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**Government Professional Head of Intelligence  
Analysis  
Functional Competency Framework**

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**Government Professional Head of Intelligence Analysis Functional  
Competences**

Competence Levels

1. The following are the broad definitions to be applied for the competence levels within this Functional Competence Framework:

<b>Competence Level</b>	<b>Definition</b>
<b>Basic</b>	The analyst is aware of established routines and procedures for executing the competence, and attempts to follow them. Where appropriate, the analyst refers to background, guidance and historical material to support their performance of the competence. The analyst knows what is required of them to develop their capability further, and understands what effective performance entails.
<b>Intermediate</b>	The analyst follows established routines and procedures for executing the competence with minimal reference to guidance material. They have detailed background knowledge and experience pertinent to the competence. They are capable of providing advice and guidance to others. They routinely demonstrate effective performance in practical terms.
<b>Advanced</b>	The analyst has extensive practical experience in the performance of the competence, and can call on a range of approaches to execute it. They use their experience to develop new approaches. They have extensive and detailed knowledge pertaining to the competence, and are a source of guidance and advice for others. The analyst continually demonstrates effective performance of the competence.

**1. Taking Direction****Competence Objective:**

- The activity of intelligence analysts is focused on areas which are directly relevant to the decisions that customers at all levels need to make.

**TO MEET THESE COMPETENCE OBJECTIVES ANALYSTS NEED TO:**

BASIC	INTERMEDIATE	ADVANCED
<b>1.1 Understand the Purpose of Intelligence Analysis</b>		
Know the intelligence cycle. Understand that analysis is for informing decision-makers, including policymakers.	Understand the practical distinctions between analysis, policy and decision-making.	Understand roles of policy and analysis in decision-theoretical terms.
<b>1.2 Knowing the Organisation</b>		
Understand the broad structure and organisation of the home department or agency. Develop a network of contacts.	Understand in some depth the structure and organisation of their home department or agency. Regularly liaise with network of contacts.	Be recognised as knowledgeable about their home department or agency. Be approached for advice and contacts by colleagues.
<b>1.3 Understanding the Customers</b>		
Have contact with their desk-level customers, and understand their routines and priorities.	Understand the departmental-level priorities which their customers are seeking to advance. Be able effectively to represent the department or agency in liaison with customers.	Understand the national-level priorities which their department helps support. Be able effectively to represent the department, agency or UK in national or international forums, including those supporting the work of the

		Joint Intelligence Committee and National Security Secretariat.
<b>1.4 Defining Intelligence Requirements</b>		
Be able to identify customers, and articulate the intelligence requirements which their day-to-day work helps answer. Seek feedback from customers.	Liaise regularly with customers to refine and develop intelligence requirements which are clearly stated and time-defined. Understand how their analysis supports the customers' decisions.	Actively engage with current and prospective customers about developments of potential interest to them, through understanding their objectives and priorities. Conduct systematic reviews of product and take action to improve relevance to customers.

## 2. Creative Thinking

### Competence Objective:

- Analysts consider a wide range of hypotheses and scenarios when faced with new requirements or intelligence reporting, making it more likely that the true one will be among those identified.

### TO MEET THESE COMPETENCE OBJECTIVES ANALYSTS NEED TO:

BASIC	INTERMEDIATE	ADVANCED
<b>2.1 Understand the Purpose of Creative Thinking</b>		
Understand the meanings of 'hypothesis', 'scenario' and 'assumption'. Understand common biases which lead to failure of imagination. Understand the concept of truth-conditions.	Understand a range of approaches designed to stimulate creativity in hypothesis- and scenario-generation.	Be familiar with findings from cognitive psychology, which explain the circumstances in which creativity fails, and the methods which can be used to combat them.
<b>2.2 Think Creatively</b>		
Take steps to identify and articulate a range of possible hypotheses or scenarios when presented with an open intelligence question. Express hypotheses in unambiguous, verifiable language. Actively seek alternative views.	Be able to employ brainstorming or horizon-scanning techniques to identify a range of hypotheses and scenarios. Identify and articulate the assumptions which underlie their analysis. Actively watch for and take steps to avoid groupthink and confirmation biases. Work collaboratively with subject-matter experts in their own and external	Routinely take steps to identify alternative hypotheses and scenarios, and be able to articulate the range of assumptions from which they lead. Continually watch for and take steps to combat their own cognitive limitations and biases.

