

# NPPF Step 2 Directed Study Guide 2019

This guide provides notes and tips for the study of the Sergeants' and Inspectors' promotion syllabus. It should not be seen as exhaustive but will help you to plan your study [click here](#) to be taken to the end of the document where you will find some study tips. This guide is based on the chapter structures for the 2019 Manuals.

## Crime

### Chapter 1.1 - Mens Rea (State of Mind)

This chapter sets the definitions of some key terminology which you will require throughout your studies. I would suggest that you read the section and write yourself a definition of each of the key terms such as strict liability, negligence etc.

Make sure that you pay attention to the stated cases.

**Note - Stated cases - you do not need to know the name of the case or the date. You need to know what point it made.**

### Chapter 1.2 - Actus Reus (Criminal Conduct)

More definitions here, but these are more general principles which shape the law and its interpretation. The DUTY mnemonic is useful. Ideal for a flash card.

**Note - A Flash Card is a small card where you write yourself a question on one side and the answer on the other. For example a question here would be 'what does the mnemonic DUTY represent?'**

It is really important that you get to grips with these concepts as you may find a question in the exam which you think is about a particular topic, e.g Theft, and it is in fact about Joint Enterprise or an Intervening Act.

### **Chapter 1.3 - Incomplete Offences**

Quite a complex chapter in which a number of the subjects covered overlap. The Serious Crime Act 2007 offences are quite intricate. I would suggest that for each you identify who commits the offence and what they must believe or intend. These offences cover belief and intent. 'Intent' is much firmer than 'Belief'.

When you are studying conspiracy ensure that you know when it can NOT be committed as this is a popular approach for the question writer.

Attempts is a particularly interesting area of the law, make sure that you know what each of the stated cases adds.

Finally entrapment. Most of the cases are fairly recent. Be sure that you remember what is in the book, not the interpretation given to high profile cases in the media.

### **Chapter 1.4 - General Defences**

All of the defences are quite logical and the principle should be quite easy to understand.

You need to be sure that you know how they are interpreted and this is where the stated cases are important. The stated cases will also be the likely source of questions. The question writer will use them to write scenario type questions for your exam. Again, make sure you know what the stated case adds to the law.

### **Chapter 1.5 - Homicide**

This follows on from Chapter 1.4 and provides extra defences and commentary in relation to offences resulting in death. There are some bulky pieces of legislation in the text. I would suggest you break these down in to a simple list of definitions of when the defence applies. Make sure you note the circumstances where the successful application of the defence leads to a lesser liability, for example a person who successfully raises the defence of murder may still be liable for manslaughter.

Ensure you know which organisations and which people within them are liable for corporate manslaughter charges.

### **Chapter 1.6 - Misuse of Drugs**

Classification of drugs is easy to learn but is rarely specifically tested in the exam. Take time to understand the concepts and explanations of physical control and knowledge of possession, key factors which could be tested in the exam. Exam questions are rarely simple tests of knowledge, they often test the unusual or ambiguous factors. The stated cases in this chapter serve to clarify the application of the offences. Take time to ensure that you understand what the stated case proves.

Ensure you understand the roles, ranks, responsibilities and timescales in relation to closure notices.

## **1.7 Firearms and Gun Crime**

Firearms is a great chapter if you like definitions. I would suggest the use of flash cards for this.

The offences are simple. It is more likely to be the definitions that stretch your knowledge. I would suggest 20-30 flash cards to cover the definitions.

The further offences are a little complex, so take some time here, paying attention to stated cases.

You need to know the dates and restrictions relating to people with convictions. Police powers are quite simple, just make sure you get those definitions summarised.

## **1.8 Racially and Religiously Aggravated Offences**

The chapter pulls together the underpinning themes that are common to all offences that can be racially or religiously aggravated. S28 of the Crime and Disorder Act 1998 includes the key concepts of hostility, membership of groups and timing.

The remainder of the chapter breaks open and explains s28. You do not need to memorise s28 but will need to understand the key concepts and the stated cases that guide them. You will be tested on religious and racial aggravation as each of the offences is covered later in the syllabus.

## **1.9 Non Fatal Offences Against the Person**

None of the key underpinning points such as assault, battery, intent and recklessness have changed in recent years so you should have some knowledge of these already. Lawful chastisement has changed recently so pay attention to s58 of the Children Act 2004. This removes the defence of reasonable chastisement.

The 2005 stated cases of Wragg and Hawks should be given attention as they have recently altered the interpretation of assaults on Police.

You may find that the specific offences relating to emergency services workers are new to you. They are so new in fact that are few stated case to confuse matters.

