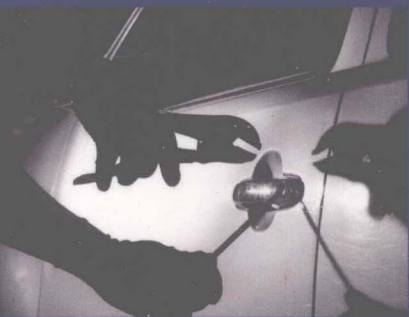


# BLACKSTONE'S POLICE INVESTIGATORS' Q&A 2015



Paul Connor

*Includes*

- ✓ over 350 questions
- ✓ 'handy question checklist
- ✓ advice on revising for, and taking, the Investigators' Examination

**Blackstone's**  
Police Investigators'

# Q&A 2015

Paul Connor



**OXFORD**  
UNIVERSITY PRESS

# OXFORD

UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP,  
United Kingdom

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research, scholarship,  
and education by publishing worldwide. Oxford is a registered trade mark of  
Oxford University Press in the UK and in certain other countries

© Paul Connor 2014

The moral rights of the author have been asserted

First published in 2014

Impression: 1

All rights reserved. No part of this publication may be reproduced, stored in  
a retrieval system, or transmitted, in any form or by any means, without the  
prior permission in writing of Oxford University Press, or as expressly permitted  
by law, by licence or under terms agreed with the appropriate reprographics  
rights organization. Enquiries concerning reproduction outside the scope of the  
above should be sent to the Rights Department, Oxford University Press, at the  
address above

You must not circulate this work in any other form  
and you must impose this same condition on any acquirer

Crown copyright material is reproduced under Class Licence  
Number C01P0000148 with the permission of OPSI  
and the Queen's Printer for Scotland

Published in the United States of America by Oxford University Press  
198 Madison Avenue, New York, NY 10016, United States of America

British Library Cataloguing in Publication Data  
Data available

ISBN 978-0-19-871940-3

Printed and bound by  
CPI Group (UK) Ltd, Croydon, CRO 4YY

Links to third party websites are provided by Oxford in good faith and  
for information only. Oxford disclaims any responsibility for the materials  
contained in any third party website referenced in this work.

# Introduction

On 14 January 2003 the Association of Chief Police Officers approved the 'Initial Crime Investigators' Development Programme' (ICIDP) as a successor to the 'National Foundation Course in Criminal Investigation'. Since then, the ICIDP has been split into three distinct phases with Phase 1 culminating in 'Trainee Investigators' sitting the National Investigators' Examination. The first National Investigators' Examination (NIE) took place in March 2003 and the examination has been held every three months since that time.

I have provided crammer courses, classes and study/revision advice to Trainee Investigators taking the NIE since October 2002. Initially, this advice was given to Trainee Investigators from West Midlands Police but this quickly expanded and, since then, I have taught and assisted over 5,500 officers from nearly every police service in the country with the latest addition being the National Crime Agency. When I began teaching the syllabus it quickly became clear that apart from the *Police Investigators' Manual* and accompanying *Workbook*, there was little, if anything at all, that Trainee Investigators could use to assist them in their efforts to pass the examination. A large amount of material has been written and produced for officers sitting the Sergeants' and Inspectors' examinations, and many Trainee Investigators have attempted to use this material to assist them, with varying degrees of success. However, using this material does not always provide the Trainee Investigator with the right information and can actually be detrimental to study/revision for the NIE.

The aim of this book is to fill the gap in material available for Trainee Investigators as it is principally directed towards Trainee Investigators studying and revising for the NIE. The book is split into the same four sections as the *Police Investigators' Manual* and the questions contained within it are written using that textbook as the basis for the questions.

Every answer is followed by a paragraph reference to *Blackstone's Police Investigators' Manual*. This means that once you have attempted a question and looked at an answer, the Manual can immediately be referred to for help and clarification.

Each question and answer has the same unique number. This should ensure that there is no confusion as to which question is linked to which answer. For example, Question 2.1 is linked to Answer 2.1.

At the back of the book you will find a checklist. This has been designed to help you keep track of your progress when answering the multiple-choice questions. If you fill in the checklist after attempting a question, you will be able to check how many you got right on the first attempt and will know immediately which questions need to be looked at a second time.

