



## **EU INTELLIGENCE ANALYSIS COURSE (EUIAC)**

### **SYLLABUS & CURRICULUM**

Head of Training & Directing Staff  
Institute for European Intelligence & Security  
Training & Directing Staff  
Vienna  
AUSTRIA

**CONTACT DETAILS:** The head of training and directing staff can be reached over the intelligence network at H/TDS, by e-mail at [h.tds@ieis.eu](mailto:h.tds@ieis.eu) with further details being disseminated over the public website at [www.ieis.eu](http://www.ieis.eu). Candidates are reminded not to send sensitive information by e-mail.

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### EU INTELLIGENCE ANALYSIS COURSE (EUIAC)

1. This document outlines the core content and scope of training offered by the Institute for European Intelligence and Security on the aforementioned course, together with any other relevant information not included elsewhere.

#### Aim

2. This handbook aims to provide the following types of information:
  - a. Specific Institute education and training doctrine relating to the course.
  - b. Training and readiness exercises associated with the course.
  - c. Supplementary and optional training offered as a part of the course.
  - d. Any other pertinent information not presented elsewhere.

#### Glossary

3. The list that follows is an exhaustive list of abbreviations used throughout this document:

IEIS	Institute for European Intelligence & Security
EU	European Union
EUIAC	EU Intelligence Analysis Course
SAT	Structured Analytic Technique
CULEX	Culminating Exercise
EUSAC	EU Strategic Analysis Cell
ECIM	European Criminal Intelligence Model
ICF	Integrated Competency Framework
EQF	European Qualification Framework

#### Introduction

4. Welcome to the EUIAC. The first few months of the course consist of an intensive online programme providing candidates with the skills and knowledge they require to engage effectively with the one week residential programme to consolidate learning in practice. The entire development experience is focused on strategic intelligence analysis in complex environments.
5. The course adopts small teaching groups to personalise the learning experience. The self-directed learning approach with evaluation and development through experiential learning places a heavy burden on participants. The course is goal-oriented in line with contemporary adult-learning principles and develops useful and applicable analytical skills in an intensive but respectful environment.
6. Throughout the online and residential elements participants will be required to complete individual and group assignments, working effectively in isolation and learning to leverage the knowledge and resources of an entire team to engage complex scenarios.
7. The directing staff set the conditions for learning, provide a safe environment, deliver rich content and facilitate learning by discovery, all whilst ensuring secrecy and security measures are adhered to.
8. It is the desired outcome of the programme for graduates to positively impact their organisations and the world at large through the application of new and enhanced individual and collective capabilities. Their skills and knowledge should serve them in

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developing understanding and supporting operations planning to ensure the security of Europe and its interests across the globe.

9. **Admissions.** The course applies no additional pre-requisite criteria beyond that required for admission to all Institute courses.
10. *Intelligence Foundations* and *Intelligence Security* e-learning modules are integral parts of this course. Candidates who have already successfully completed either of these online will not be asked to re-take them and will have the fees they were charged for the initial e-learning discounted from the total programme costs.

### Academic Profile

11. The course was originally authored by the course director (see below) as a product of an IEIS consortium research project conducted in 2015 into contemporary covert capability modeling throughout Europe.
12. **Course Director.** [Redacted 20190808 for UNCLASSIFIED digital release

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13. **Professional Mentor.** [Redacted 20190808 for UNCLASSIFIED digital release

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14. **Office Hours.** On-duty hours are considered to be 0900-1700. Staff can be contacted out of hours by e-mail or approached after lectures, seminars and workshops.

### Course Description

15. The EUIAC develops current and aspiring intelligence analysts with the vocational competencies required by the intelligence profession throughout Europe. The programme combines residential and distance learning methods in a single blended learning approach.
16. Foundation and advanced core, strategic, communications, geospatial and statistical analysis courses are combined with commonly used geospatial, visualisation and database management software as prescribed by international and regional curriculum.
17. Students learning is focused on critical thinking, creative thinking, analytic writing, briefing, Structured Analytic Techniques (SATs), communications intelligence (COMINT), historic and contemporary analytic issues. The course draws particular focus to regional and international law, ethical standards, risk, safety and security.
18. Analytic tradecraft and presentation skills are assessed in a simulated exercise.
19. **Dress Code.** Formal or casual business attire or combat uniform for military personnel is the usual dress code for intelligence analysts. Dress on the course would be expected to be consistent.