Make sure that you know the charging standards as they appear in the current manual as these are what apply in your exam.

GBH- again check those charging standards and make sure you can clearly identify the differences between sections 18 and 20.

## **1.10 Miscellaneous Offences Against the Person and offences involving the deprivation of liberty**

Quite an interesting chapter with some unusual subjects such as torture and false imprisonment.

It is unlikely that there will be a lot of questions on this chapter. It is short but thorough so take time to summarise each separate offence.

## **1.11 Sexual Offences**

This is a long chapter packed full of offences. On the whole the offences are interesting, distinctive and well explained so this is not too tough a chapter. Before you do anything be sure that you know what 'sexual' and 'touching' means. The rape section contains plenty of stated cases to illustrate the points of law, particularly around consent.

For all offences you need to look out for ages, intent and consent.

Each offence is ideal for a multiple choice question and remember that the question writer will often use a stated case as the spine of the question. Remember, you do not need to know the stated case by name but you need to know what effect it had on precedent. When you reach the offence of abuse of position of trust I recommend that you read the keynote before the legislation.

The 'photographic' offences are quite straightforward but you need to know what a photograph is. The offences against the people with mental disorder have similar comparable offences earlier in the chapter, so there are not a great deal of completely new offences to cover.

## **1.12 Child Protection**

This chapter is complicated in parts, take your time.

There has been a lot of publicity regarding safeguarding. Be sure that you know what is in the chapter as new policy has since superseded this - however you will be tested on what is in the chapter.

Child abduction is fairly straightforward, just make sure you know who can commit the offence.

Police powers in relation to children can occasionally be blurred by force policy.

Ensure you understand times, roles and locations in relation to Police protection.

Finally harmful publications, an old but simple piece of legislation.

## **1.13 Theft and Related Offences**

This chapter is quite long but should be familiar. The first 10 pages take apart the components of theft. I suggest that before you tackle these you test yourself with theft questions on the revision database. You will probably find a significant number of parts of these pages that you do not need to revise as you already know your stuff.

The definition of burglary has changed little but be aware of the keynote relating to dishonesty.

Aggravated burglary has some excellent examples to help you understand.

Some memory testing is required for the firearms definition within the aggravated offence.

Taking a conveyance can be tricky, particularly around third party involvement, you may also notice that a number of stated cases have been removed from the text book in recent years.

I suggest that, with robbery, you again test yourself before revising as you probably know this section well and noting has changed in this chapter in recent years.

The re-programming mobile phones section may be new to you, it is quite a technical section. Try not to get too bogged down in it as it is unlikely to produce more than 1 exam question.

## **1.14 Fraud**

Some of you may not have a great deal of experience of this area of law so it is worth taking your time here.

The sections are well constructed and cover the whole range of offences. The law is relatively new so there are not too many stated cases.

Take time to learn the definition of terms in the early keynotes.

You will start to see links to the theft act, which is where this law evolved from.

Make sure that you know the following key definitions -

Dishonesty

Gain

Loss

Representation

You will also learn what the word fiduciary means!

The forgery offences are totally separate to fraud. The FALSE mnemonic is excellent, I strongly suggest that you use it.

As there are few stated cases or keynotes it would be difficult to write forgery questions. I would expect no more than 1 or 2 in the exam.

## **1.15 Criminal Damage**

Criminal damage is relatively straightforward. Questions are likely to be written about racial aggravation and the question writers favourite - recklessness. The last 5 offences are quite diverse and interesting should stick in your mind as they are distinctive.

### **1.16 Offences against the administration of public justice and public interest**

Some nice old offences here. Anything to do with witnesses could well be popular for the exam.

Make sure that you are clear about harm and intimidation in this context.

When you read a question on these subject areas it may be difficult to identify what knowledge is being tested until the end of the question. For example the question may be explaining that Jones has smashed his neighbour's window following an argument. You may be thinking of criminal damage, public order or anti-social behaviour. You could then find that the question is actually testing your knowledge of witness intimidation. A good exam technique for any long question is to 'reverse read' and by this I mean read the last sentence of the question first then the whole question. It will give you better knowledge of what is being tested as you read through - give it a try during your revision this week.

# **Evidence and Procedure**

## **Chapter 2.1 - Instituting Criminal Proceedings**

This chapter covers the means by which people are put before the court. It is quite straight forward. I would suggest you make notes about each method separately, considering when the method can be used, to which offence / court and how it is applied.

## **Chapter 2.2 - Release of Person Arrested**

A big, heavy but vital chapter. It is also an area where it may have been difficult to gain operational experience as you may not apply the relevant legislation very often. One area you may be familiar with is street bail. Take notice of the keynotes, this is a common area for questions so take your time here.

