intelligence products</p>	<p>2.1 Interpret information from customers on the requirements for intelligence products in line with organisational procedures</p> <p>2.2 Provide customers with clear information on the intelligence products and techniques that are suitable and achievable using organisationally approved communication protocols</p> <p>2.3 Establish the requirements of the customer for intelligence products</p> <p>2.4 Identify the parameters of the intelligence products to be used</p> <p>2.5 Establish with customers how progress with intelligence products will be reported to them and others</p> <p>2.6 Identify any problems or limitations with the requirements</p> <p>2.7 Take action to address identified problems or limitations in line with organisational procedures</p> <p>2.8 Evaluate intelligence products using organisationally approved methods and measurable criteria</p> <p>2.9 Comply with national, and organisational requirements relating to intelligence information handling</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit is about establishing and interpreting requirements for intelligence products.</p> <p>Upon completion of the unit, the learner will understand a range of factors that contribute to the development of intelligence products, and be able to establish and interpret customers' requirements for intelligence products.</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>SFJCM01</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>This unit maps to the Defence Intelligence and Security Centre's OPMI3 training course</p>

<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p>
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Unit number:	L4-IO-02
Ofqual reference:	R/506/4692
Title:	Evaluate information gathered for use within intelligence products
Level:	4
Credit value:	11
GLH:	40
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Understand the processes involved in the evaluation of information for use within intelligence products	1.1 Explain the stages within the intelligence cycle 1.2 Explain the information required for intelligence products 1.3 Summarise the format of intelligence collection plans 1.4 Explain the potential sources of information for use within intelligence products 1.5 Explain how to evaluate information for its reliability, validity and contribution to products 1.6 Explain the reasons why it is important to use appropriately classified information 1.7 Explain how to protect information sources 1.8 Summarise remedial actions that might be taken to resolve problems with intelligence products 1.9 Summarise the reasons why it is important to apply collection methods effectively 1.10 Explain the use and limitation of systems for collating information 1.11 Explain the reasons why it is important to be able to provide audit trails

<p>2. Be able to evaluate information for use within intelligence products</p>	<p>2.1 Identify the types and range of information required in line with organisational procedures</p> <p>2.2 Establish agreed intelligence collection plans in line with organisational procedures</p> <p>2.3 Evaluate sources of information for their contribution to intelligence products in line with organisational procedures</p> <p>2.4 Obtain appropriately classified information in line with organisational procedures</p> <p>2.5 Collate information in line with the requirements of the products</p> <p>2.6 Resolve identified problems with the collection of information in line with organisational procedures</p> <p>2.7 Evaluate information for its reliability, validity and contribution to products in line with organisational procedures</p> <p>2.8 Comply with all national and organisational requirements relating to intelligence information handling and analysis</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit is about obtaining and evaluating information for use within intelligence products.</p> <p>Upon completion of the unit, the learner will understand the processes involved in the evaluation of information for use within intelligence products, and be able to evaluate information for use within intelligence products.</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>SFJCM02</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>This unit maps to the Defence Intelligence and Security Centre's OPMI3 training course</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p>

Unit number:	L4-IO-03
Ofqual reference:	H/506/4695
Title:	Apply analytical techniques to interpret information for intelligence products
Level:	4
Credit value:	11
GLH:	30
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Understand the application of analytical techniques	<p>1.1 Explain how to confirm that the information being analysed is relevant</p> <p>1.2 Compare analysis techniques in order to select the most appropriate to the task</p> <p>1.3 Justify the use of specific techniques used together or separately</p> <p>1.4 Describe the systems and processes for recording analysis results</p> <p>1.5 Explain the interpretation of information being analysed</p> <p>1.6 Explain the requirements for the presentation of analysis results</p>
2. Be able to apply analytical techniques	<p>2.1 Confirm that all relevant and available information has been collated in line with organisational procedures</p> <p>2.2 Analyse information using approved techniques in line with organisational procedures</p> <p>2.3 Identify aspects of the analysis process that affect the credibility and validity of end products in line with organisational procedures</p> <p>2.4 Present analytical products using organisationally approved techniques to highlight:</p> <ul style="list-style-type: none"> • relevant patterns • relevant trends • relevant activities • known risks in credibility