I have included chapters on studying and revising for the NIE and taking the NIE to assist students in their efforts to pass the examination.

I know how hard students have to work to pass the NIE and I applaud your efforts. I sincerely hope that this book will help you in your study and contribute to your successful performance in your forthcoming examination.

# Acknowledgements

The primary purpose of this book is to provide advice and direction for students taking the National Investigators' Examination and to enable them to test their knowledge against multiple-choice questions based on the *Police Investigators' Manual*.

I could not have accomplished this task without the assistance of many officers from West Midlands Police, West Mercia Constabulary and Essex Police. I wish to thank all the officers who have provided me with feedback about their examination experiences.

Thanks must also go to Peter Daniell, Lucy Alexander and all the team at Oxford University Press for their continued professional support of my work.

Most of all I would like to thank my wife, Kate, whose encouragement, patience and understanding are the reason these words are in print.

# Contents

Introduction	vii
Acknowledgements	ix
Studying and Revising for the NIE	1
Taking the NIE	10
The 14-Week Study and Revision Programme	22
<b>Part 1 Evidence</b>	<b>33</b>
1. State of Mind, Criminal Conduct and Incomplete Offences	35
2. Regulation of Investigatory Powers Act 2000	57
3. Entry, Search and Seizure/Code B	65
4. Detention and Treatment of Persons by Police Officers/Code C	76
5. Interviews/Code C/Code E/Code F	89
6. Identification/Code D	103
7. Bail	115
8. Disclosure of Evidence	124
9. Issues in Evidence and Offences against the Administration of Justice and Public Interest	133
<b>Part 2 Property Offences</b>	<b>145</b>
10. Theft	147
11. Burglary	159
12. Robbery	179
13. Blackmail	187
14. Fraud	192
15. Handling, Buying Scrap Metal for Cash and the Proceeds of Crime Act 2002	204
16. Criminal Damage	215

---

<b>Part 3 Assaults, Drugs, Firearms and Gun Crime</b>	<b>221</b>
17. Homicide	223
18. Non-fatal Offences against the Person	230
19. Child Abduction, False Imprisonment and Kidnap	242
20. Public Order and Racially, Religiously Aggravated and Homophobic Offences	248
21. Misuse of Drugs	253
22. Firearms and Gun Crime	263
23. Terrorism and Associated Offences	269
24. Cybercrime	284
 <b>Part 4 Sexual Offences</b>	 <b>291</b>
25. Sexual Offences, Rape and Sexual Assault	293
26. Child Sex Offences	308
27. Protection of Children	327
28. Sexual Offences against People with a Mental Disorder and Offences Relating to Prostitution	332
29. Preparatory Offences	345
 Question Checklist	 351



# Studying and Revising for the NIE

Before any methods of studying or revising for the National Investigators' Examination are suggested, it is vital that students understand that there are no shortcuts to success. Attaining a pass in the NIE will be achieved by many hours of study and revision and not by the use of any time- and effort-saving formula that you may come across during your study and revision.

The primary cause of failing the examination is a lack of study and revision, so logically the first and most critical question a student should ask is, 'How much should I study and revise?' This question must then be subdivided and addressed from the dual points of, 'How much time should I study and revise for?' and 'How much of the content of the Manual and the Workbook should I study and revise?'

## **'How much time should I study and revise for?'**

I have carried out a number of surveys with Trainee Investigators in order to establish what time period a *successful* student will revise for. As you might expect, answers to the question 'How much time did you study/revise for?' generate a varied response ranging from a low of 60 hours to a high of 250 hours. I advise you to set yourself a *minimum* 120-hour study/revision target for the 2015 examinations; this study/revision target is linked to the '14-Week Study/Revision Programme' section of this book.

Having set the target of 120 hours' study/revision, the next factor to consider is over what time period students should study/revise. The standard approach by police forces taking part in the ICIDP process is to provide students with the *Police Investigators' Manual* and accompanying Workbook a minimum of 14 weeks prior to their examination. This has resulted in many forces distributing the Manual and Workbook to students on their 'Induction Day', usually held on or near to that 14-week period. Therefore, students may understandably set a 14-week period over which they will study/revise for a total of 120 hours, giving an approximate daily target of just under 75 minutes a day or an approximate weekly target of just under 8½ hours (these figures are a guide).

