

1

Wednesday, 25th November 2009

2 (Afternoon session)

3 (1.57 pm)

4 PROFESSOR CRISTOPHE CHAMPOD, continued

5 THE CHAIRMAN: I am sorry, we had to interrupt you again but
6 on you go, as soon as you are ready.

7 THE WITNESS: Thank you, my Lord.

8 The purpose of this slide is to explain that the
9 identification process can be seen by analogy to a
10 reduction process. So on the top of the triangle you
11 have all the individuals among which the person
12 potentially of interest. It will become of interest at
13 the end, of course.

14 By practice, Fingerprint Examiners will conceive
15 this whole population as the world population, will take
16 the world population as a starting point. Now comes the
17 scientific evidence here in the form of fingerprint
18 evidence and this graph has its limits. I will focus
19 only in cases where there is supporting information in
20 favour of the identification. This graph is not
21 adequate to reflect on the exclusion side of the
22 balance.

23 The weight of evidence is shown here as this arrow
24 of distinct length. The lengthier it is the stronger
25 the evidence can be viewed in favour of the identity of

1 sources.

2 The little blue dot, blue segment here **(indicated)**
3 reflects what I have called previously the leap of
4 faith. The weight of evidence is huge in order to
5 reduce from the world population up to the single
6 individual in the bottom. So you need a large amount of
7 weight of evidence to come to that position where the
8 examiner may step towards the identification decision.

9 This outline here is the usual framework in which
10 the Fingerprint Examiners will operate. So the expected
11 weight of evidence to be produced in every fingerprint
12 comparison cases, if we are talking towards identity, is
13 of that magnitude, if I may use the length as an analogy
14 to the weight of the evidence.

15 Of course there is two elements in this. One is the
16 population and the second is the weight. Had the
17 circumstances been different, for example, that we
18 don't -- and when I say "we", I would think about the
19 court, won't use the world population as a starting
20 point but would use potentially the population of a
21 city, the weight of the evidence which would be
22 necessary to come to the same situation as before is
23 reduced, but you come to the same conclusion.

24 So the argument I would like to make here is that we
25 need to distinguish two things in interpreting forensic

1 evidence. There is weight and there is the putting the
2 weight into the perspective of the case. The
3 perspective is given by this reduction. Where do we
4 start? If you start with the world population you need
5 that weight to come to that point (**indicated**). If the
6 court had started with another more limited population
7 then you need a different weight to come to the same
8 ultimate decision in the end. So we cannot ask for the
9 weight of the evidence to deal with the two elements.
10 That is the argument which was made by the Court of
11 Appeal in **Doheny and Adams**. As I read it, the court
12 ruling was to invite the scientist to concentrate on the
13 weight of the evidence only and express the weight of
14 the evidence without putting in perspective to any sized
15 population, unless he is invited to do so by the judge.

16 When we talk about weight of evidence, we try to
17 remove it and treat it independently from the issue as
18 to what is the contribution in the context of a case,
19 putting this into a context of a case needs the
20 fact-finder to establish the, what technically speaking
21 we call the prior odds to establish the starting point
22 as a function of the other element presented in the
23 case.

24 So the identification process can be seen as a
25 reduction process. It's a reduction process obtained by

1 a factor. The factor has the only effect to reduce the
2 number of potential sources down to a limited set. It
3 is probabilistic and there comes a point where we will
4 claim -- and that's the jump -- that at the end of this
5 reduction process only remain in the group one
6 individual and that will be the individualisation.

7 I will talk about probabilistic models. There is
8 more in my report. I will focus mainly on minutiae and
9 I would like to discuss about the potential contribution
10 of these models into the global discussion about
11 fingerprint evidence.

12 These models and the ones I am going to concentrate
13 on invite the consideration of two specific questions.
14 The first is an assessment of the probability of
15 observing the degree of similarity and/or dissimilarity
16 between the two impressions should they come from the
17 same source and this is the first question that the
18 model invites you to assess, statistically speaking.

19 Again, we can view this as a balance. To balance
20 this, we need to consider the alternative probability
21 which is the probability of observing this degree of
22 similarity and/or dissimilarity if the two impressions
23 are originating from different sources.

24 Once both of these probabilities have been formed,
25 then we have an element that describes the weight of

1 evidence and technically speaking we refer to this
2 ratio, because we have a ratio between two
3 probabilities, we refer to this ratio in our forensic
4 jargon as the likelihood ratio. If, by hypothesis, the
5 results of the examination are as likely if it is coming
6 from that source that it is coming from a different
7 source, in other words, that the probability associated
8 to question 1 is the same as the probability associated
9 to question 2, it simply means that the balance is even
10 and the forensic element does not help to progress the
11 case in one direction or the other.

12 Conversely, if the findings explain themselves much
13 better under the proposition of a same source, than
14 under the proposition that a different person produced
15 the mark, in other words, that the first probability is
16 high and the second is small, then in ratio the finding
17 will provide support for the proposition that the mark
18 has been produced by that person. We can make the same
19 exercise reversely to support the exclusion.

20 So the likelihood ratio, its magnitude translate the
21 reduction factor which I have shown before with length
22 of the arrow. The likelihood ratio does not allow to
23 say either by absolute terms or by degree whether the
24 mark was left by that person. It just allows to say
25 that regardless of the starting position it will make

1 you move into this triangle by a degree expressed by the
2 weight of evidence.

3 The models which I am going to discuss all aim at
4 assigning a likelihood ratio to features found in
5 correspondence between a mark and a print. To answer
6 the first question, the model will have to encapsulate
7 knowledge about distortion because if we want to ask
8 ourselves what is the chance of observing these features
9 if truly that person left the mark, we need to account
10 for the possibility that the mark that has been
11 deposited may be distorted, smudged, moved. So behind
12 the scene, the model will account for distortion and it
13 has been informed with data distorted finger-marks that
14 have been acquired under different distortion
15 conditions. That is what these images (**indicated**) are
16 showing. All these images are coming from the same
17 finger but, depending on how the surface was touched, we
18 expect to observe distortion in the relative or in the
19 positioning, global positioning of the ridges, their
20 shape and the positioning of the minutiae.

21 The model has learned how fingerprints distort due
22 to the application of a finger on a surface. It is what
23 we call the within source variability, the model is
24 informed for the first question about the variability we
25 expect should that person truly have left the mark. So

1 by multiple repetition by simulation of distorted
2 impression from that finger we can assess the chance of
3 truly observing what we have under our eyes, given that
4 it is the finger of interest which is at the source,
5 which is the first half of the likelihood ratio.

6 The second question is when we postulate that a
7 person of which we have kept the print for comparison is
8 not the source of the mark. So in that case we ask
9 ourselves what is the chance of finding someone else who
10 by mere coincidence will display features which will not
11 be distinguished from the features observed in
12 correspondence between the mark and the print.

13 To answer the second question, we need a database of
14 prints taken from different people and all these loops
15 are from different people. I have used eight here but
16 obviously the model is informed by more than eight loops
17 behind the scene. It's from the statistical analysis of
18 a distribution of minutiae on fingers coming from
19 different sources then we can obtain a response,
20 statistically speaking, to the second question. So what
21 we do here is we invoke the concept of between sources
22 variability of marks and print.

23 The main actors in the development of models who
24 allow to compute likelihood ratios are to my knowledge
25 three. The UK Forensic Science Service has developed a

1 model which I had the chance to be associated with in
2 its early stages and the model is, in my opinion, by far
3 the most extensively validated and is very close to
4 casework deployment. The paper has been proposed to be
5 read at the UK Royal Statistical Society.