	<ul style="list-style-type: none"> known risks in validity <p>2.5 Present analytical products in accordance with customers' requirements</p>
Additional information about the unit	
Unit aim(s)	<p>This unit is about applying analytical techniques to interpret information for use within intelligence products.</p> <p>Upon completion of the unit, the learner will understand the application of analytical techniques, and be able to select and apply intelligence analysis techniques to information relating to patterns, trends and activities.</p> <p>This unit may apply to analysing the activities of individuals or analysing patterns and trends.</p>
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	SFJCM03
Details of the relationship between the unit and other standards or curricula (if appropriate)	This unit maps to the Defence Intelligence and Security Centre's OPMI3 training course
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit number:	L4-IO-04
Ofqual reference:	M/506/4697
Title:	Develop assessments from intelligence analysis
Level:	4
Credit value:	9
GLH:	30
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Understand requirements for making assessments developed through intelligence analysis	1.1 Explain the principles of making assessments from intelligence gathered 1.2 Explain how to test assessments 1.3 Explain how to identify relationships, anomalies and patterns that could affect assessments 1.4 Explain how to interpret the need for further information or analysis 1.5 Explain the application of confidence levels regarding assessments 1.6 Explain how to present assessments, including those that indicate the need for urgent action 1.7 Explain how assessments contribute to the development of recommendations
2. Be able to develop assessments from intelligence analysis	2.1 Apply appropriate methods to identify key findings from the information in line with organisational procedures 2.2 Identify significant relationships, gaps, anomalies and patterns that occur within the information 2.3 Establish if there is a need for further information or analysis 2.4 Explain key findings clearly and accurately to others in line with organisational procedures 2.5 Develop assessments in line with organisational procedures 2.6 Test assessments in line with organisational procedures

	2.7 Provide audit trails for the structure and logic of assessments in line with organisational procedures
3. Be able to make recommendations based on assessments that have been developed	<p>3.1 Provide clear forecasts of developments and likely consequences in line with organisational procedures</p> <p>3.2 Make recommendations that are supported by the results of the analysis</p> <p>3.3 Differentiate clearly between facts and opinions when presenting recommendations</p>
Additional information about the unit	
Unit aim(s)	<p>This unit is about applying intelligence analysis methodology to develop assessments.</p> <p>Upon completion of the unit, the learner will understand requirements for making intelligence assessments, and be able to develop assessments from intelligence analysis. These assessments will be used to inform recommendations.</p> <p>This unit may apply to analysing the activities of individuals or analysing patterns and trends.</p>
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	SFJCM04
Details of the relationship between the unit and other standards or curricula (if appropriate)	This unit maps to the Defence Intelligence and Security Centre's OPMI3 training course
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit number:	L4-IO-05
Ofqual reference:	A/506/4699
Title:	Develop recommendations from the results of intelligence analysis methodologies
Level:	4
Credit value:	9
GLH:	50
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Understand the factors that influence the development of recommendations from the results of intelligence analysis methodologies	1.1 Explain how to identify potential recommendations 1.2 Summarise the types of advantages and disadvantages that could be explored 1.3 Explain how to confirm that recommendations are appropriate, feasible and realistic 1.4 Explain why it is important to provide clear rationales 1.5 Summarise the types of issues that could arise when developing recommendations, including potential consequences 1.6 Explain the importance of complying with relevant national and organisational requirements relating to information usage, its handling and analysis 1.7 Summarise the potential consequences of non-compliance, with relevant national and organisational requirements relating to information usage, its handling and analysis
2. Be able to develop recommendations from the results of intelligence analysis methodologies	2.1 Review all available information arising from the analysis methodology in line with organisational procedures 2.2 Identify the potential range of recommendations that are available 2.3 Explore the advantages and disadvantages of each potential recommendation 2.4 Identify potential recommendations that are appropriate, feasible and realistic in

	<p>consultation with key stakeholders</p> <p>2.5 Develop clear rationales for the selection of the recommendations, in accordance with customers' specified requirements</p> <p>2.6 Comply with all relevant national and organisational requirements relating to information usage, its handling and analysis</p>
Additional information about the unit	
Unit aim(s)	<p>This unit is about developing recommendations from the results of intelligence analysis methodologies.</p> <p>Upon completion of the unit, the learner will understand the factors that influence the development of recommendations from the results of intelligence analysis methodologies, and be able to develop recommendations from the results of intelligence analysis methodologies.</p> <p>The learner will also be able to review all the available information, identify potential recommendations, develop rationales for the selection of recommendations and comply with all relevant national and organisational requirements.</p>
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	SFJCM05
Details of the relationship between the unit and other standards or curricula (if appropriate)	This unit maps to the Defence Intelligence and Security Centre's OPMI3 training course
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit number:	L4-IO-06
Ofqual reference:	K/506/4701
Title:	Create intelligence products to support decision making
Level:	4
Credit value:	11
GLH:	40
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Understand the principles involved in the creation of intelligence products	1.1 Describe the range of intelligence products in use 1.2 Explain the purpose of the intelligence products 1.3 Summarise how differing intelligence products are produced 1.4 Explain the importance of the accuracy, currency, relevance, timeliness and coverage of the intelligence products 1.5 Explain how to use reasoned argument to support decision making based on intelligence analysis 1.6 Explain the audit trail process
2. Be able to create intelligence products to support decision making	2.1 Produce products that meet customers' specified requirements 2.2 Create intelligence products that are accurate, current, relevant, timely, sufficient and in line with organisational procedures 2.3 Support intelligence products with audit trails in line with organisational procedures 2.4 Maintain appropriate records of the intelligence products in line with organisational procedures

