

Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

Programme Title:	
BSc (Hons) Intelligence Analysis and Management BSc (Hons) Intelligence Analysis and Management with Foundation Year	
Programme (AOS) Code(s):	BB1IAM1
UCAS Code:	TBC
Name of Final Award:	Bachelor of Science with Honours, BSc (Hons)
Level of Qualification:	Level 6
Regime of Delivery:	Attendance
Mode(s) of Delivery:	FT
Typical Length of Study (Years):	3 years / 4 years with Foundation Year
Professional Body Recognition / Accreditation (including specific requirements where applicable):	n/a

Brief Description of the Programme

The driving force behind the intelligence requirements of organisations is straightforward: intelligence gathering and management are important and fundamental processes for both public and private sector organisations. In the organisational context there are many influencers and other issues which will drive it to acquire intelligence about the issues and threats which may have adverse or positive effects in the future. The organisation that values and manages intelligence carefully will be better prepared than that which does not look at potential issues and sifts that information into a usable and valuable basis for action. The requirements for each organisation will be different based upon the operational, social and adversary context and will need to involve detailed analysis.

In organisations that take an intelligence led approach, corporates, businesses, law enforcement, military and governments – it is argued that there is a higher level of awareness and by implication preparedness; and thus resilience.

Organisations need effective and highly capable intelligence analysts and managers. This full-time undergraduate programme is designed to develop the knowledge, understanding, capabilities and skills of those who wish to enter this rewarding and important discipline and to develop a career. The programme draws upon the expertise, capabilities and knowledge of sector and industry specialists in the public and private sector as well as researchers and academics to offer comprehensive, detailed and current coverage of the required capabilities and analytical approach that are inherent requirements for effective and employable intelligence analysts and managers.

Delivered by specialist academic teams and with sector professionals providing input and support, including guest lectures, the course covers a wide range of intelligence-related subject areas with an allied and underpinning focus on orientation of graduates towards employment in private or

public sector roles where their developed skills and knowledge would be in demand. The programme also ensures that its graduates are able to understand and engage with the issues affecting organisations and businesses in terms of management of their non-intelligence related functions; such that intelligence analysis and management can be orientated to, and aligned with, organisational requirements. The Programme has also been mapped to the International Association For Intelligence Education (IAFIE) Standards.

Programme Aims

1	To develop specialised knowledge and understanding of intelligence analysis and management disciplines
2	To prepare graduates for employment in multiple organisational sectors
3	To enable students to understand the wide extent of intelligence demands and issues in organisations
4	To build and develop intelligence-related leadership and employability skills
5	To offer an effective employment gateway for graduates into intelligence sectors and related roles

Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
Graduate Attribute: Knowledge and its application (K)	
K1	Demonstrate knowledge and understanding of key intelligence foundation disciplines.
K2	Evaluate and critique the range of activities within key organisational functional areas and their interrelationship and interconnectedness with intelligence requirements and management
K3	Create, evaluate and assess options to enable effective problem solving and decision-making, using appropriate qualitative, quantitative and ICT techniques and skills;
K4	Critically evaluate information, arguments and concepts in relation to intelligence analysis and management challenges
Graduate Attribute: Creativity (C)	
C1	Actively engage in intelligence briefs and activities that encourage creative and innovative thought and capability alongside the maintenance of organisational integrity
C2	Research information for complex intelligence requirements and apply qualitative and quantitative techniques to them, in a project context, using ICT as appropriate.
C3	Solve problems by clarifying complex questions, considering alternative solutions and critically evaluating outcomes in creative and innovative ways
C4	Display a range of personal and interpersonal skills, including the capacity for continuous learning, taking initiatives, performing to deadlines, communicating effectively and persuasively, skills which are necessary to enter a career in intelligence analysis and management or undertake further study
Graduate Attribute: Social and ethical awareness and responsibility (S)	