However you arrange your notes you need to take care to ensure that you do not confuse court bail and police bail. Another way to help to stop any confusion is to revise each on separate days. I also strongly advise you to stop and test your knowledge on the question bank regularly throughout this chapter.

Again be careful when you see the word juvenile as the rules for them are very different, also check which ages the legislation applies to.

Once you have started to get things clear in your head regarding police bail, court bail and juveniles, the chapter finished with the implications of the Human Rights Act. Take time to read and understand how the various stated cases have added a further tier of scrutiny.

## **Chapter 2.3 - Court Procedure and Witnesses**

This chapter pulls together a number of issues relating to the courts.

It starts with trial types, which are quite straightforward. Make sure you you learn the time limits for prosecutions. Most things in this volume relating to children and juveniles are complicated, this chapter is no exception. Take time to identify the relevant age and what provisions and exceptions apply to a person of that age.

You need to identify what special measures can be utilised, consider a table containing who they apply to, in which court and in which circumstances.

The cross examination section is fairly straightforward but ensure that you do not confuse it with re-examination.

## **Chapter 2.4 - Youth Justice, Crime and Disorder**

This chapter is littered with names and roles. I suggest that you list the names of the various boards, processes and roles and make sure you know how they fit together. Make sure you know the criteria for reprimands and final warnings.

Parenting orders are a good area. You need to know-

- 1 - What they are
- 2 - Who they apply to
- 3 - The roles
- 4 - Ages
- 5 - Criteria
- 6 - Statutory requirement
- 7 - What process is followed
- 8 - What happens if it is breached

You can ask yourself the same questions for child safety orders.

The chapter finishes with a number of other orders and schemes, again it would be good to answer the 8 questions for each.

## **Chapter 2.5 - Exclusion of admissible evidence**

You should have some knowledge of the key principles. I suggest that you look at the section heading then write out your own explanation of the heading before reading the section itself. You then have 3 options-

- 1 - Read the description through and if you explained that heading very well yourself then I would suggest that you will still have that knowledge on exam day - so why revise what you already know!
- 2 - If you knew some of the explanation then I suggest you write a few bullet points that cover the areas you were weak on.
- 3 - If you didn't have a clue then study the section and make sufficient notes for when you return to them.

The section on inferences is quite complex so take your time here. Remember that the stated cases are probably where the multiple choice questions will come from.

There are about 30 definitions in this chapter. You don't need to quote them verbatim but need a good knowledge of them and how they apply.

You must define each key word. For example-

- Confessions
- Oppression
- Entrapment

You then need to know why each can and has been excluded.

R v Winter and R v Jones are both recently added stated cases. Both are really interesting cases relating to entrapment and incitement and are ideal for exam questions.

## **2.6 - Disclosure of Evidence**

If you are a disclosure specialist then you are lucky, if you know this subject from your work role then simply check your knowledge and move on.

If you are like me then you may not have detailed working knowledge of disclosure and may not find it the most interesting of subjects. There is good and bad news.



The bad news is that there is a lot of it, the good news is that you can cut right through the bulk and summarise the chapter to a few pages of notes.

It would be hard to write a multiple choice question from any of the text except the stated cases and the brief extracts of legislation so concentrate on these.

Make sure you know the roles, responsibilities and timescales of disclosure. Once you know these then consider the exceptions.

Roles and duties are set out but are far too long - summarise and take brief notes.

It is simply a slog but do it properly once and you will be glad that you won't have to read the chapter in full again.

- Summarise to bullet points.
- Define all roles and timescales.
- Make brief lists where appropriate.
- Concentrate on stated cases.

You need to allocate about three separate 1 hour sessions to work through this chapter as you may not do it in one go.

Remember to do a good job so that you do not need to go back.

## **2.7 - Detention and treatment of persons by police officers - PACE Code C**

If you have worked in and around the custody department throughout your career you will have a definite head start here. If you are unfamiliar with the environment maybe you could arrange to spend some time shadowing a custody officer. This will help you to put your studies in to context and visualise scenarios.

The first few pages of the chapter are an introduction and are not specific enough for multiple choice questions.

You could cut the section on designated police stations and the relevant custody roles could be cut down to about 10 facts.

You should already have some understanding of the detained persons rights. Remember to look for the unusual such as rights for juveniles or if someone wants The Queen informed they have been detained.

Look at the reasons why rights can be delayed and interviews commenced before all rights have been fully exercised.

Use the question bank to assist you with the relevant time or "PACE Clock". There are plenty of questions to test your knowledge.