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	areas to obtain a wide range of inputs.	
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### 3. Collecting Information

#### Competence Objective:

- Given a set of potential hypotheses relating to a customer's requirement, analysts are able to identify key intelligence gaps. Analysts identify the information sources which are most likely to produce diagnostic intelligence relating to those gaps, and are able where relevant to task collectors accordingly. Analysts follow correct handling procedures for classified information.

#### TO MEET THESE COMPETENCE OBJECTIVES ANALYSTS NEED TO:

BASIC	INTERMEDIATE	ADVANCED
<b>3.1 Understand the Purpose of Intelligence Collection</b>		
Understand the distinction between analysts and collectors.	Understand how collectors provide information to fill intelligence gaps for customers.	Understand the concept of 'diagnosticity' in theoretical terms in relation to hypothesis testing.
<b>3.2 Define intelligence gaps</b>		
Identify in broad terms the key unknowns in relation to their customers' intelligence requirements.	Use their subject matter expertise to translate unknowns into specific facts and indicators on which to target intelligence collection assets.	Creatively consider a wide range of possible indicators, from all intelligence sources (including open source) which would help answer intelligence gaps.
<b>3.3 Understand Intelligence Sources</b>		
Understand the nature and limitations of intelligence and identify the main sources of information whether classified, official or open source.	Understand the utility of specific sources of information, and their various strengths and weaknesses. Correctly define key terms and components of intelligence reports.	Understand how the characteristics of different intelligence sources affect their credibility, and to account for this in using intelligence reports to support assessments.

<b>3.4 Evaluate intelligence</b>		
Critically evaluate the credibility of incoming information, from whatever source, in the light of other information and weigh it accordingly. Provide feedback to information providers.	Understand and use structured methods of assessing credibility. Incorporate relevant evaluations in subsequent work.	Be recognised as knowledgeable about all sources of intelligence and be pro-active in liaising with collectors to better evaluate sources and specific reports.
<b>3.5 Know the Collectors</b>		
Understand in outline the structure and roles of the intelligence collectors relevant to their current post.	Understand in some depth the structure and roles of multinational and foreign intelligence collection organisations, as well as our closest intelligence allies and regularly liaise with a variety of collectors. Understand the range of open source collection tools and their limitations.	Have established trusted relationships and regular contact with collectors, understand collection organisations' constraints and priorities, and explain their collection priorities in terms of customer requirements to the collectors.
<b>3.6 Task the Collectors</b>		
Know and liaise regularly with their immediate points of contact and be able to request information from them and comment as necessary, using recognised procedures.	Initiate and manage collection of intelligence to address intelligence gaps, and develop relationships with collectors to identify potentially-useful new sources.	Draw up collection plans that provide an audit trail from customer requirements through to intelligence requirements, and communicate this regularly to their counterparts in intelligence collection organisations.
<b>3.7 Handle Information Securely</b>		



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<p>Understand the basic principles of security, need to know and need to share information. Comply with the security rules, and know when to seek guidance.</p>	<p>Have a comprehensive understanding of the security and need-to-know implications of working within the intelligence community. Understand and apply all relevant rules and procedures for using secret intelligence for analysis.</p>	<p>Be recognised as an expert on aspects of security and how they relate to the broader UK and international intelligence community. Can sanitise intelligence assessments and write for release.</p>
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#### 4. Organising Information

##### Competence Objectives:

- Analysts organise information effectively to ensure that it is as easy as possible to retrieve relevant information, to bring it to bear on intelligence questions, and to construct audit trails for judgements.

