



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **DEFIN014A Disseminate outputs from the intelligence process**

**Release: 1**

## DEFIN014A Disseminate outputs from the intelligence process

### Modification History

Not applicable.

### Unit Descriptor

#### Unit Descriptor

This unit covers the competency required to develop, deliver and disseminate intelligence outputs to assist decision making.

### Application of the Unit

#### Application of the Unit

This unit is applicable to workers within the intelligence environment. These workers need to be able to complete this activity independently with limited supervision.

This unit of competency is linked to the skills of collection and processing, which are covered in other units.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

#### Prerequisite Unit/s

Nil

### Employability Skills Information

#### Employability Skills

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Write reports

- 1.1 Client's expectation of an appropriate *written report protocol* is determined
- 1.2 Written report format, tone and language specific to the audience and/or operational circumstances is ensured
- 1.3 Report content is accurate and written in a concise and logical manner
- 1.4 Written report conforms to acceptable writing conventions and is presented in a *professional manner*
- 1.5 Written report is disseminated to intended recipients in a timely manner

#### 2. Conduct briefings

- 2.1 Briefing is planned so that all essential information is included and logically arranged
- 2.2 Briefing content is developed and delivered in a concise and logical manner
- 2.3 Briefing content is structured to facilitate audience comprehension

**ELEMENT****PERFORMANCE CRITERIA****3. Provide electronic products**

- 3.1 Intended recipients are identified and contacted to establish needs and expectations
- 3.2 Caveats are determined and applied to ensure that limitations on release of the product are understood
- 3.3 *Electronic products* are designed to be compatible with intended recipient needs/systems and/or operational circumstances
- 3.4 Electronic products are selected and presented to ensure conciseness and to enhance delivery and recipient understanding of the message
- 3.5 Electronic products are disseminated to the intended recipient in a form and timeframe that meets client needs and expectations

**4. Obtain feedback from clients**

- 4.1 Lines of communication are established and maintained to elicit feedback from clients
- 4.2 *Feedback* on products and dissemination methods is actively sought from clients to facilitate an improved product
- 4.3 Client feedback is acknowledged and recorded to enable *appropriate action*/adjustments to the intelligence product to be made

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

#### Required Skills

- analyse, synthesise and evaluate material
- apply deductive and inductive reasoning techniques
- apply operational safety procedures
- communicate effectively orally
- communicate in writing via the preparation of intelligence analysis reports
- construct sound inductive arguments
- manage resources including budgetary, human and physical resources and allocation/access
- use computers and information systems

#### Required Knowledge

- available resources/equipment required to support intelligence reporting and briefing processes
- briefing and report writing techniques
- client feedback mechanisms
- correct interpretation of all applicable laws, policy and procedures
- different types of intelligence activity and their elements
- electronic presentation techniques
- government and policy environments within which operations will be managed
- intelligence dissemination protocols, including appropriate caveats and releasability of information
- security issues and classifications

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Nil

#### Consistency in performance

Evidence should be gathered over time in a range of actual or simulated workplace environments.

#### Context of and specific resources for assessment

#### Context of assessment

Evidence should be gathered over time in a range of actual or simulated workplace environments.

#### Specific resources for assessment

There are no specific resource requirements for this unit.

#### Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>Written report protocols may include</b></li> </ul> | <ul style="list-style-type: none"> <li>Appendices</li> <li>Authorship</li> <li>Body</li> <li>Caveat</li> <li>Conclusion</li> <li>Cover page</li> <li>Executive summary</li> <li>Glossary of terms</li> <li>Introduction (aim, objective, methodology, limitations)</li> <li>Probability rating</li> <li>Recommendations</li> <li>Referenced sources and agencies</li> <li>Security classification</li> <li>Table of contents</li> <li>Timeframe reference</li> </ul> |
| <ul style="list-style-type: none"> <li>• <b>Professional manner may include</b></li> </ul>      | <ul style="list-style-type: none"> <li>Appropriate paragraphing</li> <li>Correct spelling</li> <li>Graphics</li> <li>Justification</li> <li>Page layout</li> <li>Paper quality</li> <li>Use of colour</li> <li>Using correct grammar and syntax</li> </ul>   |
| <ul style="list-style-type: none"> <li>• <b>Electronic products may include</b></li> </ul>      | <ul style="list-style-type: none"> <li>Computer databases</li> <li>Email and electronic versions of oral briefings or written reports</li> <li>Modem communication</li> <li>Software</li> </ul>  |

**RANGE STATEMENT**

- |   |   |
|---|---|
| <b>• Feedback may be</b>                | Video, DVD or audio tape                                    |
|   | Electronic  |
|   | Formal  |
|   | Informal  |
|   | Oral  |
| <b>• Appropriate action may include</b> | Written   |
|   | Amend present and future products and dissemination methods |
|   | No action   |
|   | Respond to feedback   |

**Unit Sector(s)**

Not applicable.