S1	Develop an awareness of how political and cultural values - including the student's own - have an impact on responses to and rival interpretations of intelligence and related subjects
S2	Manage ethical issues arising from intelligence activities (including specific issues emerging from internet research)
S3	Identify, discuss and critically evaluate global contemporary issues relating to security and intelligence management
S4	Develop understanding and knowledge of the relationships between intelligence requirements in legitimate contexts and the parameters for activity and actions
Graduate Attribute: Leadership and self-development (L)	
L1	Analyse theories and concepts of strategic intelligence analysis and management, leadership and innovation within a changing environment.
L2	Deal critically with organisational issues and be able to produce solutions and action plans
L3	Demonstrate good communication skills, both oral and written
L4	Demonstrate problem solving and decision making skills
L5	Demonstrate the ability to operate in teams and collaboratively at all levels of organisations.

Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

Foundation Level (Optional for students on degree programmes)

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
FY026	Preparing for Success: Knowledge and Creativity	N/A	Core	Yes
FY027	Preparing for Success: Self Development and Responsibility	N/A	Core	Yes
FY030	Introduction to Intelligence	N/A	Core	Yes
FY028	Inquiry Based Learning	N/A	Core	Yes

Level Four

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
SE424	Intelligence - Overview	15	Core	Yes
SE425	Strategic, Operational and Tactical Intelligence	15	Core	Yes

SE426	National Agencies and Intelligence	15	Core	Yes
SE418	Ethics, Governance and Intelligence	15	Core	Yes
SE419	Intelligence Models and Processes	15	Core	Yes
MG408	Graduate Challenge	15	Core	Yes
MG410	Career Viewpoint	15	Core	Yes
MG414	Organisational Behaviour	15	Core	Yes

Level Five

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
SE528	Intelligence Research and Analysis	15	Core	Yes
SE529	Open Source Intelligence	15	Core	Yes
SE530	Corporate and Business Intelligence	15	Core	Yes
SE520	Human Intelligence	15	Core	Yes
SE521	Communications Intelligence	15	Core	Yes
SE522	Technical Intelligence	15	Core	Yes
SE523	Espionage and Counter Intelligence	15	Core	Yes
SE524	Inter-Disciplinary Working	15	Core	Yes

Level Six

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
SE613	Structured Analytical Techniques in Intelligence	15	Core	Yes
SE614	High Level Intelligence Fusion	15	Core	Yes
SE608	Networks, Influencing and Communication	15	Core	Yes
SE609	Applying Intelligence – Real World	15	Core	Yes
MG629	Developing leadership and management skills	15	Core	Yes
BM631	Research Methods	15	Core	Yes
BM634	Dissertation	30	Core	No

Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

Throughout the programme the objective is to develop the knowledge, skills and analytical ability of students to enable them to enter successful careers in intelligence analysis and management. This objective is met by a combination of lecture inputs, seminars, self-study and directed research. Students are required to work both individually and in groups in this full-time attendance degree.

During the Foundation Year, students will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful student at university; course

content and learning outcomes strongly relate to students developing their knowledge and understanding of the subjects being studied and assessed.

Level 4 teaching and learning methods are aimed at introducing students to the core areas of organisations and intelligence requirements and providing them with a foundation of knowledge and skills to build upon in levels 5 and 6.

- At Level 4, a number of different methods will be utilised, including lectures, classroom-based activities, independent learning methods and practical sessions, where applicable. Lectures enable dissemination of knowledge to large numbers of students. They typically provide structure to the topic area in order to facilitate understanding and inspire students to think critically about the issues. At this level seminars will also provide a forum in which students can engage with the subject, clarify issues and begin to discuss the subject matter.
- At Level 5 students are expected to acquire more in-depth knowledge and understanding of the subjects.
- At Level 6 students will be encouraged to develop independent learning, analytical and critical evaluation skills and critical application of their knowledge, taking into account wider contexts, to a professional standard. This level will focus on the strategic and higher level intelligence requirements and capabilities rather than operational issues which will have been covered at level 5.