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### Learning Objectives

20. The course is designed to produce intelligence analysts who can:
21. **LO 01: Employ ECIM Concepts.** Analysts must be able to explain the European Criminal Intelligence Model (ECIM), describe the intelligence community and follow security policy as it pertains to intelligence. They must also understand the principles of intelligence oversight, ethics and law in order to comply with them.
22. **LO 02: Apply Critical Thinking.** Effective intelligence analysis requires that analysts regularly review, apply and practice critical thinking and problem solving in their work. They must critically evaluate written assessments using recognised theory and be able to describe how intellectual standards apply to intelligence analysis. It is essential to use critical thinking techniques including brainstorming, re-thinking, lateral thinking and red-teaming to provide policymakers with options based on critically assessed, objective and defensible analysis.
23. **LO 03: Develop Intelligence Products.** Analytic tradecraft must be practiced and reviewed for effective intelligence writing. Sourcing standards must be complied with and the analyst must identify historical pitfalls in analytic thinking in order to overcome them when writing for release. SATs must also be effectively used in data exploitation/collation, issue/problem development, visualisation and contrarian technique.
24. **LO 04: Conduct an Intelligence Briefing.** Understanding the needs and wants of the customer is critical to managing customer expectations and disseminating intelligence appropriately. Analysts should be able to formulate a short intelligence briefing based on fundamental theory and present analytic results orally and effectively.
25. **LO 05: Use GIS Software.** Analysts should understand the precepts, capabilities, limitations, strengths and weaknesses of GIS and user obligations for DSE and copyright compliance. They should also be able to perform basic functions such as importing, processing and querying data sets in support of intelligence activity and decision making.
26. **LO 06: Use Visualisation Software.** Effective intelligence analysis requires the production and analysis of link, case or event charts using visualisation software in line with regional and international standards. Analysts should be able to import data into templates, customise and define properties and use techniques such as social network analysis for both evidential and intelligence purposes.
27. **LO 07: Use Spreadsheets & Databases.** Analysts are regularly required to use spreadsheets to collate, analyse and present data and identify statistically significant trends within a statistically tolerant variance. Their work also involves utilising an understand of database concepts and data storage to create database objects, manipulate data and administer local databases.
28. **LO 08: Exploit Communications Intelligence.** Within intelligence products analysis draws on analytic databases and software, human collectors, analytic outreach and open sources to identify and close intelligence gaps. However, communications intelligence (COMINT) is also an invaluable source commonly used throughout the intelligence community. Therefore, an understanding of how to apply for or otherwise obtain it and the nature of the link between subject attribution, communications and events helps analysts develop a richer picture. Analysts should have an understanding of cell dumps, intercepts, cell site, wi-fi, radio frequency survey and other collection methods. An effective analyst can interpret, collate, and clean raw communications data, identify current and future developments in communications technology, networks, methods and services for use in analysis. They will regularly liaise with communications service providers as or via the

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single point of contact, test structured inferences using a range of COMINT techniques and present findings as expert evidence.

- 29. **LO 09: Practice Strategic Intelligence Techniques.** Develop terms of reference and communications strategies to deliver strategic assessments and estimates. Apply strategic conceptual frameworks such as stakeholder analysis, force field theory, scenario modelling, historical analogy, futures modelling and triangulation. Plan intelligence projects that deliver on SMART objectives. Provide advance warning through hypothesis and indicator development linked to collection planning.