It is not suggested that students slavishly adhere to a regime of 75 minutes per day/8½ hours per week as this may not suit the study/revision style of the individual concerned (a facet of study/revision covered later in this chapter). The daily/weekly figure is an indication of the task that lies ahead for NIE students.

Depending on your study/revision style and general approach to the NIE, it may prove advantageous to obtain the Manual and Workbook at the first available opportunity. There is no logical reason why individuals who have been accepted onto the ICIDP should not be provided with the Manual and Workbook, subject to their availability, before the study/revision period begins. Obtaining the Manual and Workbook 17 weeks in advance of the NIE rather than 14 will be an advantage; that extra three weeks can make all the difference as it allows students to spread their study/revision over a greater period of time. I assure you that study/revising for the NIE has proved to be a demanding test for students in the past; this is just as much the case today. Many NIE students have reported the difficulty of balancing study/revision for the exam against the heavy workload of a detective, not to mention individual social and family commitments. To counter these pressures and to provide time for study/revision, it is not uncommon for students to take annual leave prior to the exam. This decision, whilst commendable, can have drawbacks. The majority of students making the decision to study/revise during annual leave will arrange for that leave to take place either 1 or 2 weeks in advance of the NIE. The temptation to leave study/revision until that time is significant. The problem is that by leaving study/revision until this late stage there is no margin for error; how will the student deal with their leave being cancelled or having to utilise the leave for some other purpose unimagined at the time when they took this decision? The second issue is that there is a great amount of work to do to prepare adequately for the NIE and 1 or 2 weeks might not be enough; how will the student deal with the fact that they underestimated the time it will take to study/revise or that when they begin to study/revise the task of reading and answering questions for the best part of 8 hours a day is beyond them? My advice is not to take this chance. Taking annual leave before the exam will undoubtedly help with study but students should begin studying/revising at the first available opportunity, i.e. start when first in possession of the Manual and Workbook.

Starting to study/revise at the first opportunity is vital; putting study/revision off makes the task so much harder. To further illustrate this point, students should recall how much time per day/week they would have to study/revise if provided with the Manual and Workbook 14 weeks prior to the NIE. Now consider a hypothetical student who decides not to study/revise until 5 weeks prior to the NIE. Aiming for 120 hours of study/revision, that student will have to study/revise for approximately 310 minutes per day/24 hours per week to catch up with the amount of work required.

Setting aside so much time each day is a challenging activity to say the least and places additional unnecessary pressure on the student. Of course, that target is beyond many people and so a lesser target is set. In turn, that means less study/revision is done and obviously that increases the chance of a lower mark and potential failure.

Having set a target of how many hours' study/revision should be undertaken, the next issue is how that time should be split from the period of initial possession of the Manual and Workbook to taking the NIE.

In the '14-Week Revision Programme' section I have set out a detailed approach to study/revision. This might not suit everybody as we all have our own study/revision methods and styles. If this is the case the student should consider some of the following general observations with regard to study/revision.

Taking the 14-week period as an example, the student will be aware that the overall study/revision target is 120 hours. This target can then be split into a daily target or a weekly target. It has already been suggested that students may not wish to study/revise for 75 minutes per day but if this suits the individual then there is no reason not to take this approach. Indeed, many of the successful students who participated in the NIE surveys chose to study study/revise for 1 to 2 hours per day. One of the advantages of this approach is that the study/revision target is broken down into achievable portions. Understandably, many students state that they find it difficult to study/revise for any longer than 2 hours at a time as the material they are reading is sometimes difficult to learn and their concentration suffers as a direct result. I would recommend that whatever time you set aside for study/revision, you should take a 5-minute break every hour to give your mind a chance to rest. Some students may choose to study/revise for more lengthy periods of time, perhaps up to 8 hours in one sitting. There is nothing wrong with this approach either as the methods for studying/revising for the NIE are as individual as the student taking the exam. If this method suits your individual style then do not change it for the sake of change.