The University has a **Virtual Learning Environment** which is a digital platform that offers an abundance of supportive features used by lecturers teaching on this programme. This is not offered as an alternative to classroom interaction between students and lecturers, rather it is seen as an additional resource in the forms of:

- *Peer support* – facilitated through the use of the discussion board facility
- *Notices* – maintains communication between lecturer and students between teaching sessions.
- *Resources page* – on-line links to articles, media and other resources of relevance to the module
- *E-Journals* – students have the ability to access full-text e-journals that the library subscribes to from anywhere that they have Internet access.
- *Course documents* – such as; lecture handouts, seminar activities, module guides, seminar readings, assessment guidelines, reading list etc.
- Recordings of lectures, seminars, workshops and other events

Programme elements will be delivered in a number of ways:

Seminars and Workshops: Enable open discussion, contribution by tutors, practitioners and industry representatives. Students are enabled to practice the articulation of ideas, question, test their knowledge and listen to other points of view, thus enabling their critical abilities to develop. These may be conducted face to face or remotely.

Lectures: Provide key information, knowledge and theories. Students may also be involved in

interactive activities which have some of the characteristics of seminars listed above during these lectures. These may be conducted face to face or remotely.

Small group work: Develops collaborative and communication skills, networking, sharing and supporting each other to learn. This may be conducted face to face or remotely within or outside of workshops.

Visits from industry professionals: Enables the development and awareness of current practice in the subject. This is essential to developing an understanding of current practices, career opportunities, and preparing students for working life as a professional. Contact with industry professionals, enables the development of language, concepts, research approaches and identity formation through an ontological approach to learning in the discipline. Visits will be recorded where possible and web seminars will be incorporated into the programme.

Self-directed study: Encourages the development in students of independent working, autonomy and self-awareness. The ability to project manage, time manage and identify own learning needs is supported by formal and informal learning opportunities throughout the course. Self-directed study is important to successfully managing and achieving the course learning outcomes.

Tutorials: Both individual and in small groups help to focus students on evaluating their own work and in identifying directions for study and research. Tutors will question and advise students, presenting alternatives and challenging decisions, in order to help students to realise their full potential and to develop critical and evaluative skills. These may be conducted face to face or remotely.

This award offers students a programme of study that accommodates their particular needs and work profiles. Students receive lectures and study materials by means of the VLE; podcasts; vodcasts and other appropriate tools and, as well as in class, may interact with their tutors on-line through the use of discussion boards, blogs and wikis. Resources and activities in the module will be made available via the 'VLE' learning platform. The programme will use the fullest possible and available range of complementary technologies to support appropriately designed pedagogy in the delivery of education to students.

An appetite for collaborative learning and team working will crucially underpin the elements and academic work; which will reflect the necessary approach to intelligence analysis and management in employing sectors. Delivery of online material will be carefully phased and managed, and well supported with interactive content, videos, lecture material, and practical exercises. Visual modes of communication including Skype for Business and Zoom may also be used where deemed appropriate for the module. Vivality, self-study, 'peer to peer' learning and the Virtual Learning environment are all important components in this form of learning; however, this will be supported and directed by the tutor. Self-study can involve both reading widely and with focus, taking learning from other forms of media such as film, TV, the Internet and importantly from other industry practitioners and students.

Learning will be informed by input from academic and professional sector specialists who will provide the 'domain specific' content and expertise required in various modules. Business-orientated and organisational behaviour elements, in addition to research and project module elements, will be supported and delivered by Bucks Business School, whilst our Institute of Professional Policing will deliver and support components related to law enforcement. Our Security and Resilience academic teams will deliver on aspects of threat, risk and organisational protection, whilst academic law specialists will support governance, regulatory and legal aspects. All academic

team members blend academic and relevant sector capability; and specialised elements of intelligence analysis and management will also be supported by our associate and guest lecturers who provide additional currency and domain expertise.

