



## Gwasanaethau Dysgu a Datblygu Learning & Development Services



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| <b>LESSON TITLE:</b> | Information & Intelligence |
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| <b>GROUP/CLASS:</b> | Initial Learning<br>(PCDA/DHEP students) | <b>DURATION OF LESSON:</b> | 245 mins |
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| <b>LESSON AIM:</b> | To develop students understanding of information and intelligence in a policing context |
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| <b>OBJECTIVES:</b> <i>By the end of the lesson learners will be able to:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>ASSESSMENT ACTIVITIES</b><br><i>(linked to objectives)</i>                                                                                                                                                                                                           |
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| <ol style="list-style-type: none"><li>1. <b>Identify</b> the difference between Information and Intelligence</li><li>2. <b>List</b> the sources of information available to police</li><li>3. <b>Explain</b> how NIM applies to a policing context</li><li>4. <b>Describe</b> how intelligence is graded according to the 3x5x2 System</li><li>5. <b>Demonstrate</b> an understanding of MOPI and how this applies to a policing context</li><li>6. <b>Demonstrate</b> an understanding of the main principles relating to Information sharing</li></ol> | <p><b>Objective 1:</b> Q&amp;A, Board blast 1</p> <p><b>Objective 2:</b> Q &amp; A, Board blast 2</p> <p><b>Objective 3:</b> Activity 3</p> <p><b>Objective 4:</b> Activities 4 &amp; 5</p> <p><b>Objective 5:</b> Activity 6</p> <p><b>Objective 6:</b> Activity 7</p> |

## **COLLEGE OF POLICING LEARNING OUTCOMES**

1. Explain the importance of information and intelligence to all areas of policing
2. Understand and operate within relevant legislation/guidance underpinning information and intelligence in policing
3. Demonstrate an understanding of practical issues pertaining to the collection, retention and sharing of information and intelligence
4. Understand how information and intelligence held by other agencies can help police operations
5. Explain data protection regulations and their impact on professional policing
6. Examine the issues that can arise when data management protocols are not adhered to
7. Review the rights of the individual in respect of information held about them
8. Understand the considerations associated with managing information and intelligence regarding vulnerable people

| Timing     | Session Content                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                 | Resources          |
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|            | Trainer Activities<br><i>(including any specific questions asked e.g. for assessment purposes)</i>                                                                                                                                                                                                                                                                                                                                                      | Learner Activities<br>(including objectives met)                                                                                |                    |
| 0 - 5 mins | <p>Trainer to meet and greet learners<br/>Complete lesson attendance sheet</p> <p>MASLOW's - trainer to ensure that conditions such as light, heating and ventilation are adequate. Trainer also to ask whether there are any other needs within the group that can be catered for. Reasonable adjustments could be made such as forwarding copies of lesson materials.</p> <p>Gestalt - Trainer to outline the Aims and Objectives for the lesson.</p> | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking &amp; answering questions</li> <li>• Discussing</li> </ul> | PowerPoint Slide 1 |

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| 5 - 15 mins  | <p>Before showing PPT slide 2, trainer to ask:<br/> <b>QTS</b><br/> <b>Q. What is information?</b></p> <p>Trainer to show PPT slide 2 and introduce the concept of 'information' and how it applies to a policing context.</p>                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking &amp; answering questions</li> <li>• Discussing</li> </ul> <p><b>Objective 1</b></p>                                                          | PowerPoint Slide 2                        |
| 15 - 25 mins | <p><b>Board blast 1:</b> Before showing PPT slide 3, trainer to ask:<br/> <b>QTS</b><br/> <b>Q. Where does information come from?</b></p> <p>Trainer to record answers on white board.</p> <ul style="list-style-type: none"> <li>• Suggested answers to include internal sources such as Police Intelligence databases and external sources such as H2H.</li> </ul> <p>Trainer to debrief using PPT slide 3</p> | <p><b>Board blast 1:</b> Learners to think about where information comes from.</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking &amp; answering questions</li> <li>• Discussing</li> </ul> | PowerPoint Slide 3<br>White board<br>pens |
| 25 - 35 mins | <p><b>Board blast 2:</b> Before showing PPT slide 4, trainer to ask:<br/> <b>QTS</b><br/> <b>Q. How do we go about tracing witnesses?</b></p> <ul style="list-style-type: none"> <li>• Suggested answers to include: At or near the scene, Social media, road checks.</li> </ul> <p>Trainer to debrief using PPT slide 4</p>                                                                                     | <p><b>Board blast 2:</b> Learners to think about how to trace witnesses.</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking &amp; answering questions</li> <li>• Discussing</li> </ul>       | PowerPoint Slide 4<br>White board<br>Pens |