6 The laboratory in the Netherlands, the National
7 Forensic Laboratory (its acronym is NFI) has a research
8 group who explore the very same issue. They are trying
9 to assess likelihood ratio associated with partial
10 fingerprint and our group has done extensive research in
11 the past and still today on the very same subject.

12 All these three groups are aiming at the same
13 objective: bringing a mechanism whereby we can assign a
14 robust likelihood ratio to a comparison between two sets
15 of features.

16 The reason why I didn't feel it was fundamental to
17 go into the technical details about the estimation of
18 these numbers is because the input, the prerequisite for
19 obtaining a meaningful statistical value out of any of
20 these models, the prerequisite is that we should have
21 some sort of a consensus on the features which will feed
22 somehow the system.

23 These system are not automatically extracting
24 information from the mark or the print but they are
25 processing information which have been put forward as a

1 question to the system by a Fingerprint Examiner. So
2 the prerequisite to obtain any meaningful number out of
3 a likelihood ratio calculator is that there is in
4 consensus and agreement as to the features which are
5 deemed to be relevant in the comparison at hand.

6 To illustrate this I will use this case which I have
7 used also in my report. It is a mark which has been
8 detected on the blade of a knife with a chemical
9 technique called amido black and on the right you have
10 the potential corresponding print. This is an
11 enlargement of a -- sorry, I've moved straight to the
12 comparison stage and evaluation stage. An examiner has
13 indicated that he is able to annotate robustly all these
14 features corresponding on the mark and on the print.
15 The yellow ones are features that have been seen by the
16 examiner only in the comparison stage. They were not
17 features which he or she indicated during analysis. The
18 reds are the ones which were annotated during analysis.

19 When you compute the likelihood ratio associated
20 with this comparison, putting in correspondence these
21 ten features with these ten features on the print, the
22 computer will give you back a likelihood ratio in the
23 order of 300,000. This is very powerful evidence to
24 support the view that the mark has been left by the same
25 person as the person who produced the print.

1 Had a second examiner on the same case annotated
2 five minutiae in correspondence instead of ten, of
3 course the system computing the likelihood ratio on
4 these five minutiae will get a likelihood ratio which
5 will be much lower than the likelihood ratio you obtain
6 for ten minutiae and here the likelihood ratio is
7 estimated to be 5. That provides some evidence but to a
8 degree, the size of the arrow of course is completely
9 different between the previous case and this case, the
10 same case but two examiners. Hence the argument which I
11 suggest to the Inquiry is that the use of statistical
12 modelling does not replace whatsoever the skill judgment
13 of an examiner during analysis to agree on the sets of
14 features which then may be used to obtain a statistical
15 figure reflecting the strength of the evidence in the
16 given association, if association is obtained.

17 The system is not here to replace examiners. The
18 system may only offer help to guide their decision or to
19 guide their informed judgment. It brings a layer of
20 systematic study to their decision-making process. They
21 can have some back-up data to suggest how rare or
22 frequent a configuration of minutiae may be.

23 I would suggest that there is -- the use of
24 statistical models should not be seen as the holy grail
25 replacement of expert judgment in comparing

1 fingerprints. It provides a layer of objectivity and
2 transparency but that has to work hand-in-hand within an
3 examination process which remains unchanged and is still
4 articulated along the steps of ACE-V, as we discussed.

5 So we are not talking about replacement. We may
6 talk about calibration of informed judgments in the same
7 way I have used some data previously to express why I
8 felt that a bridge may contribute significantly into the
9 comparison process.

10 Another benefit which I have always suggested for
11 the use of these models is to tackle marks which fall
12 within the inconclusive area and be able to guide
13 judiciary as to the contribution of limited sets of
14 features but still in agreement to how these features
15 may help to support the proposition of common sources or
16 otherwise.

17 I just have two chapters before closing. One is on
18 Level 3 features and then I have some perspective to
19 offer.

20 The Level 3 features are referring to the intrinsic
21 small in terms of size details that either marks or
22 prints may display when left on surfaces.

23 To prepare the report which I submitted to the
24 Inquiry, I have benefited a lot from the work of one of
25 my PhD students. His name is Alexande Anthonioz. He is

1 currently doing his PhD project on the statistical
2 assessment of Level 3 features. Whereas we have done a
3 lot of work in the community devoted to Level 2, there
4 is a paucity of data when it comes to Level 3.

5 One of the publications I referred to in my report
6 is a publication where we were interested to know if we
7 ask examiners, what do you mean by Level 3 features? In
8 a survey we conducted a few years ago, it became obvious
9 that there is not a single definition about Level 3 and
10 examiners may sometimes put things which we would
11 classify as Level 2 as Level 3 and vice-versa. Also
12 what we noticed is that the perceived contribution of
13 Level 3 features, in other words, where an examiner were
14 asked about the expected strength of a given set of
15 Level 3 features should a comparison give a
16 correspondence, we noticed that the responses in terms
17 of their judgment as to the strength varies a lot from
18 one examiner to the other.

19 The table you have on this slide shows you the four
20 areas where there is commonality of agreement as to they
21 represent Level 3 features. The ridge edges on the
22 first column, they are the specific forms and shapes
23 taken by the ridges as you follow them.

24 The pores, pores are the opening of the sweat canal
25 where a secretion is secreted -- sorry for repetition --

1 as eccrine glands produce the fluids.

2 The shape, as we have seen this morning, shape and
3 positioning is of interest. Then there is the shape of
4 minutiae. By shape of minutiae we mean the form a ridge
5 ending may take may be pointy, it may be bulky or also
6 the shapes that the adjacent ridges will form coming
7 close to the ridge ending here, we may have shapes in
8 forms of bottle necks or a ridge may approach -- the
9 right ridge may approach the ridge ending closely and
10 form a specific shape. This is the shape of minutiae.
11 The angles of bifurcation falls also into that category.
12 The last one is the width of ridges and furrows.

13 To assess the strength of these features in the
14 identification process one good starting point is to
15 explore how these features are reproduced from one
16 impression to the other. The reproducibility is one of
17 the key components in the robustness of the features and
18 when we conducted experiments as to the reproducibility
19 of these features from mark to mark, we noted that the
20 only features which have a good level of
21 reproducibility -- by this term I mean that you can
22 expect to find these features in correspondence should a
23 corresponding print be made available -- the only
24 features which are well reproduced from mark to mark are
25 the relative pore positions and the specific shape of

1 minutiae. The form of the ridge edges, the specific
2 forms of the pores are not well reproduced from one
3 impression to the other.

4 It may happen in the process of production from mark
5 from one person over and over again that mark 1 will
6 find the same shape of the pore than mark 120, but
7 although these events exist they are rare. Most of the
8 time you won't see reproducibility. So the lack of
9 reproducibility gave a good indication that these
10 features are not reliable in the identification process
11 for the decision-making. Their contribution, their
12 weight in my balance, exists but they are quite limited
13 in terms of weight.

14 It means also the converse. Observing differences
15 on these features because of a lack of reproducibility
16 the weight on the exclusion side will be limited as
17 well. In fact, we could use a sort of guiding principle
18 that if there is a feature which we will not consider
19 for exclusion purposes it would be safe not to consider
20 it for inclusion purposes.

21 One question which was put forward to us by the
22 Inquiry was can we identify on Level 3 alone? We have
23 taken the position, which is in the same line as the
24 position of SWGFAST, we would not recommend to rely
25 solely on third level details to individualise.