Remember that charging and bail have separate criteria. Make sure that you know what sufficient evidence to charge means.

When someones detention is extended there are always 2 key facts

1 How long

2 Who by

So if detention is extended you need to know how long it can be extended by and who can authorise this. Anything with these two factors is always a good source for multiple choice questions.

I think the table on pages 183-184 should help most of you but if you are not comfortable with it find a way to record the information in a way suited to your revision style.

Reviews are quite straightforward, pick the facts out. Be aware that, as ever, terrorism reviews are different.

The different types of disposal are then explained. They are quite brief explanations so that is as much as you need to know.

## **2.8 Identification - PACE Code D**

The first few pages are not too specific. You need to know when an identification procedure must take place, making particular note of stated cases.

Each identification method has its own rules and procedures. Some are quite tightly governed by statute while others have evolved through stated cases. Make sure that you pick out the rules.

I think you can reduce each section to 5 or 10 key statements, in the form of bullet points. Take your time on the fingerprints section as there are some tricky exceptions and circumstances.

D.N.A profiles are topical with plenty of modern stated cases.

You should have some knowledge of intimate and non-intimate samples.

I would suggest that you prepare a table which lists the following for each sample-

When can it be taken

Who by

Authorisation

Can force be used

What consent is required.

## **2.9 Interviews - PACE Codes C, E and F**

The interview and caution section is straightforward.

The rule of thumb operationally is 'if in doubt caution' but for the exam you need to know when a caution MUST be given.

Make sure that you know the differences between the circumstances an interview is conducted in-

- Not under arrest

- Under arrest

- After charge.

-

Conduct of the interview should be easy for most of you, just check that your practice complies with what is written in the text book.

Again, the realities of disclosure to a solicitor and what the book says may differ, so make sure that you are clear as to what is in the book for the exam.

Make sure that you know the provisions for special groups - this is a great source for questions.

Finally, special warnings. These are popular for scenario type questions. Take some time here as you need to know all the of the criteria.

# Road Policing

## Chapter 3.1 - Definitions and Principles

All of the basic concepts for road policing. Ensure you understand the difference between motor vehicles and mechanically propelled vehicles as these terms occur regularly throughout the volume. There are plenty of simple definitions, ideal for flash cards or audio recordings to test your knowledge.

Ensure that you understand what each of the stated cases is proving.

There is no clear definition of a road, more a collection of stated cases which provide examples of what is and what isn't a road. Ensure you are clear as to what a road is. The same applies to the concept of 'pubic place' as this differs to public places in other areas of law such as public order offences. You need to understand the definition as it applies specifically to road policing.

Don't forget the interesting little section on mechanical defect and other defences at the end of the chapter.

## 3.2 Key Police Powers

Police powers are always an important area to study, particularly those powers that require an officer to be in uniform.

You need to learn the list of exceptions to s.172 regarding the identity of drivers.

## 3.3 Offences Involving Standards of Driving

Quite a simple chapter providing you have a good understanding of the key concepts. Take time to understand what 'dangerous driving' is. It is not solely the act itself but can include the condition of the vehicle.

There are a number of interesting stated cases each of which could be the basis for an exam question.

The Police Reform Act offences are still relatively new with few stated cases to complicate things.

The four 'causing death' offences are quite straightforward in that death is caused in certain circumstances. It is necessary to identify whether the actions of the driver were the cause.

## 3.4 Reportable Accidents

This is a very straightforward chapter. You need to know-  
What is an accident?

Which accidents must be reported?

Which types of vehicle?

What animals are included?

What does 'stop' mean?

What is an injury?

Who has a duty to report?

How is this duty discharged?

Once you know these facts you then need to know what the offences are of failing to stop, report, give details or provide documents.

### **3.5 Drink, Drugs and Driving**

Understand the difference between - 'unfit' section 4 and 'over the limit' section 5.

How is evidence of impairment gathered for each?

As preliminary impairment tests are relatively new there is quite a lot of guidance and stated cases in the keynotes.

The Powers of Entry section is a particularly good source for questions so take your time to understand the detail.

Remember to look closely at stated cases. Each and every one is a good source of questions.

Know what the reasonable and unreasonable excuses are for failing to provide an evidential specimen.

The chapter ends with hospital procedures but leave time for this as it can be tricky. It could be possible to get as many as 5 questions in your exam on this section so take your time.

Also, remember to use work opportunities to develop your knowledge, such as conducting stop checks and speaking to custody officers about drink driving cases.

### 3.6 Insurance

This is a short and simple chapter that can be broken down in to 8 headings-

1 - You've got to have it.