Students may wish to use a mixture of the two methods. For example, a student may have adopted a study/revision pattern of 30 minutes per day/3 hours 30 minutes per week for the first 10 weeks and then in the last four weeks the amount of time devoted to the process is increased to approximately 3 hours per day/21 hours per week to bring the required study/revision period up to the desired 120-hour mark. This method has been favoured by many of the students who took part in the NIE surveys. The concept of this approach is that as the date of the NIE gets closer students should be looking to 'peak' with their knowledge base. The ideal situation is that the high point of that peak will be the taking of the NIE.

Regardless of the method a student decides to employ for study/revision purposes I would recommend that when an opportunity arises to study/revise, they take it. I would go so far as to say even 10 minutes spent reading the Manual is of value and

for this reason I would encourage students to take their Manual and Workbook to work as well as reading it at home. When the opportunity to read the Manual and/or Workbook arises it should not be dismissed. Workplace opportunities may be limited with the pressures placed on Trainee Investigators but they may prove advantageous to some students. For example, a student dealing with a suspect for an offence of burglary may take 10 minutes to read the section on burglary before interviewing the suspect and equating the law to the circumstances surrounding the incident they are dealing with.

Students should be aware that time spent in study/revision is time well spent. Whilst it can never be an absolute guarantee of a pass in the NIE, investing the necessary hours of revision certainly lays the foundation for success.

### **'How much of the content of the Manual and the Workbook should I study/revise?'**

The multiple-choice questions that students will answer in the NIE are based solely on the content of the *Police Investigators' Manual*.

#### **Police Officers taking the NIE**

Your syllabus is contained in Parts 1 to 4 of the *Police Investigators' Manual*

**DO NOT STUDY PARTS 5 AND 6!**

Parts 5 and 6 of the *Police Investigators' Manual* relate to a separate examination taken by officers from the National Crime Agency and Immigration Enforcement. I stress this point to you as I recently came across officers from a certain police force who had been told by their training department to read everything in the Manual (including Parts 5 and 6) as it was all testable in the NIE. Imagine how much time those officers would have wasted and what confusion would have been caused if they had done so.

The *Police Investigators' Workbook* is designed as a study aid to help students understand the law in practice and to provide examples of such. On that basis, students might consider that the Workbook is unnecessary and omit it from their study/revision; I would suggest that they should not. It should be used as an additional means of understanding the law contained within the Manual and not ignored. However, as the questions within the NIE are not based on material within the Workbook, there is no need for students to study/revise the Workbook with the intensity required when examining the Manual.

As has already been stated, the questions in the NIE are based on the content of the Manual alone. Even so, the syllabus is considerable in size and it may be tempting for a Trainee Investigator to consider methods of cutting down on the content they will have to examine. One approach often considered is that students can cut out certain sections that they deal with regularly in the workplace because of that workplace

knowledge; this would be a mistake. The fact that a student deals with thefts, burglaries and assaults on a daily basis will not, alone, provide them with the requisite knowledge on those subjects in order to answer questions correctly in the NIE. The practical application of the law and the theoretical application of the law, whilst related, are not always the same. Students should not treat these areas with contempt purely because of their workplace familiarity with the subject. Conversely, students may look at certain sections and consider that the likelihood of dealing with such an incident in the workplace is insignificant and therefore so is the requirement to know the subject for the purposes of the exam. Do not think that this is the case. Purely because an offence is not an everyday occurrence in a student's workplace does not mean that it is never committed or that it is unimportant; if it is included in the syllabus it is as testable as the crimes that make up 95% of a CID officer's daily routine.

Having examined the issues surrounding 'How much should I study/reverse', I will now turn to some methods of studying/revising.

## Methods of studying/revising

The prospect of studying and revising from the *Police Investigators' Manual* can be an overwhelming one for students. Many have not taken a police examination since their initial training and this can, in some cases, be in excess of 10 years prior to taking the NIE. Even students familiar with the format of multiple-choice examinations, as their initial training period was not that long ago or perhaps because they have taken the Sergeants' or Inspectors' examination at some time, find the task daunting. One of the primary difficulties faced by all students, regardless of their experience, is deciding on an approach to studying and revising from the Manual; having set the time they will study and revise for, how will they go about it?

Perhaps the most important point to make at this stage is that nobody is expecting the student to remember, word for word, the whole of the *Police Investigators' Manual*. I would go so far as to say that this task is near impossible. The task for the student is to retain enough information from their study and revision in order to pass the NIE; whether the student gets 99% or 55% is irrelevant as a pass is a pass (although the pass mark for the NIE is given as 55%, it is a 'rounded-down' figure from 55.71%).