1 First, the exercise is a little bit of a theoretical
2 exercise because most marks which will display Level 3
3 features, they will also display level 1 and Level 2
4 features and certainly Level 2 features. So it's quite
5 difficult to envisage a situation where the only
6 reliable information on the mark is composed of Level 3
7 features as I defined it. Quite often it walks hand in
8 hand with level 1 and Level 2.

9 The paucity of research as to the selectivity and
10 discriminative power of these features, the fact that
11 the only research available supports or provides
12 evidence that reproducibility is not well in place for
13 many of these features, both together lead us to
14 consider that although they may contribute with some
15 weight in the decision-making process, we would not
16 regard this as good practice to rely solely on Third
17 Level Detail to individualise.

18 I will end my presentation with some perspectives.
19 I've taken the liberty in discussion during the meeting
20 last week just to highlight two or three elements which
21 was a striking feature for me being involved in this
22 Inquiry through the role you kindly allowed.

23 When I was faced with the task of trying to
24 understand or identify areas of agreement and areas of
25 disagreement, we aren't taking any position as to the

1 merit of the positions expressed. The absence of
2 contemporaneous documentation and especially of the
3 analysis made the task meaningless or impossible. So if
4 there is a first perspective I would offer is that in
5 case of disputed conclusions there is no way we can
6 unfold the chain of evidence without having proper
7 documentation of the analysis phase, otherwise
8 everything is based on post hoc justification of
9 conclusions that have been already taken and people have
10 already signed up to them and there is no way to unfold
11 the evidence to understand before making any evaluation,
12 before making any comparison, what was the positioning
13 as far as to the reliable features identified during
14 analysis and how things developed from there.

15 It seems to me that the report following the
16 Mayfield bombing, the mark which was mis-attributed to
17 Brandon Mayfield -- sorry, it was the Madrid bombing, I
18 apologise. The report was made possible because of the
19 evidence available to the Inquiry team as to what was
20 seen and searched through the AFIS before Brandon
21 Mayfield was suggested as a potential source and when
22 people went back to this information it was possible to
23 understand and identify what was misread, if I may say
24 so, during the analysis stage of that mark. In the case
25 the Inquiry is focused on, we don't have this

1 information available.

2 That leads me to the next slide which I believe the
3 two perspectives I am offering can be made regardless of
4 the decision of this Inquiry in relation to the disputed
5 marks.

6 There is a need to maintain and having adherence to
7 standard operating procedures. These procedures should
8 ensure a proper and separate undertaking and
9 documentation of the ACE-V process and it should also
10 include mechanism to handle conflicting results and
11 errors.

12 I have been asked in the past to be a technical
13 auditor for accreditation bodies under ISO17025 and I
14 visited laboratories in Sweden and in Finland for their
15 procedures in relation to fingerprint identification.
16 These standards can be written in different ways but if
17 the procedures are very clear about the separation
18 between analysis and comparison, the level of
19 documentation which are expected in both phases and how,
20 if any conflicting opinion arise during that process,
21 either in verification stages or through other QA
22 mechanisms the laboratory has in place, if there is a
23 clear understanding of a process that have to be
24 followed by the laboratory to handle these events, then
25 I think we will make a lot of progress.

1 The last one is I reinforce something I have said
2 multiple times. The marks of very high quality do not
3 require the same level of in-depth analysis -- and by
4 in-depth analysis I certainly mean the documentation
5 associated with it -- the same extensive and potentially
6 blind verification that a complex mark would require.

7 So there is a need to design a process whereby we
8 can distinguish the way simple marks are handled as
9 opposed to complex cases.

10 Every mark has to be classified somehow. So if we
11 view this as some sort of a triage at the end of an
12 assessment before a formal analysis comes into play, the
13 view that has been taken by some Swiss identification
14 bureaux is to use the 12-point rule as a benchmark to
15 make this distinction between complex cases and simple
16 cases.

17 The above 12 clear identifiable features in analysis
18 phase the mark will be declared to be simple and simple
19 doesn't mean simplistic. If below 12 or with signs of
20 disturbance and difficulties or what practitioners term
21 often red flags in analysis stage the mark will be
22 considered as complex and will go through a different
23 route.

24 The level of training of the examiners who will be
25 allowed to verify a complex case is different in

1 Switzerland compared to the level of training an
2 examiner is required in order to be allowed to verify a
3 complex case.

4 The 12-point rule has been kept not as a decision
5 threshold after the evaluation but it has been kept as a
6 quality assurance mechanism with potential it's drawback
7 as well but offering a way to cope with the number of
8 marks submitted to a service and allow distinct pathways
9 handling easy cases in an economical manner without
10 running the risk of a misattribution and running cases
11 which are complex in a way which ensure that people
12 appropriately trained to verify these cases are
13 involved.

14 Sir, that concludes my presentation.

15 THE CHAIRMAN: Thank you very much indeed.

16 Mr Moynihan if you would like to continue.

17 **Examination by MR MOYNIHAN (continued)**

18 Q. I'm very grateful to you, Professor.

19 Needless to say, because the slides you prepared
20 reflect the conversation we had at the end of last week,
21 I don't have too many questions because you have
22 incorporated much of the conversation in the
23 presentation. There are, however, some points I would
24 like to discuss with you. I can maybe begin by using
25 the ACE-V methodology just as a starting point.

1 First of all, I noted in an article you wrote in
2 particular with Mr Chamberlain -- but it may not have
3 been precisely that one -- that you do observe ACE-V as
4 an acronym is a fairly recent addition but as far as you
5 are concerned the ACE-V methodology is itself not new
6 and what you have written is that it would be wrong to
7 think of a pre-ACE-V fingerprint world and a post ACE-V
8 fingerprint world. Is that fair?

9 A. Yes. ACE-V is an acronym that has been suggested would
10 translate good practice and good practice has been
11 around before ACE-V. A good practice would say
12 concentrate on the unknown, study the unknown first and
13 then move to the comparison from general to particular,
14 assess your findings only when you have finished with
15 all of the comparison exercise and ask a second opinion,
16 if needs be. That, in essence, are the steps of ACE-V
17 under this acronym, which are, to me, just reflect good
18 forensic practice that had been around before the
19 acronym itself.

20 Q. Also what I have observed that you have written is that
21 though ACE-V is, as you describe it, a protocol for
22 working, this acronym does not in fact tell us of the
23 standards that individual practitioners actually apply
24 in arriving at a decision of identity. Again, is that
25 fair?

1 A. That's fair, yes.

2 Q. In that case, what I want to do it just step back from
3 the protocol and look at the practices which result in a
4 conclusion.

5 First of all, you have told us about events and
6 event seems to be the generic term which is used by
7 fingerprint practitioners. Looking to paragraph 59,
8 ultimately, of your own paper for the Inquiry, which is
9 ED0003, paragraph 59, page 18, you had been looking at
10 statistical data and you said:

11 "These data are important to Fingerprint Examiners
12 when they want to weigh different types of minutiae.
13 Results from these surveys help to calibrate expert's
14 judgment on the relative frequency of a given minutiae.
15 The above data show also that a simple additive rule
16 with equal weight for each minutiae -- up to 12 points
17 for example as a numerical standard -- is an inadequate
18 model from a statistical perspective."

19 I want to look at that in a more simplistic way. An
20 event, as I understand it, a fingerprint practitioner
21 could ultimately decide an event could simply be a
22 coincidental feature on the underlying substrate and,
23 therefore, in fact be irrelevant to identity of the
24 mark. That's possible?

