

School of Government

STRA 524 Intelligence-led Enforcement (15 Points)

Trimester Two 2006

COURSE OUTLINE

Contact Details

Course Co-ordinator: **Associate Professor Jim Veitch**
Room RH 1209, Level 12, Rutherford House, Pipitea Campus
Telephone: (04) 463-5394
Fax: (04) 463-5454
Email: jim.veitch@vuw.ac.nz

Please direct all questions about the course and its content to Jim Veitch at the above e-mail.

Course Lecturer: **Sir David Phillips QPM, BA, Director, National Centre for Policing Excellence United Kingdom**

Sir David Phillips was the Chief Constable of Kent from 1993 to 2003 and during this time became President of the Association of Chief Police Officers in 2001, a position he continued until his retirement on 31st March 2003. Over many years, he was Chairman of the ACPO Crime Committee and took a leading interest in developing Investigation and Intelligence matters. He is also a member of the Criminal Justice Consultative Council by appointment of the Lord Chancellor.

Sir David continually developed intelligence-based policing in Kent, as a result recorded crime in the county has continually fallen.

Sir David holds a first class honours degree in Economics, is a graduate of the FBI National Academy, Virginia, USA, and an honorary fellow of Christ Church College, Canterbury.



Sir David joined the Lancashire Constabulary in 1963 and in 1984 reached the rank of Chief Superintendent before transferring to the Greater Manchester Police as Assistant Chief Constable in 1984. He headed the Operations Department and took charge of major incidents, including the Manchester Air Disaster. He left Greater Manchester Police to become Deputy Chief Constable of the Devon & Cornwall Constabulary in 1989.

Sir David was knighted in 2000. He is married with one son.

Administrator:

Darren Morgan

Room RH 802, Level 8, Rutherford House, Pipitea Campus

Telephone: (04) 463-5458

Fax: (04) 463-5454

Email: darren.morgan@vuw.ac.nz

Course Dates, Times and Location

This is an **intensive** course.

It runs from **Tuesday 3 to Friday 6 October 2006** (inclusive).

Classes start at 9.00am and finish at 4.30pm each day

The format is as follows:

Session One: 9.00am – 10.30am

Morning Tea: 10.30am – 11.00am

Session Two: 11.00am – 12.30pm

Lunch: 12.30pm – 1.30pm (not provided)

Session Three: 1.30pm – 2.30pm

Afternoon Tea: 2.30pm – 3.00pm

Session Four: 3.00pm – 4.30pm

You will be advised of your classroom, one week prior to the course, by email.

Course Objectives

The course explores the impact of intelligence on law enforcement.

The course aim:

To present an in-depth analysis of intelligence as it is applied to the law enforcement with examples drawn from the United Kingdom.

The course has the following objective:

At the end of the course, participants should have a better knowledge of intelligence collection and interpretation, and of the use of intelligence data in shaping policy and in producing a more effective law enforcement environment.

Course Content

Phase 1 – Development of military intelligence as a response to necessity; the development of intelligence in law enforcement as a parallel; the drivers for change (triumph of administrative law over substantive law & the 'due process' model of justice); the evolution of covert doctrine and professionalism; the NIM; problems with the 'intelligent solution'.

Phase 2 – Some definitions of intelligence; principles and ethics; intelligence products and the 'cycle'; paradigm shifts (reference to examples in 'revolutions in military affairs'); target centric models, impact of technology; a new model.

Phase 3 – National intelligence as a concept; critiques and the sociology of intelligence; pathologies and the influence of hierarchy; intelligence and decision making.

Phase 4 – Crime and criminality; terrorism; the 'reversal of asymmetrical advantage' in insurgency; intelligence and strategy.

Readings

The aim of the first list of articles is to give you a background for the course. This list has been provided by the course co-ordinator.

You may have covered this ground in some way before attending this course – In which case the references will be redundant. But the titles are offered so that all participants might have a level playing field as they start the course and can therefore interact with the lecturer with a similar level of background knowledge.

All items can be downloaded from the internet by placing either the author's name in Google (www.google.com), by citing the title, or by using the name of the Journal.

Controller and Auditor General New Zealand. NZ Police: Dealing with dwelling burglary - follow up audit. See the description of intelligence-led policing at 2.2.

Jerry H Ratcliffe. The effectiveness of police intelligence management: A New Zealand case study. **Police Practice and Research** Vol 6, issue 5, pp 435-451 (2005).

Jerry H Ratcliffe: The Hotspot Matrix: A Framework for the Spatio-Temporal Targeting of Crime Reduction. **Police Practice and Research**. Vol 5.1, March 2004, pp 5-23 (see www.jratcliffe.net/papers). Note there is a power point version available on the internet (www.jratcliffe.net/conf/ecca.ppt) but this should be read along with this article.

Jerry Ratcliffe. Crime Mapping and the Training Needs of law Enforcement. **European Journal on Criminal Policy and Research**. 10:65-83 (2004).

Jerry H Ratcliffe. Intelligence-Led Policing and the Problems of Turning Rhetoric into Practice. **Policing and Society** (2002) Vol 12.1, pp 53-66.

Jerry Ratcliffe. Three-i model. A Power Point presentation.

Jerry Ratcliffe. Intelligence-Led Policing. (2003) No 248, **Australian Institute of Criminology**. 6 pages.

Nina Cope. Intelligence led policing or Policing Led Intelligence. **British Journal of Criminology**. (2004) 44.188-203.

Nick Tilley. Problem-Oriented Policing, Intelligence-Led Policing and the National Intelligence Model.

Nick Tilley. Intelligence Led and Problem Oriented Models of Policing.