2 - Insurance policy requirements - 5 points to prove:

does

- this policy cover
- this person to drive/use
- this vehicle for
- this purpose on
- this day

3 - Who is excluded and what vehicles are excluded.

4 - Exemptions (which are different to exclusions)

5 - Requirement to produce documents - you will probably already know this.

6 - The power to seize uninsured vehicles.

7 - The power to retain uninsured vehicles.

8 - Disclosure.

Use each of these headings and make brief notes under each.

### 3.7 Legislation for the Protection Road Users

Some people will love this chapter while others will hate it.

There are a lot of statistics here so I suggest that you use flash cards as a simple way of learning them.

For each section in the chapter summarise the following points-

- The facts (numbers and offences)
- Exemptions
- Ages
- 

You could cover almost all of the facts in this chapter in 20 to 25 flash cards, go on give it a go!

### 3.8 Construction and Use

Quite a technical chapter.

For me the best way to study this chapter would be using flash cards.

Make sure you know the timescales for VDRS.

Tyres can become complex, I suggest you use flashcards and the question database to test yourself early.

You need to know the exemptions for sirens, they are quite obvious.

Regulation 100 and s40 of the Road Traffic Act are good sources for MCQs in relation to vehicles and loads causing danger.

Make sure that you know the difference between sunset and sunrise and the hours of darkness.

Vehicle testing is not too complex but as usual we are looking at exemptions and stated cases as the source of questions.

The testing and inspection section is full of facts and is well worth taking some time on.

### **3.9 Driver Licensing – Sergeant syllabus only**

You may be surprised by how much is written about this subject.

As you work through the chapter beware that most multiple choice questions in this chapter will come from the following-

- Unusual supervisors (by which I mean, drunk, on the phone, texting, too young, asleep or they tell the driver to do something dangerous)
- Police powers (such as demanding date of birth)

Make sure that you know how people come to be required to take their test again, which is usually because of-

- disqualification
- age
- points accumulated by new drivers.

Motor bicycles and mopeds further complicate the issue as you then need to focus on weights and measures as well as the CBT. Parts of the 2017 and 2018 Manual are incorrect on this aspect of the law but this is explained in the questions on our database that cover this area.

Make sure that you know who can supervise a learner driver and what is the definition of driving instruction as it is not clearly defined.

When reading about eyesight tests remember that these are conducted in daylight, make sure you know the relevant numbers.

### **3.10 Notices of Intended Prosecution – Sergeant syllabus only**

Make sure you pay attention to what MUST be done and in what timescale. A couple of interesting stating cases relating to the understanding of the driver and failing to provide details, these could well lead to exam questions.

You need to list and learn the relevant offences.

Consider scenarios in which the exceptions would apply, this will help you memorise the circumstances.

You should be able to condense this chapter in to a single page.

### **3.11 Forgery and Falsification of Documents — Sergeant syllabus only**

There are exhaustive powers to seize documents. I would suggest that the seizure powers do not provide enough exceptions to generate any multiple choice questions.

Questions are likely to come from scenarios where parties offer or forge documents and whether they gain from their actions or not.



# General Police Duties

## Chapter 4.1 - Complaints and Misconduct

You should have some knowledge of this subject already, but hopefully you are not too familiar with complaints!

The problem with this chapter is bulk. Your job is to read through and weed out the key facts. You only need to read the chapter in its entirety once. When you have written your notes use them to revise, avoiding the need for you to have to go back through the large quantities of text in the book.

The chapter works chronologically through the procedures. You could consider using flowcharts or mind maps in order to clarify the process. Ensure you make a note of roles, ranks, responsibilities and timescales. You need to ask 'who is involved', 'what is their role' and 'when by'.

I suggest that you reduce each section to a series of bullet points in order to clarify the purpose of each stage.

## Chapter 4.2 - Unsatisfactory Performance and Attendance

I suggest that you do not revise 4.2 and 4.3 in the same study session. They are similar in content and it would be easy to confuse the procedures. Having a break between each chapter will help to separate them in your mind.

The stages are more clearly identified. Again, you need to identify roles, ranks, responsibilities and timescales.

## Chapter 4.3 - Powers of Arrest

This chapter is big but it is also quite interesting and diverse.

The acting ranks section is quite straightforward, have a good look at S107(1) of PACE though.

Then a tricky but - disorder penalty notices. You just have to memorise these I'm afraid. Also be aware that s5(2) of the Misuse of Drugs Act 1971 has recently added further offences. You will almost certainly get a number of questions on whether arrests were correct or even lawful. You will almost certainly be using arrest powers regularly so much of the chapter will be familiar to you.