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| 35 - 45 mins            | Trainer to discuss ways that police may trace suspects.                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking &amp; answering questions</li> <li>• Discussing</li> </ul>                                                                                        | PowerPoint Slide 5                                                                |
| 45 - 60 mins            | <p><b>QTS:</b><br/> <b>Q.</b> What is the difference between information and intelligence?</p> <p>Trainer to explain what intelligence is, why we need it and to briefly discuss the history of police intelligence.</p> | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking &amp; answering questions</li> <li>• Discussing</li> </ul>                                                                                        | PowerPoint Slides 6 & 7                                                           |
| 60 - 90 mins            | <p>Trainer to explain the National Intelligence Model (NIM) using PPT slides 8 &amp; 9.</p> <p><b>Activity 3:</b> NIM Knowledge Check and then go through the answers.</p>                                               | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking &amp; answering questions</li> <li>• Discussing</li> </ul> <p><b>Activity 3:</b> NIM Knowledge Check (individually)</p> <p><b>Objective 3</b></p> | PowerPoint Slides 8 to 14<br>National Intelligence Model (NIM)<br>Knowledge Check |
| 90-105 mins             | Trainer to discuss the difference between information, intelligence and evidence in a policing context using the Shannon Matthew's case study.                                                                           | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking &amp; answering questions</li> <li>• Discussing</li> </ul>                                                                                        | PowerPoint Slide 15                                                               |
| Break (approx. 15 mins) |                                                                                                                                                                                                                          |                                                                                                                                                                                                                        |                                                                                   |

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| 120 - 145 mins | <p>Trainer to explain Evaluation, Source Evaluation and Intelligence Assessment</p> <p><b>Activity 4:</b> Grading intelligence submissions. Paired activity. Trainer to discuss answers with the group.</p>                      | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking &amp; answering questions</li> <li>• Discussing</li> </ul> <p><b>Activity 4:</b> Learners to grade 4 pieces of information in pairs.</p> <p><b>Objective 4</b></p> | PowerPoint Slides 16 to 20<br>Intelligence Grading Exercise |
| 145 – 165 mins | <p>Trainer to talk through the PowerPoint slides 21 - 30 taking advantage of opportunities to ask questions such as:</p> <p><b>Q. What is sanitisation?</b><br/><b>Q. What does Provenance mean and why is it important?</b></p> | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking &amp; answering questions</li> <li>• Discussing</li> </ul>                                                                                                         | PowerPoint Slides 21 to 29                                  |

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| 165 - 180 mins | <p><b>Activity 5:</b> 3X5X2 Intelligence System Knowledge Check.</p> <p>Trainer to discuss answers with the group.</p>                                                                                                                                                                                                     | <p><b>Activity 5:</b> Individually, students to complete 3X5X2 Intelligence System Knowledge Check</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking &amp; answering questions</li> <li>• Discussing</li> </ul> <p><b>Objective 4</b></p> | 3x5x2 Intelligence System Knowledge Check |
| 180 – 195 mins | <p>Trainer to show PPT slide and discuss the Soham murders.</p> <p>Trainer to show video clip and then explain how this case gave rise to changes in the way that information is managed (MOPI).</p>                                                                                                                       | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking &amp; answering questions</li> <li>• Discussing</li> </ul>                                                                                                                                  | PowerPoint Slides 30 to 34                |
| 195 - 210 mins | <p>Trainer to go through the remaining MOPI slides.</p> <p>Trainer to take advantage of opportunities to ask questions such as:</p> <p><b>Q. Can you think of the main points that arose from the Bichard inquiry?</b></p> <p><b>Q. What is a policing purpose?</b></p> <p><b>Q. What are the benefits of the PND?</b></p> | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking &amp; answering questions</li> <li>• Discussing</li> </ul>                                                                                                                                  | PowerPoint Slides 35 to 45                |

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| 210 - 220 mins | <b>Activity 6:</b> MOPI Knowledge Check<br><br>Trainer to discuss answers with the group                                    | <b>Activity 6:</b> MOPI Knowledge Check (individual) Linked to Objective 5<br><br><ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking &amp; answering questions</li> <li>• Discussing</li> </ul>                | MOPI Knowledge Check                |
| 220 - 230 mins | Trainer to discuss how information can be shared, when it can be shared (ISA's) and the pitfalls of not sharing information | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking &amp; answering questions</li> <li>• Discussing</li> </ul>                                                                                                  | PowerPoint Slides 45 to 52          |
| 230 - 240 mins | <b>Activity 7:</b> Information Sharing Knowledge Check<br><br>Trainer to discuss answers with the group                     | <b>Activity 7:</b> Information Sharing Knowledge Check (individual) Linked to Objective 6<br><br><ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking &amp; answering questions</li> <li>• Discussing</li> </ul> | Information Sharing Knowledge Check |
| 240 – 245 mins | Any questions?                                                                                                              |                                                                                                                                                                                                                                  | PowerPoint 53                       |

**EVALUATION OF LESSON:**