**Course Structure**

- 30. Participants become part of a complex and evolving strategic scenario from their initial enrolment on the preparatory distance-learning element to the CULEX Ex. CAPSTONE. The scenario is adaptive and designed around a contemporary threat to European security. Learning is focused on delivering against the aforementioned competency-based learning objectives both directly and through the use of capability developing enablers.
- 31. Generally speaking the course is focused around three main themes. The e-learning element coordinated via the Institute’s online platform constitutes the first part and aims to develop fundamental skills and knowledge. This learning is then consolidated in the second phase during the first half of one week residential school, where a variety of delivery methods are used to engage the participants with some of the more advanced subject matter from different perspectives. Finally, Ex. CAPSTONE exercises and assesses the learning objectives in real-time on an individual and unit level.
- 32. The course is delivered flexibly by employing workshops and exercises as well as traditional lectures. Communal activities are encouraged to develop team cohesion and networking opportunities with travel passes and visits to historically significant sites in the area are available from the Institute’s offices in Vienna. Coaching and mentoring forms an integral part of course delivery with career advice in the security sector available from recognised experts, assistance with course content and sustained aftercare after the course ends.
- 33. The residential course begins on the second Monday in January and July each year and runs for 5 consecutive days. Typical hours are 0900 - 1700, although participants often work extended hours in order to complete assessments and exercises. Applications take approximately 4 weeks to process but applicants are advised to allow approximately three months to complete the extensive e-learning course prior to attendance.
- 34. **E-learning: Preparatory Distance-Learning.** This element develops the fundamental theory behind intelligence analysis with the exception of communications intelligence and other sensitive material delivered on the residential course. The e-learning element includes lectures on intelligence analysis and the community, analytical standards and techniques, intelligence failure, finished intelligence, analytic software and intelligence projects. Candidates will not be admitted to the residential course without having achieved a passing grade on the e-learning element.
- 35. **Day 1: Induction & Analytics.** On the first day participants will be enrolled on to the residential course provided with an introductory briefing and induction, before attending lectures on requirements management, deception detection, early warning and intelligence issues and policy.

0900 - 0930	Induction & Registration	Conference Room
0930 - 1100	Requirements Management	Conference Room
1100 - 1230	Deception Detection	Conference Room

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1230 - 1330	Lunch	Mess Hall / Dining Area
1330 - 1500	Early Warning	Conference Room
1500 - 1530	Break	Cafeteria
1530 - 1700	Intelligence Issues & Policy	Conference Room

36. **Day 2: Communications Intelligence.** The second day is dedicated exclusively to more sensitive material relating to LO 08.

0900 - 1030	Research Methods	Conference Room
1030 - 1100	Break	Cafeteria
1100 - 1230	Pattern Analysis	Conference Room
1230 - 1330	Lunch	Mess Hall / Dining Area
1330 - 1500	Lifestyle Analysis	Conference Room
1500 - 1530	Break	Cafeteria
1530 - 1700	Counterfactuals	Conference Room

37. **Day 3: Visualisation & Packaging.** The third day begins with lectures on event, flow, link, case and social network analysis before moving on to research methods, pattern, lifestyle and counter-factual analysis. The day concludes with an introductory briefing on Ex. CAPSTONE, assigning participants into teams and beginning the simulation.

0900 - 1030	Event & Flow Analysis	Conference Room
1030 - 1100	Break	Cafeteria
1100 - 1230	Link Analysis	Conference Room
1230 - 1330	Lunch	Mess Hall / Dining Area
1330 - 1500	Social Network Analysis	Conference Room
1500 - 1530	Break	Cafeteria
1530 - 1700	Ex. CAPSTONE	Conference Room

38. **Day 4: Ex. CAPSTONE.** After the night exercise the teams spend the day reacting to incoming intelligence and using various analytic techniques to derive meaning from conflicting and deceptive information sources. Before the final day participants are required to develop a finished product.

0900 - 1700	Ex. CAPSTONE <i>During the exercise coffee breaks and lunch hours will be at the students discretion. Information will continue to be fed into the cell and events will unfold in real time regardless of student attendance.</i>	Conference Room
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39. **Day 5: Ex. CAPSTONE.** The last day of the course begins by concluding Ex. CAPSTONE and submitting the final product. Then seminars on customer expectations management and briefing techniques are provided before the participants give their final Ex. CAPSTONE brief and complete a multiple choice exam covering material presented exclusively on the residential course.

0900 - 1030	Ex. CAPSTONE	Conference Room
1030 - 1100	Break	Cafeteria
1100 - 1230	Customer Expectations Management	Conference Room
1230 - 1330	Lunch	Mess Hall / Dining Area
1330 - 1500	Briefing	Conference Room
1500 - 1530	Break	Cafeteria
1530 - 1600	Ex. CAPSTONE Brief & Debriefing	Conference Room
1600 - 1630	Examination	Conference Room
1630 - 1700	Reflection & Feedback	Conference Room