The section titled 'The Castorina Test' may all seem fairly logical to you which is good, just make sure that the stated cases are in line with your knowledge.

## Chapter 4.4 - Stop and Search

The section covers far more than a standard stop and search in the street but this is where it starts. S1 of PACE should be well known to you, just check your knowledge. Clarify what

'reasonable ground' are and take time to consider in what circumstances the stated cases may apply.

When studying road checks make sure that you learn the authority levels, time scales and specific circumstances when they can be employed.

S60 of PACE empowers the Police to stop and search on a larger scale when disorder is anticipated. Be sure to study what type of weapons can be searched for, timescales and authority levels. Also consider what, if any, grounds are required to search an individual in a given location.

Finally terrorism. Ensure that you learn what is in the book, casting aside any recollection you have of high profile cases. This chapter only covers certain aspects of terrorism so try not to deviate from what is covered.

### **Chapter 4.5 - Entry, Search and Seizure**

Exercising powers of entry, search and seizure can be conducted with or without a warrant in different circumstances, using different law and processes. As they are so different I suggest that you learn each on separate days so that it will help you to avoid confusion. The section on warrants is quite straightforward, if a little wordy. Make sure you know who can apply for a warrant, how and using what powers.

S17 PACE powers of entry are a popular area for MCQs so take your time here. Make sure that your knowledge includes the amendments that SOCAP brought about.

S19 PACE - Be aware of the stated cases, which are as recent as 2002 so your knowledge may need updating.

Make sure that you learn the detail in the protected material section, it is heavy and boring but questions often come from the detailed sections.

Finally, seize and sift powers. These are not too complex, I suggest that you read them, make notes and move on.

### **Chapter 4.6 - Hatred and Harassment Offences**

This is a great chapter for the question writers.

Make sure you know which offences can be racially or religiously aggravated.

Write yourself a definition of the following terms-

- Hostility
- Racial Groups
- Religion
- Membership

This will help you to understand the concepts.

We then move on to s18/s19/s29B, I would suggest that you compare and contrast these offences and visualise what the law was written for - ask yourself in what specific circumstances the offence occurs.

A recently added section is that of hatred on the grounds of sexual orientation. S74 of the Criminal Justice and Immigration Act has amended the Public Order Act to encompass these offences.

The harassment keynotes are huge and mostly useful. They explain the offences but more importantly give detailed stated cases, which is where questions are likely to come from.

#### **4.7 Anti-social behaviour**

You need to know about the various injunctions and orders, paying particular attention to the associated police powers.

ASBOs have now been replaced by injunctions under the Anti-Social Behaviour, Crime and Policing Act 2014.

There are some great areas for questions here, so take your time.

Make sure that you know...

- When s1 injunctions apply
- The duration of injunctions
- The consequences of a breach
- Where appeals apply
- Application of Criminal Behaviour Orders and Dispersal Powers

Closure Notices have now been replaced by Community Protection Notices under the 2014 Act - try to just pick out the key facts.

#### **4.8 - Offences Involving Communications**

This is a short and fairly interesting chapter.

I suggest that you use scenarios to understand each offence, again paying particular attention to the stated cases.

I suggest that for each section you read the keynote before you read the legislation, this makes things a lot easier.

#### **4.9 - Terrorism and Associated Offences**

Terrorism is an interesting and fast evolving topic. Remember you only need to know what is in the book.

Be careful in this section that you don't just read for an hour without learning. Make sure that you take notes, use diagrams and drawings - be creative!

It is difficult to know what to revise as the section skims across the top of each subject. There are a number of offences relating to radioactive devices and nuclear facilities. You get a brief summary of each offence. The question writer can only test what is in the book so you should just pick out the key facts that can be tested.

Animal experiments is a sad note to end this week's studies but it is a good topic for MCQs. Make sure that you know who the relevant people are and what intent is necessary.

#### **4.10 Public Order, Procession and Assemblies**

Breach of the peace is one of the oldest and most debated pieces of legislation in the British legal system. There is a recently added stated case of *Steel v UK* (1999), which shows that it is still evolving. You must take care to be sure that you know what is in the textbook and not base too much on your force policy or common operational practice.

S1, S2 and S3 of the Public Order Act are the most serious offences but the most simple to learn. This is because there are fewer stated cases to complicate things. Be aware of the keynote relating to common purpose as this is a regular theme for multiple choice questions.

I suggest that when you study s4 you read the keynote first. The case of *Winn v DPP*, described in the keynote actually simplifies things. The keynotes also provide a nice set of revision notes.