25 A. I just may need to clarify what we mean by event. In

1 the presentation I did I have restricted the concept of
2 event to stops of ridges or stops in a bifurcation which
3 end into one ridge. Then we may have uncertainty as to
4 the nature of the event being it a ridge ending or a
5 bifurcation but when I say I can see an event, in the
6 presentation of this morning I would qualify it as being
7 an interruption or stop for a bifurcation or the ridge
8 and not other features from the substrate which might be
9 confused with an event.

10 Q. I am grateful because, as you say, the invitation to
11 clarify the terminology is exactly what I am coming to.

12 By an event I am meaning something broader than what
13 you were discussing yourself in the presentation. By an
14 event, what I mean is that there is an appearance in the
15 image from the mark, so simply the broadest collective
16 term, there is an appearance. A fingerprint
17 practitioner will have to, first of all, take a judgment
18 whether that appearance is extrinsic to the mark, part
19 of the background substrate or intrinsic. That's the
20 first?

21 A. Yes, and that would be, in the little scale I showed, it
22 would be the passage from in all likelihood there is an
23 event or you think it might be something but it might be
24 something else, meaning it has nothing to do with the
25 mark of interest.

1 Q. I am grateful because I wasn't actually myself going to
2 discuss that but what I wanted to do was to concentrate
3 on the intrinsic features and that would then bring me
4 to the same definition of event that you have been
5 using.

6 An intrinsic feature of the mark which is ambiguous,
7 it could be either a ridge ending or a bifurcation and
8 that is what you have been discussing just now today?

9 A. Yes.

10 Q. We have heard some evidence to suggest that in some
11 situations a practitioner might say what matters is that
12 there is some event, either a ridge ending or a
13 bifurcation, what matters is there is some event
14 coincident between the mark and the print but the
15 precise nature of that event is of secondary importance.

16 Taking what you said in paragraph 59, would that
17 form of reasoning be unduly simplistic because the
18 precise nature of the event as either a ridge ending or
19 a bifurcation, the distinction could be statistically
20 very important, namely that a particular feature, a
21 ridge ending or a bifurcation, might be either rare or
22 common?

23 A. It may depend on -- when examiner will say it's not
24 important it depends important for what? If it is
25 something they will consider to be important to qualify

1 this as a significant difference or important to exclude
2 when the mark is of low quality of course the ability to
3 distinguish between a ridge ending and bifurcation is so
4 weak than a difference between a mark where you move
5 towards a ridge ending and a print towards bifurcation,
6 that difference might not be important in a sense. That
7 difference alone will not dictate a conclusion of
8 exclusion. So in a sense if that is what was meant by
9 important I would tend to agree.

10 If by important we mean once we have identified
11 corresponding features of clarity, so in terms of the
12 reliability of the observation are in place and on one
13 side we have, in a case we have a set of bifurcation and
14 in another case we have a set of ridge ending, the
15 strength of the information is different if we are
16 talking about ridge ending or if we are talking about
17 bifurcation. So if by importance we mean the importance
18 in contribution in my scale side of the balance towards
19 identification, if the mark allows an assessment, an
20 analysis, as to the nature of features that will have an
21 impact on the weight that will be assigned if
22 correspondence is found during the comparison stage.

23 That is done in analysis. Did I say analysis first?

24 Q. So if I understand it correctly, what you are indicating
25 is a correct characterisation of the event as a

1 bifurcation on the one hand or a ridge ending on the
2 other could have a material bearing on the true weight
3 to be applied to that event?

4 A. Yes.

5 Q. The second aspect of this that interests me, I think it
6 is covered by your answer but in a slightly different
7 angle, if an examiner is not sufficiently careful in
8 defining his event, he could in fact eliminate a
9 difference simply because he is not properly attuned to
10 the fact that truly it's a bifurcation in the mark, for
11 example, and a ridge ending in the print.

12 A. Yes, I think that's correct.

13 Q. I want, in following that through, to discuss with you
14 then this question of tolerances. If I understand it
15 correctly, and this is the paradox for me in listening
16 to what you have said, where the clarity of the mark is
17 clear the tolerances that the examiner will set will be
18 narrow and, therefore, before declaring an identity he
19 will look for a very, very close correspondence between
20 mark and print. Is that correct?

21 A. That's correct.

22 Q. The paradox for me is that where the clarity is poor,
23 the examiner at the analysis stage may set a wide
24 tolerance, yes?

25 A. Yes.

1 Q. So that when he comes then to a comparison, he is again
2 applying wide tolerances to mark and print?

3 A. Yes, absolutely.

4 Q. That must run the risk that the chance of an
5 advantageous match between mark and print is increased
6 precisely because, the phrase you used is the window for
7 a match is wider?

8 A. Yes, that's absolutely true.

9 Q. How then ought a practitioner to guard against that
10 problem in a sense that, if I can put it at its most
11 extreme, the chances of finding a match in a complex
12 mark are greater simply because the margin or window set
13 for a match is wide to compensate for the lack of
14 clarity, how do we restore that to a balance?

15 A. I think that's where the analysis is essential. There
16 is a translation in the documentation during analysis
17 about the size of the windows: which are the features
18 which are robust and which are the features with higher
19 tolerances?

20 Of course if all the features in analysis are
21 essentially of less reliability, so with large
22 tolerances, then you would need more of that information
23 in order to come to the same degree of weight compared
24 to a case where the tolerances will be smaller. So,
25 yes, indeed there is a very -- the only way to guard is

1 to apply a strict distinct analysis from the comparison
2 in order that the features are declared to have large
3 tolerances upfront and not then a reduced tolerances
4 once you have found them in agreement on the print.

5 Q. So it really very much depends on training practitioners
6 to be alert to the fact at the analysis stage they have
7 set themselves fairly broad tolerances they must be
8 conscious of when they come to the evaluation and they
9 weigh up the coincident features?

10 A. Yes, and to me the verification stage should take
11 advantage of the documentation prepared during the
12 examination of these two individual or three, if
13 necessary, and the verification of complex marks should,
14 in my view, not only be concerned with the agreement on
15 the conclusion, but also having a technical review on
16 the features used by these examiners both in analysis as
17 in comparison.

18 So it may highlight that in fact there are so many
19 differences between the three people involved on the
20 level of tolerances and reliability of the features that
21 will trigger a discussion as to the robustness of the
22 conclusion.

23 Q. So, in fact, if you find across a range of
24 practitioners, where wide margins are being allowed,
25 inconsistencies in relation to the detail then you might

1 begin to wonder about the robustness of the overall
2 conclusion?

3 A. To me that should trigger some quality assurance
4 mechanisms to see what is going on if these examiners
5 have been presented with the same information and there
6 is complete disagreement on the features that have been
7 used and their weighing in the mechanisms to come to
8 their conclusion. Here of course we are talking about a
9 complex mark and if I may just add it's different if we
10 have a mark which is of such extent that one examiner
11 may use the upper part to come to the conclusion and the
12 other examiner may use the bottom part to come to the
13 conclusion, then just for sake of efficiency of course
14 they haven't used the same sections to come to their
15 conclusion but that's because of the richness of the
16 mark as a starting point but the case I think we were
17 referring to is a case where the mark is of such limited
18 quality that it has to be assessed completely.