The course will include interaction with potential employers. The nature of the employing sector means that placements cannot be guaranteed. However, an essential component of the programme will be the opportunity for students to engage with employers and organisations for whom intelligence gathering, analysis and management are key functions. The programme has been devised and developed in collaboration with industry sectors to ensure that it provides suitable levels and components of intelligence-specific and wider organisational subject content to match the needs of employers. Input from such employers during the programme itself will provide additional career-orientation value for students and ensure alignment with requirements of the domains that not only shape the direction of the programme but also are the destinations for employment.

This multi-disciplinary approach is in line with generally accepted principles for development and delivery of sector orientated HE programmes and provides the optimal learning opportunities and exposure to domain and sector influences, embedded throughout. In particular the use of seminar and workshop activities, where students will face the 'challenge environment' will be especially pivotal.

Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

None

Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or 'stage' of the course.

Students who study this programme with a Foundation Year will complete an additional 1200 hours during that year.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad (Hours)
Year One	360	840	
Year Two	360	840	
Year Three	315	885	

Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further

information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the 'three-week turnaround').

All assessment is undertaken through application of the criteria and weightings outlined on the Module Descriptors. Module Assignment Briefs will be published on the University VLE prior to the commencement of the module.

The overall assessment strategy matrix has been designed to achieve the required balance of the subject's underpinning knowledge and skills along with a measured degree of appropriateness with regard to level, quality, quantity and chronological distribution, ensuring sufficient time to undertake the assignments and to reflect on the feedback received. A range of appropriate assessment methods is offered across the whole course, which provide the students extensive opportunity to demonstrate their full range of capabilities. The programme team is proactive in the debate about assessment, and other aspects of study relevancy, including the opportunity for student engagement through the Programme Committee meetings.

Most assessments are summative to encourage a disciplined approach to project deadlines. There are some strategically placed formative assessment points. In a formative approach, feedback given will support a collaborative environment between individuals, groups and tutors, providing opportunity for dialogue and reflection on their practices, and allowing responsibility for acknowledging areas of strength and areas requiring further improvements. In a summative approach taken at the completion of each assignment checkpoint, evidence will be sought to recognise that the learning outcomes of the assignment have been achieved at the appropriate level. Feedback will be provided against each of the assessment criteria, so that the students can understand the associated links to the learning outcomes for each module.

Feedback is written and usually supported by verbal briefings and discussion. Students are given an opportunity to reflect on feedback. Self-assessment becomes an important part of the students' development during the course, and is implicit throughout the tutorial and critique system.

A range of summative assessment methods will be employed on this course, as follows:

Essays will provide the opportunity for students to demonstrate in-depth understanding of a particular aspect of their learning. It will encourage them to engage in conducting a systematic literature review and provide the opportunity for them to demonstrate their capacity to critically analyse, synthesis and evaluate the principles, processes and debates inherent in the material, and to present a rational, coherent, information-based argument.

Reports will reflect employer requirements to produce clear, succinct, accurate and effective outputs from analysis and will require students to develop and draw upon a range of presentational styles and formats to deliver satisfactory outcomes.

Oral Presentations will permit students to demonstrate their knowledge through effective communication skills, and to demonstrate sensitivity to contextual and interpersonal factors.

Team reports and presentations will require groups of students to work together on synthesising and producing high quality and coherent outputs to the standard required by potential employers and intelligence customers.

In all assessments; the aim is to achieve learning objectives and to develop the capability and resilience in students to operate in the intelligence challenge environment. This includes self-challenge and critique from those who may not be familiar with the individual or their work to date. This environment and approach replicates the environment in which Intelligence analysis and management is carried out and where ideas can be reshaped and reconsidered, leading to reliable outcomes.

Classification

Calculation of final award:

The award will be calculated as follows:

- o Level 5 – 33%
- o Level 6 – 67%

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

Typical applicant profile and any programme-specific entry requirements

It is anticipated that students will be drawn from the following profile types:

- School leavers who wish to prepare for a career in Intelligence Analysis and Management
- Individuals who have experience and skills in intelligence as generalists or specialists and wish to formalise them into an academic qualification
- Applicants who have changed career and who wish to focus on developing a career in this subject.