We then move on to s5 which is accompanied by a heap of stated cases. I would suggest that you make a separate revision note on each of these stated cases. For each ask yourself what the stated case actually proved.

Make sure that you know how a s42 direction is made, how it is breached and the implications of returning to the vicinity.

When you study the section on public processions and assemblies make sure you know the 3 R's for each-

Roles

Ranks

Responsibilities

Dispersal of groups is quite densely written and is well supported by stated cases. Again make sure you know the 3 R's.

#### **4.11 Sporting Events**

It is unlikely that a question will test your knowledge of the structure of European football so it is unlikely you will be tested on whether a match is designated or not. You should concentrate on the offences.

Ensure that you know the timescale for when the offences can be committed and the key offences under s2,3 and 4.

The section on banning orders and detention can be reduced by at least a half by just picking out the key facts. Remember to look for the unusual such as the implications of failing to abide by a restriction and notices.

The periods and vehicles relating to alcohol are clearly defined and could form the basis of a question.

The throwing of flares and fireworks is a growing trend in British football and if you have seen any recent TV coverage consider how the offences you are revising have been committed.

#### **4.12 Weapons**

Possession of an offensive weapon is a simple offence, you just need to know the key stated cases that expand the definitions.

Knife offences, again are heavily dependent on stated cases, most of which would form the basis of a good multiple choice question. Remember that you do not need to know the name of the case, so don't write it down, just write what the case established.

Offences relating to manufacture and sale of weapons is quite logical, ensure that you know the defences.

Crossbow legislation still remains in the syllabus, I suggest that you do not dwell too long here, learn the key definitions, statistics and ages - which you can summarise in to half a page.

#### **4.13 Domestic Violence and Trade Disputes**

This is a short, interesting chapter. Make sure that you take time to read the keynote relating to non-molestation orders as the definition of 'associated' is wide.

The trade disputes law is well established and quite straightforward. It is also a nice area for questions. It is again important to know what the stated cases actually prove.

#### **4.14 Protection of People Suffering from Mental Disorders**

Previously this was in the Arrest Powers chapter but has now been broken out into its own small chapter and is consequently quite short but nonetheless important. The Mental Disorders section sets out a number of powers which interlock to allow officers to deal with most situations. This was further enhanced by the Mental Capacity Act 2005.

#### **4.15 Offences Relating to Land and Premises**

I have always found this to be my least favourite chapter - I just couldn't stretch my brain around some of it, however hard I tried. There is a point to make here in that there is a lot to cover and if there are one or two chapters you just don't get then I would try not to worry and try not to spend too much of your valuable study time working on small parts that just aren't sinking in.

But you may like this chapter...

The trespass offences can be tackled by summarising each offence as follows:-

Who commits it

How do they commit it

Why are they trespassing

You then need to ensure that you know who can direct persons to leave and how.

The trespass for residence and trespass for raves offences are quite similar. You can learn them in parallel, comparing similarities and contrasting differences.

The other offences involving premises are quite simple, make sure that you know what premises are covered and what defences are available. Defences are always a good source of exam questions.

The chapter ends with a number of other offences which are essentially criminal trespass.

#### **4.16 Licensing and Offences Relating to Alcohol**

None of the subjects in this chapter have been popular in previous exams. In fact, based on previous exams there is only a 50% chance any of the chapter will be tested. However, if you are going to cut the time you spend revising this chapter consider the risk you are taking.

So - if you are keeping your revision brief on this chapter, I would suggest that you know-

- Powers of entry
- Who can hold a premises license
- Review of a premises license
- Criteria for a club license
- Times for a temporary notice
- Due diligence
- Obtaining alcohol for and selling to drunk people
- Sale of alcohol to children
- Purchase of alcohol on behalf of children
- Unsupervised sales by children
- Closure notices
- Alcohol disorder zones
- The process of closure orders
- Enforcement of closure orders

This reduces the chapter by 50%. If I had limited time these are the subjects I would focus on. Obviously I recommend that you revise the whole chapter but I appreciate that some of you will now have very limited time.

#### **4.17 Offences and powers relating to information**

There is a lot of excess text at the start of this chapter.

Remember, we are looking for facts that can be tested.

We then get to some fairly broad offences relating to unauthorised computer activity - focus on stated cases.

There are about 10 key facts in the Data Protection Act which are all quite logical.

The RIPA section is a big and important section. Take your time here as it has been popular in recent exams.

You must know what a CHIS is, the levels of authorisation and roles.

Make sure that you know when an activity is directed surveillance and when it is intrusive. Test yourself with questions on this.