19 Q. The final significance that has occurred to me listening
20 to you talking about tolerances is reinforcing the need
21 for blind verification. If one is looking at a complex
22 mark with examiners setting wide tolerances, wide
23 windows, there therefore must be a correspondingly
24 greater risk that they would be influenced in their
25 judgment by knowing the conclusion formed by others.

1 Is that fair comment?

2 A. Yes, I think so.

3 Q. If I then move on to a slightly different angle in
4 relation to tolerances, I understand from what you said
5 so far in that the tolerances are themselves at present
6 a subjective judgment by practitioners?

7 A. Yes.

8 Q. You are yourself aware of the American Academy of
9 Science's report earlier on this year and of what it
10 recommended, it said very little specific in relation to
11 fingerprints but I did observe that it recommends that
12 research be done in relation to the potential distortion
13 of movement and the likes.

14 Is that with a view to it setting parameters for
15 tolerances?

16 A. The parameters for tolerances indeed derive from
17 knowledge about how a mark will appear when left by a
18 person and it is the knowledge about the various
19 instances a given mark from a same source may appear,
20 that allows you to set the tolerances. So the National
21 Academy of Science report may have advised to have more
22 research on distortion and tolerances.

23 Q. Do you think that that is a subject that requires more
24 study?

25 A. I would say that all subject in relation to the

1 interpretation of fingerprints would require some study.
2 If you look at the number of structured research in this
3 area, there is quite a paucity of research so distortion
4 is certainly a subject that would need further research.

5 Q. Perhaps to try to understand how we've arrived at a
6 situation where, as you say, there's a relative paucity
7 of research, if I understand it correctly, the
8 literature might suggest that because such a high
9 standard was set historically, the 16-point standard, in
10 the United Kingdom, it was understood that if you found
11 16 points in sequence and agreement there was a very
12 high probability of a match and, therefore, the use of
13 such an extraordinarily high standard had, in fact,
14 removed the need for detailed research, that there was,
15 in a sense, a rule of thumb that was found to be
16 reliable, removing or reducing the need for research.
17 Is that fair?

18 A. I'm not sure it is the 16-point standard that led to the
19 paucity of research. As soon as you develop this
20 scientific endeavour allowing only conclusion of
21 certainty, either using a point standard or otherwise,
22 then the consequence of this is that research dealing
23 with uncertainty is not at the fore of the priorities
24 because in a world which is dominated by clear-cut
25 answers talking about reliability or visibility of

1 features and features which are more reliable than
2 others it means, like I did this morning, it means that
3 there is grey levels in what we see and assess.
4 Tolerances is also a concept which is probabilistic in
5 nature and then the end result of how we make the
6 decision of individualisation is also probabilistic.

7 So as soon as we decide that it will be a profession
8 ruled by certainty then the impact is that the research
9 arm is cut immediately because it has to be
10 probabilistic. To me that's the reason why we have so
11 few statistical research in this area. I'm not sure it
12 is directly related to the 16-point standard.

13 Q. If I move then from the question of tolerances to
14 evaluation under a non-numeric system, I looked with
15 Mr Chamberlain, with whom you wrote a chapter for
16 Professor Fraser's book, at something where you and
17 Mr Chamberlain attempted to define the manner in which
18 the individual practitioner would declare a match, the
19 threshold they would set when they were looking for
20 sufficiency of minutiae in agreement, so the question is
21 we always ask how do you determine sufficiency? What
22 was written at page 69 of that article was this:

23 "In a nutshell, the individualisation will be
24 reached when the examiner observes a level of agreement
25 across the three levels of legible features that exceeds

1 the highest level of correspondence he observed through
2 his/her training and experience in comparisons involving
3 non-matching entities."

4 Read literally, what I myself was thinking from that
5 is that that would mean that any one particular
6 practitioner, if in the witness box, I would say, "What
7 is your personal standard", and he or she would be able
8 to give me one because they would be able to say, "The
9 highest number of points I have observed in sequence and
10 agreement in non-matching entities is X", whatever X may
11 be, "and therefore I personally look for X plus one
12 before I would declare an identity".

13 In fact, there has been a consistency in approach of
14 all the practitioners asked this question, on whichever
15 side of the debate they are in relation to our
16 fingerprints, and they all say they have no personal
17 threshold. It seems that the judgment is one that is
18 dictated by the particular print in front of them.

19 Can you explain why it is that they have no
20 consistent personal threshold applied to all matches?

21 A. A key component of the paragraph you mentioned is that I
22 think we said something across all levels of features.

23 The information is not restricted to and only to
24 minutiae. So when we say across all levels of features
25 it encapsulates the concept that depending on the

1 quality you may require less Level 2 features to come to
2 the same level of confidence or sufficiency that if you
3 don't have the quality in terms of clarity of image you
4 would need more. So because of this qualitative and
5 quantitative assessment it's very difficult to define
6 the fixed(?) number required.

7 That being said, the argument which we suggested in
8 that paper is an argument I believe was suggested to me
9 both by David Ashbaugh in discussions we had together
10 and it is also through the same line of reasoning that
11 firearm examiners will testify to the level of agreement
12 in terms of striation between a questioned bullet and a
13 reference bullet.

14 There is an accountability when the examiners say
15 this is the highest or I never have seen such level of
16 agreement between two, a mark and a print coming from a
17 different source. By accountability I would expect that
18 examiner to keep a record of the best non-known
19 non-matches he has experienced in his career and being
20 in a position to say, "Here is the case I am talking
21 about today where I had that amount of feature which I
22 can present and show and this is, in terms of agreement,
23 much higher to the best known matches I have a chance to
24 see in my career", and then he could even -- of course
25 it never happened that way but I just projecting myself

1 in a state where we are not at the moment but we can
2 even think that this collection of close non-matching
3 can be put forward and say these are the best
4 relationship we managed to have.

5 Now, by relationship I would see not only counting
6 points, all the points are important, but across all the
7 spectrum of features which may be used in the
8 identification process. So in the case at hand during
9 analysis the examiner had said, "I cannot see any Level
10 3 features. There is a lot of uncertainty as to the
11 clarity of the ridges and the shapes, et cetera, at the
12 end of the day everything boils down to the minutiae",
13 then I would expect that report for you that will be
14 structured according to this will be cases where, in
15 similar situation, in terms of quality, what would be
16 the maximum observed level of agreement obtained on the
17 known non-matches. That's the essence of the sentence
18 we proposed with Paul Chamberlain to project ourselves
19 in a state where it's not only an opinion, it's an
20 opinion which is based on systematic acquisition of
21 cases of known origin in that case, difference of origin
22 which can be proposed and put forward.

23 Q. Just to be clear about this, in an ideal world one would
24 like to have some objective standard for evidence but,
25 if I understand you correctly, you accept, subject to

1 the statistical cross-check, you accept that
2 identification of fingerprints is, in fact, an
3 inherently subjective exercise?

4 A. If by subjective exercise we mean that it is -- it
5 implies skilled knowledge and informed judgment by
6 examiners which have been trained to do this work I
7 think, yes, it is subjective exercise.

8 If by subjective exercise we mean arbitrary exercise
9 I think, no, it's not it's not arbitrary even though it
10 is, there is an element of subjective judgment while
11 looking at a mark there also I would expect some
12 transparency by the expert to be able to explain why a
13 feature is more robust and why other features are less
14 robust. So it's not subjective in the sense of being
15 completely arbitrary. It is within a framework of
16 training, competency and protocol that this subjective
17 activity is undertaken.