Additional information about the unit	
Unit aim(s)	<p>This unit is about creating intelligence products to influence and support decision making.</p> <p>Upon completion of the unit, the learner will understand the principles in creating intelligence products, and be able to create intelligence products to support decision making.</p>
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	SFJCM06
Details of the relationship between the unit and other standards or curricula (if appropriate)	This unit maps to the Defence Intelligence and Security Centre's OPMI3 training course
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit number:	L4-IO-07
Ofqual reference:	T/506/4703
Title:	Disseminate intelligence products
Level:	4
Credit value:	6
GLH:	30
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Understand processes for disseminating intelligence products	1.1 Describe the characteristics of different types of audience for intelligence products 1.2 Compare presentation methods that could be used for different types of audience 1.3 Explain how to select the most effective presentation methods for different intelligence products 1.4 Summarise how to respond to queries and issues relating to gaps in intelligence products 1.5 Explain the appropriate methods involved in disseminating information
2. Be able to disseminate intelligence products	2.1 Disseminate intelligence products in accordance with customers' requirements and in line with organisational procedures 2.2 Select the most effective media and content of the intelligence products to suit the identified needs of the intended audiences 2.3 Take action to deal with problems with the dissemination of intelligence products in line with organisational procedures 2.4 Use the selected presentation methods to disseminate intelligence products in line with organisational procedures 2.5 Provide customers with opportunities to check their understanding of the intelligence products 2.6 Respond effectively to queries and issues raised 2.7 Use feedback to improve the content and dissemination of intelligence products

Additional information about the unit	
Unit aim(s)	<p>This unit is about disseminating intelligence products.</p> <p>Upon completion of the unit, the learner will be able to identify the audiences for the products and the aspects of the products that should be presented. The learner will also be able to select the most effective dissemination methods.</p> <p>The dissemination of intelligence product may be carried out in a number of ways, all of which must comply with organisational procedures.</p>
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	SFJCM07
Details of the relationship between the unit and other standards or curricula (if appropriate)	This unit maps to the Defence Intelligence and Security Centre's OPMI3 training course
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit number:	L4-IO-08
Ofqual reference:	H/506/4714
Title:	Evaluate and report information elicited in an intelligence setting
Level:	4
Credit value:	5
GLH:	10
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Understand how to evaluate and report elicited information in an intelligence setting	1.1 Summarise the relevant legislation and organisational procedures for evaluating and reporting elicited information 1.2 Explain how to establish the content and purpose of reports 1.3 Explain how to identify audiences for reports, their needs for information and any other relevant factors 1.4 Justify the importance of conducting an impartial evaluation of the findings 1.5 Explain how to conduct an impartial evaluation of the findings 1.6 Summarise the production of written reports based on findings 1.7 Explain how to conduct a presentation of findings using appropriate media 1.8 Summarise how to resolve problems which may occur within the evaluation and reporting of elicited information 1.9 Justify the importance of identifying opportunities and resources for further research if they exist

<p>2. Be able to evaluate and report elicited information in an intelligence setting</p>	<p>2.1 Establish the content, purpose and intended audiences for reports</p> <p>2.2 Conduct an impartial evaluation of the significance and relevance of the findings of the analysis in line with organisational procedures</p> <p>2.3 Identify gaps in knowledge that may impact customers' requirements</p> <p>2.4 Identify opportunities for further investigation if they exist in line with organisational procedures</p> <p>2.5 Communicate findings in reports that meet organisational procedures</p> <p>2.6 Provide a clear and accurate presentation of the findings using appropriate media in line with organisational procedures</p> <p>2.7 Record information elicited without error</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit is about evaluating and reporting information elicited in an intelligence setting.</p> <p>Upon completion of the unit, the learner will understand how to evaluate and report elicited information, and also be able to evaluate and report elicited information in an intelligence setting.</p> <p>Evaluation involves linking findings to the objectives of the analysis, identifying any limitations associated with the assessment and validating the integrity of the results.</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>SFJCO5</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>This unit maps to the Defence Intelligence and Security Centre's OPMI3 training course</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p>

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