

**School of Government**

**STRA 524**  
**INTELLIGENCE-LED ENFORCEMENT**  
(15 Points)

**Trimester Two 2007**

**COURSE OUTLINE**

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**Contact Details**

**Course Coordinator:** **Associate Professor Jim Veitch**  
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**Course Dates, Times and Locations**

**Dates:** Tuesday 2 to Friday 5 October 2007 (inclusive)

**Times:** 9.00am to 5.00pm each day

**Locations:** Classes will be held on the Pipitea Campus of Victoria University and you will be advised of your classroom one week prior to the course by email.

## **Course Objectives**

1. To present an analysis of intelligence as it is applied to the law enforcement with examples drawn from across the spectrum of Government departments.
2. To observe the use of intelligence data in various government organizations.
3. To explore the impact of intelligence on law enforcement and security.

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

### **Connections with other courses in the intelligence stream**

This course is the third in the Intelligence studies stream that are being developed in the Master of Strategic Studies programme.

The two other courses offered in the area of intelligence are STRA 522 Methods of Intelligence (data collection and its use in the area of intelligence) and STRA 523 Intelligence Analysis and Interpretation (the interpretation of the data in analysis).

The intelligence courses relate the two Transnational Crime courses, STRA 524 Transnational Crime and STRA 525 Transnational Crime Issue.

There are strong connections between this course and STRA 509 Terrorism and Counter-Terrorism.

STRA 510 Diplomacy and Religion provides the background for all these courses. It highlights the way religion influences foreign policy with special reference to the United States and Iran, and covers in some detail the rise of political Islam.

## **Course Content**

### **Intelligence-led Policing: A Definition**

The following definition from the Royal Canadian Mounted Police serves as the starting point. The course begins with intelligence-led Policing (capital P) and then branches out into policing (small p). If the word “police” is removed from the definition then the definition applies across the security spectrum of Government activities.

*Intelligence-led policing is a term that has only begun to gain currency in the last few years. For this reason, it lacks a single, overarching definition. Most would agree, however, that at its most fundamental, intelligence-led policing involves the collection and analysis of information to produce an intelligence end product designed to inform police decision-making at both the tactical and strategic levels. It is a model of policing in which intelligence serves as a guide to operations, rather than the reverse. It is innovative and, by some standards, even radical, but it is predicated on the notion that a principal task of the police is to prevent and detect crime rather than simply to react to it.*

[www.rcmp-grc.gc.ca/crimint/intelligence\\_e.htm](http://www.rcmp-grc.gc.ca/crimint/intelligence_e.htm)

## **Part 1**

The course will begin with the challenges to the intelligence community that has taken place since “nine-eleven”. It will then discuss these changes in regard to intelligence-led law enforcement in the United States, the United Kingdom (where intelligence-led Policing began in the 1990s) and New Zealand.

## **Part 2**

The course will then examine the way intelligence has been developed in New Zealand to serve the tasks now faced by a number of Government departments as well as some non-Government agencies in the areas of security and defence. In addition to the Police, the course will receive presentations from Customs, Immigration, Ministry of Agriculture and Forestry, Aviation, Maritime, Defence, and Department of Prime Minister and Cabinet.

The class format will be as follows:

Session One:	9.00am – 10.30am
Morning Tea:	10.30am – 11.00am
Session Two:	11.00am – 12.30pm
Lunch (not provided):	12.30pm – 1.30pm
Session Three:	1.30pm – 2.30pm
Afternoon Tea:	2.30pm – 3.00pm
Session Four:	3.00pm – 5.00pm

## **Learning Commitment**

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first day of contact. Intensive courses usually also require further study after the contact period. Expressed in input terms, the time commitment required usually translates to 65-95 hours (excluding class contact time) per course.

## **Readings**

**Note:** Items can be downloaded from the internet by placing either the author’s name in Google ([www.google.com](http://www.google.com)), by citing the title, or by using the name of the Journal. Alternatively, type “intelligence-led policing” into Google and most of the following articles will be cited.

## **Required Reading**

### New Zealand

Department of the Prime Minister and Cabinet, *Securing our Nation's Safety: How New Zealand manages its security and intelligence agencies*, December 2000  
[www.dpmc.govt.nz/dpmc/publications/securingoursafety/index.html](http://www.dpmc.govt.nz/dpmc/publications/securingoursafety/index.html)

Controller and Auditor General, *Managing Threats to Domestic Security*  
[www.oag.govt.nz/2003/domestic-security/](http://www.oag.govt.nz/2003/domestic-security/)

Controller and Auditor General, *New Zealand Police: Dealing with dwelling burglary – follow-up audit*. [www.oag.govt.nz/2006/burglary/part2.htm](http://www.oag.govt.nz/2006/burglary/part2.htm) (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)  
[http://jratcliffe.net/conf/Ratcliffe%20\(in%20press\)%20NZ%20case%20study.pdf](http://jratcliffe.net/conf/Ratcliffe%20(in%20press)%20NZ%20case%20study.pdf)

New Zealand Customs Service, *The National Maritime Coordination centre*  
[www.customs.govt.nz/about/Who+We+Are/Operations/NMCC/National+Maritime+Coordination+Centre.htm](http://www.customs.govt.nz/about/Who+We+Are/Operations/NMCC/National+Maritime+Coordination+Centre.htm)

Aviation Security Service. [www.avsec.govt.nz/](http://www.avsec.govt.nz/)