Specific entry requirements for the programme are as follows:

- All applicants will be interviewed to ensure that they are capable of study at degree level.
- Knowledge and Skills – As the programme uses ICT resources to deliver and assess the course, students should be competent in the use of applications such as Windows and MS Office.

Do applicants required a Disclosure and Barring Service (DBS) Check?

No

Opportunities for students on successful completion of the programme

Intelligence Analysis may be defined as: *the process of taking known information about situations and entities of strategic, operational, or tactical importance, characterizing the known, and, with appropriate statements of probability, the future actions in those situations and by those entities.*

Intelligence Analysis Management is *the process of managing and organizing the analytical processing of raw intelligence information. The information may result in multiple analytic products, each with different security classifications, time scales, and levels of detail.*

Intelligence collection management is the process of managing and organizing the collection of intelligence from various sources.

Intelligence management processes allow decisions to be made about priorities and tactical options.

All of these capabilities would be expected to be learned attributes of a successful graduate from this programme on achievement of the Learning Objectives. The opportunities for employment across a range of sectors, disciplines and sub-disciplines will be based upon the range of areas covered during the programme. The vocational relevance of knowledge, skills and assessment are important factors in the teaching and learning methods of this degree. Throughout, the links between academic theory and 'real' outcomes for the individual will be examined and emphasised. Effective Intelligence Analysts and Managers become involved in a range of activities from project management to board level participation; and this programme will provide students with the capability and confidence to maximise the opportunities available to them within the sectors in which they wish to develop their careers. Graduates will typically be equipped to seek employment within government and law enforcement areas as well as the wider public sector. In addition, businesses and consultancies in the private sector will be natural destinations for graduates from the programme.

Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

Appendices

Quality Assurance

Awarding Body:	Buckinghamshire New University
Language of Study:	English
QAA Subject Benchmark Statement(s):	Criminology (2014)
Assessment Regulations:	<i>Academic Assessment Regulations</i> , accessible via the Academic Advice webpages (https://bucks.ac.uk/students/academicadvice)
Does the Fitness to Practise procedure apply to this programme?	No
Date Published / Updated:	September 2018

Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

Name of Exit Qualification:	Certificate of Higher Education (CertHE)
Full name of Qualification and Award Title:	CertHE Intelligence Analysis
Credits requirements:	120 Credits
Module requirements:	ALL 120 Credits at Level 4
Learning Outcome	
Demonstrate knowledge and understanding of key intelligence disciplines.	
Demonstrate knowledge of the underlying concepts and principles associated with intelligence analysis and management.	
Identify and discuss a range of contemporary issues related to intelligence analysis and management.	
Show assured, accurate and fluent use of language in presenting information.	

Name of Exit Qualification:	Diploma of Higher Education (DipHE)
Full name of Qualification and Award Title:	DipHE Intelligence Analysis and Management
Credits requirements:	240 Credits
Module requirements:	ALL 120 Credits at Level 4 ALL 120 Credits at Level 5
Learning Outcome	
Analyse key concepts, issues and theories related to the development, management and application of intelligence capability	

Synthesise information from a wide variety of sources relating to security and intelligence issues

Research and assess theories, principles, concepts and factual information and apply such skills in explaining and solving problems

Self-appraise and reflect on own learning and performance

Name of Exit Qualification:	Ordinary Degree
Full name of Qualification and Award Title:	BSc Intelligence Analysis and Management
Credits requirements:	300 Credits
Module requirements:	ALL 120 Credits at Level 4 ALL 120 Credits at Level 5 PLUS the following Level 6 modules: <ul style="list-style-type: none"> • Everything except Dissertation

Learning Outcome

Critically evaluate a wide range of contemporary issues related to intelligence analysis and management in a global operational context.

Demonstrate critical evaluative ability in the application of theory to practice in the strategic management of intelligence within organisations

Critically evaluate information from a wide variety of sources relating to organisational intelligence analysis and management issues

Critically evaluate arguments, assumptions, abstract concepts and data to make informed judgments

Take full responsibility for managing personal and professional development