18 Q. Two follow-on points really from that. First of all,
19 given the subjective element to it, is that in fact
20 where the necessity comes in relation to verification,
21 namely it's the fact of the consistent conclusion from a
22 number of different practitioners that the reliability
23 of the conclusion emerges and is reinforced?

24 A. Yes, I think the consensus is the key to the process.

25 Q. Just while I go on in this same theme, so far as all

1 your work is concerned, are you yourself satisfied that
2 on the whole the conventional fingerprint evidence does
3 indeed produce reliable results?

4 A. Again, this is my personal belief. Although we don't
5 know what is the black number associated with this area
6 of expertise, it is my strong belief that the comparison
7 between the mark and the print can provide, provided the
8 quality is present, extremely powerful evidence to guide
9 towards identity of sources. So I think the black
10 number, which we don't know, I believe that number is
11 very small.

12 Q. Indeed, would it follow that your own belief would be
13 that if procedures are properly followed the rate of
14 error ought to be quite small?

15 A. Yes. I mean, the rate of error is extremely small.
16 Absolutely.

17 Q. Accordingly, while one can see in your writings that you
18 say that fingerprint practitioners should not claim
19 100 per cent certainty, you are not as a result
20 inferring at all that the conclusions that they arrive
21 at are unreliable?

22 A. I hope that I managed to show the little subtlety
23 between claiming 100 certainty and claiming extremely
24 strong evidence. There is a subtle difference. If by
25 claiming individualisation the expert is providing

1 extremely strong evidence towards identity of sources as
2 opposed to different sources, then I would agree. I
3 have no disagreement with that judgment.

4 Q. So in fact what it really comes to is what you are
5 advocating is that the expert should more accurately
6 represent the statistical significance of their
7 conclusion rather than claiming something that seems to
8 be, in fact, unjustifiable 100 per cent certainty?

9 A. I think it's probably something for the judiciary to
10 consider what are the best ways to present such a
11 difference in court without overstating its power. The
12 difficulty I have with the 100 per cent certainty is
13 that it gives or it may give, contrary to what the Court
14 of Appeal said, a jury the impression that the evidence
15 alone is sufficient to balance the case in one direction
16 regardless of the other evidence at hand. Whereas I
17 would rather see forensic science contribute
18 significantly in the judicial process but not having
19 cases being where the forensic evidence had such a
20 weight that no other evidence available may move the
21 case in the other direction. The 100 per cent certainty
22 gives me this flavour of factual finding which I always
23 find may mislead the jury; whereas a concept of
24 providing extremely strong evidence is very powerful,
25 but allows for contradictory evidence to potentially

1 point in another direction. So that's why I have
2 difficulties with absolutes presented that way in court.

3 But again I would invite, especially because of the
4 long tradition of presenting fingerprint evidence in
5 court that way, I think it should invite discussion with
6 judiciary about the proper ways and mechanisms to
7 present this to a jury.

8 Q. Again, to use a word I have used earlier on, the paradox
9 here is you are not suggesting that fingerprint evidence
10 is prone to error. Rather, what you are suggesting is
11 that its true potential weight should be properly
12 presented to the jury to weigh up against all other
13 sources of evidence in a case.

14 A. Yes, I think that's fair.

15 Q. If I can then use an article, another article that I
16 used earlier on this week, an article written by an
17 American author Mnookin, who seems to be somewhat of a
18 critic of fingerprint evidence, poses the question if
19 100 per cent certainty is unobtainable what actually
20 replaces it? Because, in particular with the IAI
21 forbidding degrees of probability one would rather fear
22 that one would leave a Fingerprint Expert without what
23 Mr Pugh described yesterday as an explanatory model, one
24 in other words leaves him without a toolkit to explain
25 to the jury how persuasive the identification might be.

1 Do you see that as a risk?

2 A. I think -- I don't know exactly what the position of the
3 Standardisation 2 Committee will be on the 1980
4 resolution. But I have taken publicly the position that
5 claiming 100 per cent certainty or individualisation in
6 the face of the earth population was a claim which was
7 difficult to substantiate through a scientific process.
8 Hence, I would rather to see the evidence expressed
9 differently by conveying the strength of support the
10 comparative features provide in favour of a view of a
11 common source.

12 This level of support does not alleviate the
13 contribution of the element. Stepping back from the
14 100 per cent certainty does not leave me in the middle
15 of nowhere because the evidence, provided there is
16 associated elements which are strong, will still guide
17 very strongly in favour of the right source hence being
18 perfectly useful, I believe, in court proceedings
19 exactly in the same way DNA evidence is used nowadays.

20 Of course I can see the argument from
21 Professor Mnookin that if you look at today's status of
22 the IAI 1980 resolution and if all of a sudden courts
23 potentially in the United States tend to refuse
24 testimony as to 100 per cent certainty I can see the
25 argument saying where you lie now with this situation?

1 But as far as the strength of the evidence is concerned
2 I don't think it is changing anything. A strong case
3 will remain a strong case. The difference is I'm
4 expressing it differently than using the term
5 100 per cent certainty.

6 Q. Again, to use a phrase that Mr Pugh used yesterday, if
7 Fingerprint Examiners today don't have a scale by which
8 to measure their conclusion, because, as you say, they
9 have not been accustomed to thinking in terms of
10 probability, how can they demonstrate to a jury the
11 strength of the particular judgment in a particular
12 case?

13 A. I think the difficulties we may envisage here are no
14 different from the difficulties an expert has to justify
15 an individualisation conclusion today. The fact that we
16 are talking about a different manner of expressing the
17 weight of the evidence does not change anything and,
18 indeed, explaining how an individualisation was reached
19 or explaining how I would conclude to extremely strong
20 support in favour of the view that the mark is coming
21 from that person it has to rely on the same mechanisms.
22 So I do not see any major -- although there is training
23 issue but I do not see any major scientific changes
24 while we are talking about the scale, where there is
25 more than one point on the scale or if we are talking

1 about a scale where there is only one point on the
2 scale, if we have to argue about the scale that's the
3 same difficulty anyway.

4 Q. If I follow it through -- sir, I am just noticing the
5 time -- if I follow this through you have pointed to
6 some statistical work on the incidence of minutiae so
7 that will assist to enable Fingerprint Examiners to
8 calibrate their conclusion. That is one approach, yes?

9 A. The numbers associated with each different types of
10 minutiae are good to calibrate their judgment not on the
11 overall case but with bits and pieces in the comparison.

12 The likelihood ratio models are much better to
13 assess the contribution of the whole configuration
14 because they will take account for distortion and they
15 will take account for all of the features at once so
16 they are much better guidance as to the contribution
17 compared to the single values associated with each types
18 of minutiae because we cannot really combine them
19 easily. So it's good to calibrate our judgment, how
20 rare is that type of minutiae compared to the other but
21 to get the overall story they are not ideal and I would
22 rather use statistical models with likelihood ratios.

23 MR MOYNIHAN: Sir, I have actually noticed the time. I'm
24 sorry, I've overstepped it.

25 THE CHAIRMAN: No, what I thought, we obviously want to

1 complete this witness' evidence today, so we will maybe
2 take a break when you reach your conclusion.

3 MR MOYNIHAN: I shouldn't be too much longer, Professor.

4 What I, in fact, wanted to do was ask you one other
5 point in relation to the likelihood ratio and then to
6 look at two points in relation to documentation, so I
7 shouldn't have too long.

8 So far as the likelihood ratio is concerned, I
9 understand what you said earlier was that you primarily
10 see the likelihood ratio as complementing the
11 traditional fingerprint evidence given by fingerprint
12 practitioners and not something that would displace it?

