

**School of Government**

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

**Trimester 2 / 2009**

**COURSE OUTLINE**

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**Names and Contact Details**

**Course Coordinator:** Associate Professor Jim Veitch  
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**Administrator:** Darren Morgan  
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Telephone: (04) 463 5458  
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Email: [darren.morgan@vuw.ac.nz](mailto:darren.morgan@vuw.ac.nz)

**Office Hours:** 8.30am to 5.00pm, Monday to Friday

**Trimester Dates**

**Trimester Dates:** Monday 13 July to Saturday 14 November 2009

**Teaching Period:** Monday 14 September to Saturday 19 September 2009

**Class Times and Room Numbers**

**Dates:** Tuesday 15 to Friday 18 September 2009 (inclusive)  
**Times:** 8.30am to 5.00pm each day  
**Locations:** Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to the course by email.

## **Withdrawal Dates**

Students giving notice of withdrawal from this course after **Wednesday 16 September 2009** will NOT receive a refund of fees.

Students giving notice of withdrawal from this course after **Tuesday 17 November 2009** are regarded as having failed the course, unless the Associate Dean subsequently gives approval to withdraw.

Notice of withdrawal must be in writing / emailed to the Masters Administrator. Ceasing to attend or verbally advising a member of staff will NOT be accepted as a notice of withdrawal.

## **Course Content**

It is planned to use visitors to illustrate the advantages of intelligence-led policing or intelligence-led law enforcement. Policing does not only refer to **the** Police but to all involved in applying intelligence to security and defence matters as well as to matters relating to law enforcement.

### **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.*

The definition from Professor Jerry Ratcliffe:

*Intelligence-led policing is a business model and managerial philosophy where data analysis and crime intelligence are pivotal to an objective, decision-making framework that facilitates crime and problem reduction, disruption and prevention through both strategic management and effective enforcement strategies that target prolific and serious offenders.*

Source: **Ratcliffe, J.H. (2008) *Intelligence-Led Policing*.**

The class format will be as follows:

Session One: 8.30am – 10.00am  
Morning Tea: 10.00am – 10.30am  
Session Two: 10.30am – 12.00pm  
Lunch: 12.00pm – 1.00pm (not provided)  
Session Three: 1.00pm – 2.30pm  
Afternoon Tea: 2.30pm – 3.00pm  
Session Four: 3.00pm – 5.00pm

## **Course Learning Objectives**

1. To study the ways in which intelligence is applied to policing
2. To explore the impact of the ‘new’ 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 Studies stream**

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

The other courses offered in the area of intelligence and security are **STRA 522** – Methods of Intelligence (a course about data collection and its use in the area of intelligence) and **STRA 523** – Intelligence Analysis and Interpretation (a course about the interpretation of the data collected through analysis).

The intelligence courses relate to the two Transnational Crime courses, **STRA 524** – Transnational Crime and **STRA 525** – Transnational Crime Issues.

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 rise of political Islam.

## **Course Delivery**

This course is delivered in an intensive format, which includes a minimum of 24 hours contact. The 24 hours are delivered over four consecutive days. Attendance is required on all four days.

## **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.

## **Readings**

### **Pre-Course Readings:**

Department of Prime Minister and Cabinet: *Securing our Nation's Safety: How New Zealand manages its security and intelligence agencies* (December 2000)

<http://www.dpmc.govt.nz/dpmc/publications/securingoursafety/index.html>

Auditor General: *Managing Threats to Domestic Security*

<http://www.oag.govt.nz/2003/domestic-security/>

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).

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

Jerry H Ratcliffe: *Intelligence-led Policing* (2003) [www.jratcliffe.net/papers](http://www.jratcliffe.net/papers)

Jerry H Ratcliffe: *Intelligence-led policing* (2008) [www.jratcliffe.net/papers](http://www.jratcliffe.net/papers)

Jerry H Ratcliffe: *State Police investigative structure and the adoption of Intelligence-led policing* (2008) [www.jratcliffe.net/papers](http://www.jratcliffe.net/papers)

Jerry H Ratcliffe: *Knowledge management challenges in the development of intelligence-led policing* (2008) [www.jratcliffe.net/papers](http://www.jratcliffe.net/papers)

Jerry H Ratcliffe: *Intelligence-led policing: Anticipating risk and influencing action* (Forthcoming 2010) available at <http://www.jratcliffe.net/papers/>

Anthony A Braga, et al: *Problem-Oriented Policing, Deterrence and Youth Violence; An Evaluation of Boston's Operation Ceasefire*, *Journal of Research in Crime and Delinquency*, Vol. 38, No. 3, pp. 195-225 (2001). <http://jrc.sagepub.com/content/vol38/issue3/>

Attention is drawn to Clive Harfield (ed., et al) *The Handbook of Intelligent Policing*, OUP (2008). If you have access to this book, read Part 1 and Part 2.7-9, Part 3.12, Part 4.17-18, and Part 4.20-21.