Crime Analysis for Problem Solvers in 60 Small Steps. Centre for Problem Oriented Policing.

The course lecturer has provided the following references as background to his lectures.

Organizational Pathologies in Police Intelligence Systems - James Sheptycki - **European Journal of Criminology**. Vol 1.3, pp 301-332.

See also his article on Transnational Policing in **The Canadian Review of Policing Research**.

A Dialectic for Network Centric Warfare - Dale Lambert & Jason Scholtz - **Proceedings of 10th International Command and Control Research and Technology Symposium (ICCRTS)**, MacLean, VA. June 13-16, 2005.

See 10th ICCRTS at www.dodccrp.org/events/2005/10th and then select track 14. (45 pages)

Guidance on National Intelligence Model - CD available on request from **Doctrine Development** (Supply request), NCPE, Wyboston Lakes, Great North Road, Wyboston, Bedford, U.K. MK44 3BY.

Intelligence-Led policing: The New Intelligence Architecture. **US Department of Justice**. 49 pages

Books for further reading. All titles except the last two have been provided by the course lecturer.

The Dynamics of Military Revolution 1300 – 2050 - MacGregor Knox & Williamson Murray

Military Innovation in the Interwar Period - Murray and Millett

Intelligence Analysis - A target centric approach - Robert M Clark

Silent Warfare - Abram N. Shulsky & Gary J. Schmitt

Intelligence Power in Peace and War - Michael Herman

Reshaping National Intelligence for an Age of Information - Gregory F. Treverton

GIS and Crime Mapping - Jerry H Ratcliffe

Strategic Thinking in Criminal Intelligence - Jerry H Ratcliffe (ed)

In Course readings

The course lecturer anticipates making available further readings as the course proceeds.

Assessment Requirements

The course is internally assessed by means of the following:

Either:

- (a) one major essay of 6,000 words, due on **Friday 1 December 2006**. The topic must be agreed with the course co-ordinator in discussion with the visiting lecturer.

or

- (b) two essays, each of between 3,500 and 4,000 words, essay one due on **Friday 10 November 2006** and essay two due on **Friday 1 December 2006**, on topics agreed with the course co-ordinator in discussion with the visiting lecturer.

Please indicate by the end of the lecture course which option you will choose.

The course co-ordinator will mark and grade the essays.

Please post / hand-in ALL assignments to:

Francine McGee,
School of Government,
Victoria University of Wellington,
Level 8 Reception,
Rutherford House,
23 Lambton Quay,
P.O. Box 600,
Wellington.

Students should keep a copy of all submitted work.

ANZSOG candidates taking this course as an elective should note that they take it for 24 points, and not 15 points. Accordingly, the learning outcomes to be achieved by ANZSOG candidates are wider and deeper than those expected for non-ANZSOG candidates. The content of those learning outcomes, and the means whereby they will be assessed, will be negotiated and confirmed with the course co-ordinator at the start of the course.

Expected Workload

The expected workload is, on average, (a) approximately 20 hours of preparation time before the first day of the course, (b) 24-36 hours (depending on the number of days of the course) of class contact time and (c) approximately 20 hours of independent study after the course.

Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five for every working day by which the assignment is late (weekends and public holidays excluded) and no assignments will be accepted after five working days beyond the date they are due. For out of town students, two calendar days' grace is given to allow for time in the post. **Electronic versions of assignments may be submitted by email, but MUST be followed by a hard copy.**

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting your assignments, you can apply for, and may be granted, an extension to the due date. **Note that this applies only to extreme unforeseen circumstances and is not necessarily awarded.** You should let your course co-ordinator/lecturer know as soon as possible in advance of the deadline if you are seeking an extension.

Mandatory Course Requirements

To fulfil the mandatory course requirements for this course, you are required to:

1. submit all assignments by the due date, unless you have been granted an extension; and
2. attend all contact sessions of the course. If you are unable to attend a session, you must inform the course co-ordinator as soon as possible and you may be required to submit a further item of assessment.

Communication of Additional Information

Additional information may be provided in class, by post, by email or via Blackboard.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours, call the Student and Academic Services Office on (04) 463-5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA 005) and offices 125a to 131 (level 1). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463-5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied. See the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at www.vuw.ac.nz/policy/studentconduct. The Policy on Staff Conduct can be found on the VUW website at www.vuw.ac.nz/policy/staffconduct.

Academic Grievances

If you have any academic problems with your course, you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Co-ordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal

grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website at www.vuw.ac.nz/policy/academicgrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply, it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other student or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is, however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website at www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Impairments

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Co-ordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building, telephone (04) 463-6070, email disability@vuw.ac.nz. The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each Faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/.

VUWSA employs Education Co-ordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and Faculty delegates. The Education Office (telephone (04) 463-6983 or (04) 463-6984, email education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

Manaaki Pihipihinga - Maori and Pacific Mentoring Programme (Faculty of Commerce and Administration)

This is a mentoring service for Maori and Pacific students studying at all levels. Weekly one hour sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade, and Room 210 and 211, Level 2, Railway West Wing. Sessions cover drafting and discussing assignments, essay writing, and any questions that may arise from tutorials and/or lectures. A computer suite networked to Cyber Commons is available for student use.

To register with Manaaki Pihipihinga, please contact one of the following:

Puawai Wereta
Room 210, Level 2
Railway West Wing
Tel. (04) 463-8997
Email: puawai.wereta@vuw.ac.nz

Fa'afoi Seiuli
Room 109 B
14 Kelburn Parade
Tel. (04) 463-5842
Email: faafoi.seiuli@vuw.ac.nz