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40. The EUIAC adopts approximately a 3:1 theory to practice ratio in favour of theory. However, the Institute utilises immersive scenario-based learning techniques requiring participants to solve realistic problems by leveraging the skills developed throughout the programme. This involves continuously adapting to an evolving scenario, specifically in the CULEX phase.
41. Optionally the attendance part of the programme can be delivered by video conferencing or similar technologies to facilitate a fully online mode of delivery. However, this would be at the discretion of the directing staff and only to the extent that such capabilities are possessed by the candidates.
42. **Ex. CAPSTONE.** The CULEX is a completely immersive simulation where participants take on the roles of members of an intelligence task force “EUSAC” reporting to the course director as cell commander. The task force is established with the purpose of providing early warning and assessment relating to the course intelligence scenario. The cell will be expected to periodically update the cell commander informally throughout the exercise and formally brief the task force chief at its conclusion. Efforts have been made to distribute an even allocation of time to competencies measured within the exercise.

### Assessment

43. Periodically, throughout the phases participants will be asked to complete individual and group assignments. Participants will be expected to analyse a complex situation and problem set, develop prioritised policy options and present their findings in the appropriate format.
44. All assessments are designed to measure vocational competency according to the ICF for intelligence - Intelligence Analyst (domain 2). Learning objectives are also tied to the same competency-based model.
45. The ICF is derived from action research the Institute conducts into the intelligence profession at a European and vocational level. The professional standards and guidelines communicated in course content are also derived from the same research.
46. Assessment may be by any valid and accredited competency assessment meeting course requirements. However, competency is most commonly evidenced with a passing grade in the following assessments:
  - A *portfolio* of practical work delivered remotely via the e-learning platform.
  - Mentor (approved assessor) *reviews* conducted throughout the residential school, demonstrating the application of theory in practice across the relevant domain of the competency framework.
  - A score of greater than 49% on the relevant section of the *MCPE* or an equivalently balanced examination of similar content.
47. **Professional Practice.** The assessment of professional practice by professional mentors is evidence-based and conducted using direct observation throughout the residential programme, specifically the CULEX. The professional mentor is required to log observations evidencing participant competency across the ICF. Mentors are required to actively engage with participants (assigning additional tasks where required) in order to observe competency in instances where it has not been observed passively. In the EUIAC professional practice is planned by the professional mentor within the framework of the residential course, therefore participants are limited in their freedom to plan their own professional practice.

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**Awards**

48. After passing the required assessments and accruing 13 credits at approximately 130 guided learning hours participants become eligible for the EQF Level 3 Award in EU Intelligence Analysis.







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Our reference: IEIS/0311/20190905/2

Copy to - see Annex B

5 September 2019

Dear Sir/Madam,

**EU INTELLIGENCE MANAGEMENT COURSE, VIENNA**

1. As you are aware you will be joining the EU Intelligence Analysis Course in Vienna on the second Monday of January or July. You will be joining a select group of professionals from throughout Europe in a highly demanding programme spanning 1 week culminating in graduation at the end of that week.
2. Training will be demanding and will test you both physically and mentally. However, it is important that you attend throughout the training, beginning at 0900 hours on Mondays and often extending late into the night.
3. You are required to make your own accommodation and dining arrangements. However, the venue is central, located near to many dining facilities in Vienna. You will be permitted to make telephone calls home at any point outside of designated lecture and exercise times. Training will be conducted under strict security conditions and from your arrival you will be assessed against your ability to adhere to security protocols and instructions. The highest standards of behaviour will be expected of trainees. Students who fail to comply with academic and professional codes of conduct risk disqualification.
4. You will require the following equipment for training and exercises:
  - a. Funds for recreation and stand easy.
  - b. Formal but comfortable clothing.
  - c. A photo ID.
  - d. Pens, pencils and erasers.
5. If there are any questions, please do not hesitate to contact me on the above number.

Yours Sincerely,

[Redacted 20190905 for UNCLASSIFIED digital release

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### PARTICIPANT INFORMATION GUIDANCE

1. Thank you for registering for the EU Intelligence Analysis Course (EUIAC). Below you will find important information you will need in order to get the most out of your course. The EUIAC is a vocational training course planned for 1 week in January or July in Vienna.
2. **Training Rules.** Students will not be expected to adopt any form of “operating cover” whilst on the course, meaning that deception by students could be disruptive and therefore grounds for dismissal from the programme. The following regulations govern all activity during the course:
  - a. Real-world actions take priority over cover or simulated actions.
  - b. Participants will comply with all known intelligence and security procedures unless otherwise directed by the directing staff.
  - c. Participants are expected to act in a professional manner at all times.