There are no absolute rules when it comes to these methods as all students differ in the way they retain information. However, I am often asked about alternative systems by students seeking to maximise the benefit of the time they will invest in the task. One method of approaching your study/revision is advanced in the '14-Week Study and Revision Programme' section but there are several other approaches that may be preferable to you. Next are several tried and tested methods used by students who have taken and passed the NIE (they are in no order of popularity or effectiveness).

*1. Reading through the text of the Manual in order (beginning to end)*

Many students favour this method because it is simple and effective. Students will read and re-read the same text continually, a task that can become tiresome and heighten the danger of 'scanning' the text rather than actually reading it and taking in the detail. To counter this I suggest students consciously slow down their reading speed; take more time reading the definitions and 'Keynote' explanations of the law in action. It is far better to take time and therefore ensure comprehension rather than race through the text in an effort to finish reading the Manual as soon as possible.

*2. Reading through the text and 'highlighting' relevant points and words*

A version of method 1, this method naturally draws the attention of the student to important elements of legislation highlighted by that student. Used correctly, this method can make referring to the Manual a speedier process. However, students should not overuse the 'highlighter' as the end result is often half or whole pages of the Manual highlighted with no discernible relevant points as the page turns into a mass of bright pink, yellow, blue or green.

*3. Begin from the student's perceived weakest area*

For example, a student may consider their weakest area to be 'Sexual Offences' or 'Evidence' and start by reading and re-reading that particular section. One of the advantages of this method is that by dealing with the difficult from the outset, the task will become easier as the student progresses to areas of strength, such as 'Property Offences'. A disadvantage is that in beginning with an area of weakness, the student may become demoralised at an early stage of the process.

*4. Begin from the student's perceived strongest area*

This is the exact opposite of method 3 with the opposite advantage and disadvantage, i.e. starting from an area of strength will boost the confidence of the student at an early point but leaving the difficult area(s) until last may demoralise the student in the run-up to the NIE.

I would raise a note of caution with regard to methods 3 and 4. These methods operate on the student's perceived areas of weakness or strength and the student is sometimes incorrect as to their ability. For example, a student may believe that 'Property Offences' is an area of strength when in fact this is not the case and on closer examination of the text it is an area of weakness, and vice versa. Students should be aware of the detrimental effect this may have.

*5. Read a section in the Manual, make short notes from that section and then study/revise from the short notes*

Another popular choice with students, this method condenses the Manual into smaller, more manageable portions and allows the student to draw their own attention to significant points. Making notes from the text sometimes helps to cement knowledge in the mind of the student as the exercise involves reading the text, making a mental decision on relevant points, writing down those points and then re-reading them. I would not recommend a total abandonment of the Manual after the notes have been written as there is always the danger that in making the notes, a student may inadvertently miss out a vital part of a definition or explanation or incorrectly note it down. I would also urge students not to use notes made by another person as notes are a very individual exercise—what I think is important or what I need to remember may not be the same for you.

*6. Reading the Manual from cover to cover (to understand the nature and difficulty of the task of studying/revising), constantly re-reading the Manual and taking part in study/revision sessions with another student(s)*

Some students have been successful by meeting with a fellow student or students and testing each other on their knowledge of the Manual. The element of competition can act as a spur for students to work hard and answer more questions correctly than their colleague(s). It also enables students to discuss difficulties with certain areas of law and help each other to understand those areas; one student's weak area is another's strong area. It is not always possible to meet with a fellow student but this should not preclude the use of this method as there is nothing wrong with students asking their tutor or work colleagues to test them.

*7. Split the Manual into the four component sections and set aside a time period in which to study each section*

An example of this method is the student who sets aside 12 weeks to study/revise and splits those 12 weeks into four 3-week sections. Each 3-week section is devoted to one section of the Manual, for example 'Sexual Offences'. The student will study/revise according to his/her own preferred method. This method is successful as the Manual can sometimes be a barrier to effective study/revision because of its size. Breaking it down into component sections can lower that barrier. The drawback with this method is that some sections are far larger than others, for example, 'Evidence' is at least three times longer than any of the other sections of the Manual and may, as a consequence, require considerably more time to deal with effectively. However, there is no reason why the student could not alter the split of the study/revision period to reflect this and any other factors that affect the student's study/revision programme.