## **Course Readings:**

There are two set texts to purchase and read:

For day one, the text will be: Jerry H Ratcliffe (ed), *Strategic Thinking in Criminal Intelligence*, Second Edition, Federation Press (2009)

For days two through to four, we will use the second set text: Jerry Ratcliffe, *Intelligence-led Policing*, Willan Publishing (2008)

Ratcliffe writes:

*The central aim of this book is to bring the concepts and processes of intelligence-led policing into better focus, so that students, practitioners and scholars of policing, criminal intelligence and crime analysis can better understand the evolving dynamics of this new paradigm in policing. The main audience are professionals within the law enforcement environment; senior officers, middle management, analysts and operational staff. With this in mind, each chapter contains a Viewpoint from a professional in the field. These expert views are drawn from specialists from around the globe, and I am indebted to the authors for agreeing to share their insight.*

*What is intelligence-led policing? Who came up with the idea? Where did it come from? How does it relate to other policing paradigms? What distinguishes an intelligence-led approach to crime reduction? How is it designed to have an impact on crime? Does it prevent crime? What is crime disruption? Is intelligence-led policing just for the police? These are questions asked by many police professionals, including senior officers, analysts and operational staff. Similar questions are also posed by students of policing who have witnessed the rapid emergence of intelligence-led policing from its British origins to worldwide movement. These questions are also relevant to crime prevention practitioners and policy-makers seeking long-term crime benefits. The answers to these questions are the subject of this book.*

The chapter titles which will form the basis of the sessions over the four days are:

### **1. Introduction**

Re-imagining policing

What is intelligence-led policing?

Case Study: Operation Nine Connect

The structure of this book

### **2. Origins of intelligence-led policing**

Drivers for change

The US policing landscape

Viewpoint: Fragmented policing and the role of fusion centers

The British policing landscape

Summary

### **3. The magnitude of the crime challenge**

The crime funnel

The offender problem

Viewpoint: Threat measurement techniques for organised crime

Summary

### **4. Defining intelligence-led policing**

Related policing frameworks

Conceptual confusion

Viewpoint: Policing conceptual frameworks from the analyst's perspective

Intelligence-led policing defined

Summary

### **5. Analytical frameworks**

Awash with terminology

Levels of crime intelligence

Viewpoint: A practitioner's perspective of the National Intelligence Model

Conceptualising analysis

Can models reflect reality?

Summary

### **6. Interpreting the criminal environment**

Target selection

Viewpoint: Information sharing at the national level

Information collation

### **7. Influencing decision-makers**

Who are decision-makers?

Viewpoint: The responsibilities of intelligence-led police leadership

Understanding the client's environment

Maximising influence

Summary

### **8. Having an impact on crime**

Revisiting the crime funnel

Reduction, disruption and prevention

The changing leadership role

Viewpoint: The leadership role in intelligence-led policing

The police impact on crime

Summary

### **9. Evaluating intelligence-led policing**

Evaluation concepts and practice

Case study: Operation Anchorage

Viewpoint: Refining strategy after Operation Anchorage

Measuring success in different ways

Summary

## **10. Challenges for the future**

The challenges of covert activity

Viewpoint: Intelligence-led policing and public trust

The widening security agenda

An agenda for the future

Engage the next cohort of police leaders

Summary

**Note:** You are required to read and follow up references to literature cited in order to discuss the themes of each chapter critically and thoughtfully, and be able to apply them to the New Zealand context.

### Highly recommended as a useful text

Clive Harfield (ed., et al): *Handbook of Intelligent Policing*, OUP (2008) - see reference above

### Reference texts to consult as background and for further information

Tom Williams: *The Handbook of knowledge based policing*, Wiley (2008) - expensive but comprehensive

Tim Newburn: *A handbook of Policing*, Willan Publishing (2003) - cheaper text and also comprehensive

## **Assessment Requirements**

The course is internally assessed by means of the following:

1. Attendance and participation in the course, which will include one short essay (1,500 words) on a topic related to the discussions and circulated on the first day of the course, to be written during the course and submitted by the end of the course, **5.00pm, Friday 18 September 2009**: 30%
2. A PowerPoint presentation of a topic to be circulated two weeks before the course commences, to be presented to the class on the final day of the course, **Friday 18 September 2009**: 25%
3. One major essay of 3,500 words, to be submitted on **Friday 16 October 2009**: 45%  
The topic must be agreed with the course coordinator before the course concludes and should relate to one of the themes taken up in the readings.

### Essay writing

Check the advice on essay writing that Jerry Ratcliffe gives to a student at [www.jratcliffe.net](http://www.jratcliffe.net).

**Please submit Assignment 1 IN HARD COPY directly to the Course Coordinator.**

**Please submit Assignment 3 IN HARD COPY to:**

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

Assignments that are submitted in person should be placed in the secure box at School of Government reception (Level 8, Rutherford House, Pipitea Campus) during office hours of 8.30am to 5.00pm, Monday to Friday. The assignment box is cleared daily, and assignments will be date stamped.

**Students should keep a copy of all submitted work.**

*Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.*

## **Mandatory Course Requirements**

Submit or participate in all pieces of assessment required for this course.

## **Class Attendance**

The School expects you to attend all four days of the course. If, before enrolment for a course, you are aware that you will not be able to attend part of the course, you must notify the Director of Master's Programmes when you enrol explaining why you will not be able to attend. The Director of Master's Programmes will consult with the relevant course coordinator. In such circumstances, you may be declined entry into a course.

If you become aware after a course starts that you will be unable to attend part of the course, you must advise the course coordinator immediately, explaining why you will be unable to attend. The course coordinator may excuse you from attendance and may also require you to complete compensatory work relating to the course content covered during your absence.



## **Deadlines and Failure to Meet Due Dates**

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 per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control 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. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

## **Communication of Additional Information**

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

## **Other Information**

For the following important information, follow the links provided:

### **Academic Integrity and Plagiarism**

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

### **General University Policies and Statutes**

<http://www.victoria.ac.nz/home/about/policy/academic.aspx>

### **Faculty of Commerce and Administration Offices**

<http://www.victoria.ac.nz/fca/studenthelp/Contactus.aspx>

### **Manaaki Pihipihinga Programme**

[http://www.victoria.ac.nz/st\\_services/mentoring/](http://www.victoria.ac.nz/st_services/mentoring/)