13 A. Yes.

14 Q. That has two dimensions to it. Firstly, the likelihood
15 ratio is itself entirely dependent on the accuracy of
16 observation of the fingerprint practitioner?

17 A. Absolutely.

18 Q. The second point that I wanted to ask you about, there
19 has been some limited discussion of an alternative use
20 of probabilities, which is to deal with very low
21 incidence of minutiae, for example, small portions of
22 fingerprint where traditionally a fingerprint
23 practitioner would not see enough reliable
24 characteristics to express an opinion.

25 Do you see the probability ratios or likelihood

1 ratios having a function there or not?

2 A. Yes, I do. I think the likelihood ratio may help to
3 guide as to the strength of this comparison which now
4 will be declared to be inconclusive.

5 Q. How do you respond then to the proposition that if one
6 is dealing with a very small portion of a print there
7 may be a coincidental high incidence of match of
8 features there where if one went just slightly off
9 screen to the part of the print that is not deposited
10 one would find a significant number of differences?

11 A. I'm sorry that was a little bit too quick for me. Can
12 you repeat the question, please?

13 Q. I will start again. How do you deal with the
14 proposition -- let us take a mark that if one had, say,
15 50 per cent of the mark one would see in the inner part,
16 near the core, a number of points of identity come
17 slightly out from the core to the rest of the 50
18 per cent one would see some killer points of difference.
19 Then by chance what is deposited at the crime scene is a
20 very small portion, namely the part that is nearest the
21 core with the similarities and the suspect,
22 unfortunately for him, has just not left the part with
23 the differences, the likelihood ratio might correspond,
24 it might give potentially on this view a misleading
25 likelihood of a match between the suspect print and the

1 mark; whereas a larger portion would, in fact, show an
2 inconsistency.

3 How do you respond to that potential source of, in
4 fact, misleading evidence?

5 A. Well, the likelihood ratio itself captures that there is
6 a possibility for coincidental match, if I may say so.

7 So the number itself captures that there is a
8 possibility, quite small, potentially, depending on the
9 magnitude of the ratio, that someone else will display
10 the features in the same positions.

11 Now, when you say by chance the defendant in your
12 case had left only a surface which shows the matching
13 features and not the area which shows the discrepancies,
14 this probability in itself is very small. So, yes,
15 indeed, any matching element expressed with a strength
16 of evidence expressed probabilistically implies almost by
17 definition that we may face the coincident -- a random
18 coincidence but with magnitude over ratio we'll express
19 how often that may occur and if it is a rare occurrence
20 then the likelihood ratio would be much higher than it
21 is in everyday occurrence that you can see this level of
22 coincidence by pure chance. So you'd capture this. In
23 essence, the likelihood ratio just gives you the
24 strength of evidence pointing in one direction without
25 telling it that that is the truth. It guides you by

1 degree in favour of one proposition versus another.

2 Q. If I come then to documentation, I have just a number of

3 points to ask you about documentation. First of all,

4 principally what you are saying is that you favour the

5 need for documentation of reasoning both at the

6 assessment and verification stage for complex marks.

7 You have mentioned in Switzerland that a standard of 12

8 is used and also that consideration is given to rotation

9 and distortion.

10 Would you have in mind suggesting as a

11 recommendation a fixed definition of complexity or is

12 that something that itself requires more careful study?

13 A. At the moment, the concept of what is a complex mark is

14 not sorted in the specialised literature. The Swiss

15 attitude to this has been -- was not driven by a

16 fundamental research project but was driven by the

17 willingness also to move towards a change keeping some

18 old practice in place which was driven by 12 and we felt

19 that was a good transition scheme so that is why 12 had

20 been retained as this selection or triage measure. But

21 certainly there is room for research to define what is a

22 complex mark as opposed to a simple case.

23 Q. I've asked you earlier on today, we have heard some

24 evidence of some statistical work having been done by

25 Pincante and Jane(?) to suggest that the 12 points that

1 one might trace back to Locard might by coincidence in
2 fact on modern statistics be a reliable indicator as to
3 the identity.

4 Do you have a comment on the reliability of the
5 statistics that would point in favour of 12 as being the
6 key number here?

7 A. I do not recall the publication completely. If my
8 memory serves me well, they showed through a statistical
9 model that the chance of finding on another person a set
10 of features when you have 12 minutiae in correspondence,
11 that probability is a very, very small number, something
12 like 10 to the power of 16, 17 or 18 minus, hence the
13 argument that 12 is safe.

14 The view I have on this is that it is not because a
15 model is able to calculate teeny-teeny numbers but these
16 numbers have a realistic meaning and I like the approach
17 what was adopted with DNA evidence in this country where
18 at some point it has been suggested that even though you
19 have a full DNA profile the match probability that will
20 be quoted associated with that will be in the order of 1
21 in a billion. Even though the mathematics of computing
22 the (inaudible) frequencies together by multiplication
23 leads you to 10 to a power of minus 15 or 16, the
24 argument was that if you want to be reliable in these
25 teeny-teeny-teeny numbers, the constraint on the

1 experiments you need to set up in terms of peer-wise
2 comparison is enormous. With DNA, the argument was made
3 that at the current stage of knowledge we cannot
4 substantiate match probabilities below the order of
5 magnitude of 1 in a billion and I quite like the
6 approach and adopting exactly the same approach for
7 fingerprint evidence.

8 So even though by multiplying factors together like
9 the paper you referred to, you can obtain extremely
10 small figures which might lead to the impression that
11 there is no need to discuss any more when we talk about
12 ten to minus 20. These numbers has to be -- we have to
13 ask ourselves how robust they are and I don't think
14 these numbers, when they are so small, are robust so I
15 would be tempted to fall back into a position of order
16 of magnitude.

17 Now, the paper of course demonstrates that the more
18 minutiae, the more information you have, the larger the
19 likelihood ratio will be which, in a sense, is
20 absolutely correct and logical but I don't see the paper
21 as demonstrating that 12 points is safe for
22 individualisation.

23 Q. If I try to understand that in a lay way, are you
24 indicating there is a problem about reliability of
25 mathematical modelling when it comes down to relatively

1 low samples of data?

2 A. Yes.

3 Q. If I then carry on and ask you two other questions in

4 relation to documentation, first of all, I observed in

5 one of your slides -- you may want to bring up again

6 slide 32 from your presentation today -- it just happens

7 to be one of a number -- I don't have too long to go.

8 This is the penultimate question.

9 I observe that what you have done is not just marked

10 the feature by the codes you have indicated by

11 triangles, circles and squares you have also taken the

12 trouble to trace in what you understand to be the

13 underlying ridge flow. Is that tracing of ridge flow

14 something you personally do as a matter of routine?

15 A. When documentation is required due to the quality like

16 this one, I think tracing the ridges and sometimes even

17 the valleys is extremely useful to understand the

18 configuration.

19 A mark left by friction ridge skin is a series of

20 ridges and the ridges can be traced, so to me that's, in

21 fact, in the case like this one I start with ridge

22 tracing and overlaying then the minutiae afterwards. So

23 the minutiae are just positioned as a logical

24 consequence of ending or opening of ridges so, yes, I

25 believe it is critical.

1 Q. Is that what you teach?

2 A. Yes.

3 Q. In a sense, I think you have probably just answered my
4 conclusion question to this.

5 Do you find that it is in fact the tracing of the
6 ridges as much as anything that you attach weight to
7 rather than simply, as we have seen in some of the
8 tracings we have here, where practitioners just put a
9 dot on a precise point in an image?