*8. Read the whole book and make crammer cards on offences. Alternate between reading the crammer cards and reading the Manual*

A version of method 5 but instead of notes, the student will study/revise from cards with the very basic details of the chosen offences written on those cards. Using cards in this manner can really help with study/revision as the student will only have the card to concentrate on rather than a full page of A4 from the Manual or notes that they have written. As with method 5, students should not exclusively use the cards they have written because they may miss out certain details from the Manual in the process.

Whatever method a student employs, I would recommend that some form of testing knowledge, e.g. answering multiple-choice questions, follows study/revision from the Manual. I have known many students whose knowledge of the Manual was certainly good enough to pass the NIE; however, they did not test that knowledge by answering questions. The result of this is that in the NIE, the student who has not practised multiple-choice questions can become disorientated by the complexity of the questions and the choice put before them. The result of this has, in many cases, been failure.

Apart from this book and the multiple-choice questions in the Workbook, one further study aid should be considered—a mock examination. Blackstone's have published a National Investigators' Mock Examination (written by David Pinfield) which follows the format of the examination both in the type and style of questions and the broad areas that will be questioned. Many students who took part in my surveys reported that they would take the mock examination 2 to 3 weeks in advance of the real examination. This would highlight areas of weakness and give the TI the time to rectify the gap in their knowledge. Some forces will offer TIs the opportunity to take the mock examination under examination conditions—if such an offer is made I strongly suggest the offer be taken as practising in such conditions can only assist TIs in becoming more familiar with the examination process.

## **Do not**

Having examined alternative study/revision methods it is also advisable to mention methods that students should not employ in their study/revision.

*1. Do not use any other legal textbooks to study/revise from*

Although students may be tempted to utilise other legal textbooks (aside from the Manual) to enhance their knowledge, there is a high risk that such a method will only confuse the student. The law is not always black and white, it is sometimes grey and, accordingly, different legal textbooks will often have different interpretations of the law. This might be a bonus if the student was answering essay-type questions where the answer is expected to discuss different opinions but it is an obstruction to answering a multiple-choice exam question, as only one answer from the four choices



is right. If the student reads from other texts there is a strong chance that when answering questions in the NIE they will feel that two or three of the options could be correct. In addition, questions in the NIE are often worded to mirror the text of the Manual. If the student has read from other sources then their ability to recognise the correct option will be adversely affected.

### *2. Do not use the 'Police National Legal Database' (PNLD) as a primary study/revision tool*

This facility is an excellent professional tool for police officers to use in the workplace. However, like using other legal texts it may conflict with the Manual and confuse rather than enlighten the student. The further difficulty with the PNLD is that it is constantly updated with new law and procedures and this new law may contradict the law that is written in the Manual. There is a possibility that the law that was correct when your Manual was printed has since been superseded by a new Act of Parliament or by a case law decision and is now no longer correct. Whilst it is desirable to maintain your professional knowledge by keeping up to date with legal developments, this can have a negative effect on your study/revision. Students then ask, 'What should I answer if this question comes up in the exam?' The answer to that question is that you answer according to the Manual regardless of whether it is right or wrong.

On that last point, students are often concerned about changes in the law where the Manual is inconsistent with those changes. This is also a concern for the examiners who construct the examination. If the examiners are aware of a contradiction in the law, it is unlikely that a multiple-choice question relating to that law will be set in the NIE, in order to avoid confusion. However, there is always the possibility that such questions may be set inadvertently (as has occurred in several promotion examinations) and hence my previous advice.

### *3. Do not answer multiple-choice questions ONLY*

I have known several students who have told me that their learning style meant that answering multiple-choice questions was the way they preferred to learn and that they had never looked at the Manual. One student (who used this method) came out of the NIE and told me that she had ticked every question she had guessed; she had 65 ticks and failed the examination. I think that makes my point.

In conclusion, if the student has a study/revision method or pattern that they find works for them then my advice is simple; use it. Every student is different and will learn in a different way and at a different pace. One fact I am sure of is that 99.9% of students get the result their efforts deserve; students must study and revise to succeed.