Aviation Security Legislation Bill  
[http://theyworkforyou.co.nz/bills/aviation\\_security\\_legislation/2007/mar/20/d01](http://theyworkforyou.co.nz/bills/aviation_security_legislation/2007/mar/20/d01)

Gunnar Kuepper, *Aviation Terrorism - Learning from history*, *Crisis Response*, vol. 1.1  
[www.emergency-management.net/pdf/2005/1finalp44.pdf](http://www.emergency-management.net/pdf/2005/1finalp44.pdf)

## Defence

Dale Lambert & Jason Scholtz, *A Dialectic for Network Centric Warfare*, Proceedings of 10th International Command and Control Research and Technology Symposium (ICCRTS), MacLean, VA, June 13-16, 2005  
[www.dsto.defence.gov.au/attachments/A\\_Dialectic\\_for\\_NCW-final\\_public\\_release.pdf](http://www.dsto.defence.gov.au/attachments/A_Dialectic_for_NCW-final_public_release.pdf)

## United States

US Department of Justice, *Intelligence-led policing: The New Intelligence Architecture*, 49 pages. [www.ncjrs.gov/pdffiles1/bja/210681.pdf](http://www.ncjrs.gov/pdffiles1/bja/210681.pdf)

US Department of Justice, *Intelligence-led Policing: The Integration of Community Policing and Law Enforcement Intelligence*. [www.cops.usdoj.gov/mime/open.pdf?Item=1395](http://www.cops.usdoj.gov/mime/open.pdf?Item=1395)

New Jersey State Police, *Practical Guide to Intelligence-led Policing* (2006)  
[www.cpt-mi.org/pdf/NJPoliceGuide.pdf](http://www.cpt-mi.org/pdf/NJPoliceGuide.pdf)

The Manhattan Institute, *Hard Won lessons: How the Police Fight Terrorism in the United Kingdom*. [www.manhattan-institute.org](http://www.manhattan-institute.org)

## **Recommended Reading**

### Articles on Intelligence-led Policing

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*, Australian Institute of Criminology (2003), no. 248, 6 pages

Nina Cope, *Intelligence led policing or Policing Led Intelligence*, British Journal of Criminology (2004) 44, pp. 188-203

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

[www.jdi.ucl.ac.uk/downloads/publications/crime\\_science\\_short\\_reports/problem\\_oriented\\_policing.pdf](http://www.jdi.ucl.ac.uk/downloads/publications/crime_science_short_reports/problem_oriented_policing.pdf)

Nick Tilley, *Intelligence-led and Problem Oriented Models of Policing*

Center for Problem Oriented Policing, *Crime Analysis for Problem Solvers in 60 Small Steps*. [www.popcenter.org/learning.htm](http://www.popcenter.org/learning.htm)

#### General Articles

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

James Sheptycki, *Transnational Policing*, The Canadian Review of Policing Research

#### Further Reading

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  
[www.jratcliffe.net/papers](http://www.jratcliffe.net/papers).

(there is a power point version available ([www.jratcliffe.net/conf/ecca.ppt](http://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, pp. 65-83 (2004)

Brian Jenkins (ed), *Aviation Terrorism and Security*, Political Violence Series, 6, 2007

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

Murray and Millett, *Military Innovation in the Interwar Period*

Robert M Clark, *Intelligence Analysis - A target centric approach*

Abram N Shulsky & Gary J. Schmitt, *Silent Warfare*

Michael Herman, *Intelligence Power in Peace and War*

Gregory F Treverton, *Reshaping National Intelligence for an Age of Information*

Jerry H Ratcliffe, *GIS and Crime Mapping*

Jerry H Ratcliffe (ed), *Strategic Thinking in Criminal Intelligence*

## **In Course readings**

Further readings will be made available as the course proceeds.

## **Assessment Requirements**

The course is internally assessed by means of the following:

1. Two short pieces written during the course, each worth 15% of the final grade, on topics to be set by the course coordinator. Please submit in hard copy to the course coordinator by **5.00pm on the final day of the course (Friday 5 October 2007)**.
2. One major essay of 5,000 words, due by **5.00pm, Friday 9 November 2007**, worth 70% of the final grade. The topic must be agreed with the course coordinator before the course concludes and must relate to one of the themes taken up in the presentations. Please submit in hard copy 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 Coordinator at the start of 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 may be deducted where assignments are submitted after the due date. For out of town students, two calendar days' grace is given to allow for time in the post.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, 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 Coordinator 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;
2. Attend all contact sessions of the course.

## **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.

## **Notice of Turnitin Use**

Student work provided for assessment in this course **may be** checked for academic integrity by the electronic search engine [www.turnitin.com](http://www.turnitin.com). Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. **At the discretion of the School, handwritten work may be copy typed by the School and subject to checking by Turnitin.** You are strongly advised to check

with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

## **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 students 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 penalized 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](http://www.vuw.ac.nz/home/studying/plagiarism.html)

## **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 hardcopy or under "About Victoria" on the VUW homepage at [www.vuw.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.vuw.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically at [www.vuw.ac.nz/home/studying/downloads/course\\_outlines\\_general\\_information.pdf](http://www.vuw.ac.nz/home/studying/downloads/course_outlines_general_information.pdf)



- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

### **Manaaki Pihipihinga Programme**

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email [manaaki-pihipihinga-programme@vuw.ac.nz](mailto:manaaki-pihipihinga-programme@vuw.ac.nz) or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email [pacific-support-coord@vuw.ac.nz](mailto:pacific-support-coord@vuw.ac.nz) or phone (04) 463 5842.