##### TO MEET THE COMPETENCE OBJECTIVES ANALYSTS NEED TO:

BASIC	INTERMEDIATE	ADVANCED
<b>4.1 Understand the Purpose of Information Management</b>		
Understand basic concepts of information management, including taxonomies and metadata. Understand relevant legal constraints on use and storage of information.	Understand the benefits and limitations of different methods of managing intelligence information. Recognise the biases and limitations in human pattern-recognition.	Understand the core concepts of information theory. Understand the strengths and limitations of human cognition in taking in, storing and retrieving information, and recognising patterns.
<b>4.2 Manage Information</b>		
Use established methods to store, organise, filter and retrieve information.	Use a range of tools and approaches to organise intelligence information. Uses collaborative tools to share and retrieve intelligence. Makes appropriate use of metadata in classifying intelligence.	Research new approaches for managing intelligence. Adapt approach to changing technology. Utilise specific applications to structure and search for information.

<b>4.3 Exploit Information</b>		
Identify significant pieces of information, and identify and examine patterns, relationships and trends. Make use of a range of visualisation techniques to make it easier to recognise patterns. Build relationships with analysts focused on similar problems to improve their collection footprint.	Classify intelligence according to key criteria such as reliability, diagnosticity, time-sensitivity etc. Examine patterns and relationships through the use of visualisation techniques and other methods as appropriate. Summarise key information for subsequent use in hypothesis testing. Where appropriate, make use of link analysis to describe the relationships between entities. Actively share intelligence and associated judgements with counterparts focused on similar problems.	Utilise a range of methods to describe, summarise and visualise the content and relationships between various pieces of information. Develop novel ways of presenting and transforming intelligence to make analysing it more effective. Take steps to avoid biases associated with missing intelligence or spotting non-existent patterns.

**5. Critical Thinking**

**Competence Objectives:**

- Analysts are able to assess the probability of the hypotheses and scenarios of relevance to the customer using all available information.

**TO MEET THE COMPETENCE OBJECTIVES ANALYSTS NEED TO:**

BASIC	INTERMEDIATE	ADVANCED
<b>5.1 Understand the Purpose of Critical Thinking</b>		
<p>Understand in broad terms the distinction between 'hypothesis' and 'evidence', and be able to define 'probability'. Recognise the range of analytical biases associated with appraising hypotheses and thinking about probability.</p>	<p>Understand the concept of 'hypothesis testing'. Understand how diagnosticity relates to probability, and the basic elements of probability theory. Understand the concept of 'rational' belief formation and the basics of epistemology.</p>	<p>Understand in theoretical terms the concept of hypothesis testing. Know the definition of 'conditional probability', and be able to show how a judgement as to the probability of a hypothesis would be supported by evidence. Understand and be able to describe the logical structure of arguments. Understand the concept of forensic evidence, and the effect of probability judgements on decision-making.</p>

<b>5.2 Test Hypotheses</b>		
Appraise information in terms of its relevance to a particular hypothesis. Make judgements about probability in a structured way, citing key pieces of evidence. Build relationships with other analysts to test judgements.	Apply a wide range of intelligence analysis methodologies and techniques for testing hypotheses. Utilise subject-matter expertise to judge the diagnosticity of evidence. Structure arguments logically, and identify assumptions. Actively collaborate with others in the formation of arguments and judgements. Challenge themselves and others to avoid falling prey to confirmation biases and groupthink. Creatively utilise indirect indicators as evidence for judgements.	Be able to describe an assessment in terms of the probabilistic logic which supports it. Is able to state the conditional probability judgements, and the evidence supporting them, that support key judgements. Explicitly account for the reliability of pieces of evidence when considering their effect on a judgement. Apply a range of methods to challenge judgements. Research and adopt new ways of structuring assessments.
<b>5.3 Provide Warning</b>		
Understand the importance of and problems associated with low-probability, high-impact scenarios. Identify and state warning problems clearly and time-specifically.	Use structured methods to identify warning indicators. Routinely monitor warning problems for changes in indicators. Make judgements as to the approximate probability of high-impact scenarios.	Employ structured methods to assess warning indicators in terms of their diagnosticity, observability etc. State assumptions concerning the relationship of the indicators to the scenarios of concern. Support probabilistic judgements with evidence and assumptions.