You also need to know what interception is, taking note of the stated cases.

#### **4.18 Equality**

I do not expect a lot of questions from this chapter as it is difficult to write questions from. It does not contain much specific detail.

The section titled discrimination has been popular in recent years so make sure that you can identify direct and indirect discrimination. The stated cases are very helpful and a lot relate directly to the police service.

Victimisation will often follow discrimination so be aware of how this occurs.

# Study Tips

## Planning

When planning to study you need to ask yourself whether you are too busy at work? If so you need to consider how you can negotiate this problem.

You also need to question whether you putting your studies off as the exam is months away. If so consider the extra burden you will be placing on yourself in the coming months.

I'm sure you must have considered these things.

If this is the first time you have studied for the exam you will now be starting to get an idea of how much study is required. I suggest that as a rule of thumb you need to study for at least an hour a day for the first two months, three hours a day for months three and four and in your last two months you may need to move up to three hours a day. This is only a guide as some lucky people learn much more quickly than others!

It is a lot of work but it will be worth it if (and when) you pass. Let's make the most of your valuable time.

## Golden rules

My three golden rules of NPPF study.

1 - You are learning to answer multiple choice questions so study and practice with this in mind.

2 - Do not listen to 'hot tips'. There is no correlation between a topic appearing in the news and appearing in the exam. However, there are commonly occurring topics , which I will let you know about closer to the exam.

3 - Finally, remember to practice, practice and practice doing multiple choice questions. You have access to the database so use it throughout your studies. Don't leave it until the last minute.

## Slipping behind?

If you feel that you are behind with your studies. Do not panic, it is not too late. However you must take a serious grip of your revision and plan a way forward with it - then get stuck in. You will also need to negotiate the time to study with those people who are close to you.

## As the exam approaches

You may become increasingly nervous and thoughtful as the exam approaches, this is nothing unusual but you may not be good company so had just as well be studying.

I don't advocate it but I know several people who left their studies until a month before the exam then just practiced multiple choice exams for up to 5 hours a day - they passed but its always the ones who pass who tell you how easy it was!



You must really start to increase your focus on answering multiple choice exams. You need to practice the thought processes and stick to timings that will help you to pace yourself in the exam.

### Final preparation

You now need to start to plan ahead to the exam. Make sure you have received your registration papers, that you have the correct ID available and that you know where to be and how you will get there. These are the simple things that can be confused on exam day.

We would all like to study more than we actually do but provided you have followed a programme and put the hours in then you should be fine.

### What to do on in the last week?

There is a huge amount you can do in the last week. You need to do more revision and you need to prepare for exam day.

It is now too late to be reading the textbooks, you need to immerse yourself in multiple choice questions as many hours a day as you can. There is a great deal of research that recommends that we only learn for 40 minute sessions or even 20 minute session and that we can not absorb information after 45 minutes. That may be so but all that research relates to revision, not exam practice. You need to set yourself large exams of 60 to 100 questions and work through them under exam conditions and timings. In doing this you are honing your exam skills.

Please also make sure that if you get a question wrong, why you got it wrong - did you not know it, did you fail to read the questions properly or did you just click the wrong answer. Learn your weaknesses.

If you find 1 or 2 sections that you really do not understand, however much you read and re-read them then consider scrapping them. I scrapped the whole of the criminal use of firearms as it was just too confusing for me - I survived!

Practice 'reverse reading' long questions. This is where you read the last sentence of the question first then read the whole question. This will help you to read the question knowing what is to be tested.

If you have been using flash cards then you can spend every available moment ploughing through them over and over again. You will be glad that you spent time preparing them.

Here are some simple things to prepare you for the exam - they may not mean you are going to pass but will certainly reduce your chances of failing.

Plan what is happening 24 hours before the exam. If your lifestyle doesn't suit these preparations then change your lifestyle - this is important to you and you come first.

Have a nice lie in in the day before the exam - no alarm clocks.

Have a day off before the exam or maybe a little revision and some exercise.

Check and double check -  
Where is the exam? (Not just the site, the room)  
What time?  
How are you getting there?  
What do you need to take?  
Where will you park?

Stop revising early the evening before the exam, have a nice meal and get to bed early.

No alcohol!

### After the exam

After the exam do yourself a favour and spend a couple of hours preparing for the possibility of a retake.

Write down all of the questions you can think of and whether you got them right or wrong. This way, if you do have to take the exam again, you will have a great starting point - you will know where to put the extra revision in.

But back on a positive note, you have a great chance of passing this exam. Even though I don't know you in person I do hope that exam day goes well for you.

You never know, you may enjoy it!

David Anson