### Joining Instructions

3. All participants should follow certain guidelines before, during and after the course in order to ensure a safe and effective practicing environment.
4. **Before the course.** If you gain any knowledge of the assessment material before the course, notify the directing staff so that appropriate actions can be taken.
5. **During the course.** All participants should observe the following directions:
  - a. Not all required information will be provided by the directing staff. You will be expected to gather information through existing open and closed sources.
  - b. Do not engage in personal conversations with the support staff, observers or media personnel unless permitted to do so. If you are asked a question, give a short, concise answer. If you are busy and cannot immediately respond, indicate that, but report back with an answer as soon as possible.
  - c. If you do not understand the scope of any task or if you are uncertain about an aspect of your or another’s participation, ask the directing staff.
  - d. Parts of a scenario during exercises and assessments may seem implausible. Recognise that simulations have objectives to satisfy and may require the incorporation of unrealistic aspects. Every effort has been made to balance realism with safety and to create an effective learning environment.
  - e. Participants and directing staff may halt an activity at any point by saying aloud “Stop. Stop. All stop!” It is the responsibility of all concerned to halt any activity if they believe a safety issue exists.
  - f. Unless otherwise stated, it is not required to announce what you are doing while undertaking actions or to maintain a log of activities as you conduct them.
6. **After the course.** Destroy any notes or materials generated. If you wish to retain materials for future reference you must ask permission from the directing staff. Under no circumstances is it permissible to reproduce or disseminate materials further.
7. **Simulations.** Because simulations are of limited duration and scope, certain details will be artificial. The physical description of what would fully occur at a site or in a surrounding area may be relayed to participants during an exercise or assessment. The directing staff may also simulate the roles and interactions of other organisations or individuals. Unless otherwise directed, participants should respond to all exercise events as if they were real and in accordance with specific guidance provided prior to the simulation.

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8. **Optional events.** On Monday, Tuesday, Wednesday or Thursday evening of the course, those who have elected to undertake the Optional Training Assessment (OTA) in Signals & Cyber Intelligence will attend an evening lecture and then complete a night exercise.
9. There are no other events planned during the programme. However, if this changes, plans will be announced during the course.
10. **Requirements.** Before attending the residential course candidates must have successfully completed the e-learning course. This course is expected to take at least 12 weeks to complete and as a result candidates will not be permitted to reserve a place on the EUIAC residential programme with less than 3 months notice. There are no additional pre-requisites to training beyond that mentioned in this and the accompanying texts. All other supplies will be provided or requested of participants with sufficient notice and at negligible cost.
11. **Updates.** For further updates on course material, consult the website entry at:
- <https://academy.ieis.eu/local/staticpage/view.php?page=euiac>
12. **Electronic and physical certification.** After the course has concluded, graduating students will be provided with electronic verification of their qualifications and a physical certificate.
13. **Registration and Sessions.** The course will begin at 0900 in the conference room. If you arrive once registration has closed, please contact the directing staff. Plenary and break-out sessions will take place in communal areas. Coffee breaks and lunch will be served in the cafeteria or at a venue of the student's choosing.
14. **Contact Numbers.** During your course, the following telephone numbers may be helpful:
- |                           |            |
|---------------------------|------------|
| Directing Staff           | ██████████ |
| Emergency (Police)        | 133        |
| Emergency (Fire)          | 122        |
| Emergency (Ambulance)     | 144        |
| European Emergency Number | 112        |
15. **After Your Course.** Should you find you have any misplaced belongings, please contact ██████████ (h.tds@ieis.eu). The director will attempt to trace lost property as soon as possible. If your item has been found, the Institute will arrange for its return.
16. **Aftercare.** As with all quality products and services, support does not end after the service is delivered. After your course has concluded you can expect continued support in several ways including but not limited to:
- **Professional references:** Training courses contain a significant element of vocational practice. As such trainers feel confident in professionally recommending trainees to potential employers or other third parties. References are available upon request.
  - **Updated certification:** As courses evolve and are updated, your training will not become defunct. As a graduate of an approved course your digital and (at your request) your physical certification will be updated over time.
  - **On-going support:** For a short period after training concludes trainees will receive professional support through career advice and coaching. However, all trainees will remain a part of the IEIS network and receive regular updates and benefits for professional developmental.

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