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## 6. Subject-Matter Expertise

### Competence Objectives:

- Analysts develop expertise in their area of responsibility, and are able to exploit it in order to produce more discriminating intelligence assessments, and to identify issues that are likely to be of relevance to decision-makers.

### TO MEET THE COMPETENCE OBJECTIVES ANALYSTS NEED TO:

BASIC	INTERMEDIATE	ADVANCED
<b>6.1 The Role of Subject Matter Expertise</b>		
Understand the importance of subject-matter expertise in providing well-supported assessment.	Understand how subject-matter expertise can most effectively be exploited and developed.	Understand how subject-matter expertise enables more discriminating judgements to be made.
<b>6.2 Maintenance of Expertise</b>		
Keep up to date with current issues and developments affecting their area of responsibility. Understand the key issues relating to their area and display familiarity with the subject matter. Identify and pursue opportunities to strengthen knowledge through training, seminars, bilateral meetings and professional bodies.	Keep up to date with current issues and developments across a broader area and understands the broader context. Recognise significant issues. Be able to quickly assimilate key issues and identify their significance and implications. Identify and pursue opportunities to strengthen knowledge. Use all opportunities to benefit from expertise of others.	Be alert to the implications of changes. Take action and communicate important changes quickly and effectively. Share new knowledge and be aware of implications to other parts of the community. Be recognised as an authority by the community at home and overseas. Have an in depth understanding and be able to mentor less knowledgeable and experienced staff in the relevant subject matter.

## 7. Communication

### Competence Objectives:

- Analysts produce intelligence analysis products that meet the requirements of the customers, accurately express the assumptions and uncertainties associated with them, and outline the full range of competing hypotheses and scenarios.

### TO MEET THE COMPETENCE OBJECTIVES ANALYSTS NEED TO:

BASIC	INTERMEDIATE	ADVANCED
<b>7.1 Purpose of Communication</b>		
Understand how customers use analysis to make decisions. Understand in broad terms the different ways in which information is assimilated.	Understand the range of different communication methods, and their strengths and weaknesses in meeting customer requirements. Understand the common ways in which information is misunderstood or misrepresented.	Be familiar with the evidence from cognitive psychology relating to the assimilation of information, and the biases associated with it. Know the ways in which probabilistic language is commonly misinterpreted.
<b>7.2 Effective Communication</b>		
Use a variety of styles when producing analytical products and ensure content, format, classification, graphics and visualisation is relevant to customer requirements.	Present information effectively and concisely in both written assessments and face-to-face briefings. Account for customer requirements by communicating assessments in the most effective manner.	Anticipate potential misunderstandings and addresses them directly. Be alert to ways in which information could be misrepresented and take steps to circumvent them.
<b>7.3 Meeting Requirements</b>		
Produce timely assessments that	Anticipate customer requirements,	Explore and implement new tools



respond to specific customer requirements. Ensure that new information is disseminated appropriately and promptly. Disseminate assessments to specific relevant customers.	based on understanding their priorities, and produce assessments in time to influence decision making. Identify other potential customers and approach them.	and methods of delivering assessments to customers appropriate to their needs and requirements.
<b>7.4 Communicating Uncertainty</b>		
Be conscious of using probabilistic language and draft papers accordingly seeking guidance as necessary.	Routinely use probabilistic language accurately to reflect uncertainty in judgements.	Define probabilistic terms unambiguously. Use the most effective methods of communicating uncertainty, including visualisation.
<b>7.5 Obtaining feedback</b>		
Seek feedback from customers on a regular basis as to the quality of the products, and take steps to improve.	Obtain feedback from customers regarding the degree to which their analysis supported the customers' decisions. Identify new requirements and update existing ones.	Regularly liaise directly with customers and implement lessons learned from engagement with them. Evaluate past assessments in terms of their accuracy and erroneous judgements, and actively identify key steps for future improvement.

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