10 A. Yes, to me the information from the mark is expressed by
11 ridges in sequence and not expressed by points, like
12 dots on the surface.

13 Q. The final question -- and I do promise it is the final
14 question -- is a concept I have used with a number
15 of witnesses called demonstrability, by which I mean
16 plainly it requires skill, training and expertise to be
17 able to observe features in a mark and to interpret them
18 but when once an expert has arrived at a conclusion, has
19 observed features and has interpreted them, should that
20 expert be able to demonstrate the existence of the
21 feature to a lay person such as me rather than the
22 expert being able to say that my eye can see things that
23 no lay person can see?

24 A. As long as we both have eyes with decent aptitude I
25 think that if I guide you to my observation you should

1 the different requirements for documentation depending
2 upon whether something was a simple or a complex mark
3 and I think you recognised that it is not clear how to
4 differentiate the two. You mentioned the 12 points
5 example from I think was it Switzerland.

6 Can I ask you first are there any other examples or
7 guidelines so far as you're aware that are of assistance
8 in any other jurisdiction?

9 A. No, I'm not aware of any other guideline of that nature.

10 Q. Can you tell me -- I don't know if you know -- does
11 Switzerland work on the basis of the non-numeric system
12 or the numeric system?

13 A. No, Switzerland since 2007 has adopted a holistic
14 approach without any numerical standard.

15 Q. I wondered if you had a view as to how a numeric
16 approach to one aspect of the process sat with a
17 non-numeric approach to the holistic process. I don't
18 know if you have a view on that.

19 A. Yes, the pragmatic position taken by the Swiss
20 identification bureaux is to use the 12-point as a
21 quality measure which can be then audited. In other
22 words, during the audit of a bureau you may revisit
23 decisions that have been made according to this 12-point
24 rule to see if truly what has been classified as complex
25 needed to be treated as complex and what has been

1 classified as simple needed to be treated as simple.

2 This number is used as a quality assurance measure
3 as a yardstick in the processes, not in the
4 decision-making when it comes to evaluate the
5 corresponding features.

6 Q. I appreciated that point but one matter that I wondered
7 about was that during the course of the Inquiry there
8 has been some discussion about the problems or issues
9 with the numeric system, whereby there appears to be at
10 least a suggestion that a numeric system may encourage
11 examiners to tease out points and I wondered whether
12 that was something that had been analysed in the Swiss
13 situation?

14 A. The 12-point rule I referred to applies to the analysis
15 stage without any reference to the print. The concept
16 of teasing out points has been always referred to in
17 relation to the addition the print may provide in terms
18 of information when you suddenly can increase the number
19 of minutiae seen on the mark because of the benefit of
20 the print.

21 Here the 12-point rule is used in analysis only
22 without any reference to the known print as a
23 decision-making process and has to be documented
24 accordingly in the case file.

25 Q. I wondered, though, whether it could be applied to the

1 12-point rule on the basis that examiners may be
2 encouraged or perhaps somehow persuaded to find
3 12 points where if, say, they count 11 and if they found
4 one point or event, then it means a more simple and
5 straightforward process will be followed.

6 I wonder whether that was something that there had
7 been any analysis of?

8 A. Not that I'm aware of. I think that's part of the
9 quality system to ensure there are mechanisms to avoid
10 the situation where, in other words, to make your life
11 easier that you push things up to 12. I think the fact
12 that life is complex should not force us to shy away
13 from complexity and the management system of the
14 laboratory should find ways to reconcile this.

15 Q. I wonder then whether that perhaps brings us on to
16 another point I wanted to ask you about, whether there
17 had been any research or analysis of the resource
18 implications of the differing requirements for
19 documentation because, I think, all of that perhaps
20 could be said to link up but it may be a very
21 hard-pressed and overworked examiner may be more
22 concerned to deal with simple marks rather than complex
23 marks because of the workload and I wonder whether there
24 had been any studies or research into the actual
25 resource implications for notes.

1 A. I'm not aware of any research that has been published on
2 that subject.

3 Q. In your own investigations, I think you said that you
4 had been to a number of different bureaux. Was that
5 something you were interested in looking at when you
6 were looking at the processes of different bureaux?

7 A. Excuse me, could you repeat the question?

8 Q. Sure. I think you said particularly -- perhaps if I
9 link this into another matter that I was going to ask
10 you about. You said in relation to blind verification
11 that that wouldn't be appropriate in all circumstances
12 because of the cost implications relating to that and I
13 wondered whether that was based on some kind of
14 empirical evidence or was that really more of a
15 commonsense approach to the issue?

16 A. No, that was based on a commonsense approach.

17 Q. Thank you. I wonder then if you are able -- it may be
18 you are not able -- to elaborate on a more practical
19 basis on what type of documentation it is that you think
20 may be appropriate either in simple or complex cases
21 what level of documentation or recording is it that you
22 have in mind.

23 A. If we take the simple case, the key element to
24 documentation is having a legible image of a marked
25 image of the mark of interest which of course stays in

1 the case file and constitutes the primary documentation
2 of the case. Some laboratories have developed **pro forma**
3 sheets for analysis which invite the examiner to assess
4 the various questions which I raised during my
5 presentations as far as the substrate is concerned,
6 identification of red flags, identification of issues
7 with distortion and that sheet can be quite limited with
8 check boxes to identify if there is issues recognised.
9 If none of the red flags are flagged up I think a good
10 indication about the amount of information available,
11 and again this is the screening process, would be to
12 indicate the minutiae which have been observed on the
13 mark.

14 We may debate, if we have a 50 -- and I'm using 50
15 as an example -- if we have a palm mark with 50 minutiae
16 is there any need on the legible image to indicate point
17 by point the minutiae of interest? I think having
18 written information at the time of examination by the
19 examiner just saying, "I'm assessing this mark as having
20 roughly 50 minutiae worth of pursuing for comparison and
21 hence this is a simple case", if I may put it that way,
22 I would have no problem with that personally.

23 The complex side of the house, the PiAnoS I showed
24 you with the annotation of ridge flow and minutiae with
25 degrees of reliability during this annotation process,

1 of probabilities and how that had been largely
2 criticised, I think, in at least one court case. I
3 wonder if we can just stand back and give me some help
4 with the way that probability sometimes operates.

5 I think in simple terms -- and I do want to keep it
6 very simple -- is the Bayesian theory a theory that tries
7 to introduce some degree of almost subjectivity into the
8 question of probabilities? Is that a fair way of
9 summarising.

10 A. Bayes Theorem is a standard theorem applied to
11 probability theory, probability as being either
12 subjective or objective. So it's not restricted to a
13 Bayesian or a subjective view of probabilities.

14 That being said, the school of thought in terms of
15 the philosophy of statistics called the Bayesian view is
16 indeed related to the concept of subjective
17 probabilities. The probability is expressed as a degree
18 of belief which has been proposed in the literature in
19 the fifties to complement what we know from either
20 modelling or the frequentist approach to statistics
21 which is looking at occurrence of events in the long
22 run. There are some events in life which occur only
23 once also or some events which cannot be put into the
24 context of repeated experiments. Hence, in the fifties
25 the development of a school of thought using a measure

1 of uncertainty called subjective probabilities which
2 measured the degree of belief and it has been associated
3 with the Bayesian Theory of probability theory.

4 When I have used the term Bayes Theorum, when I have
5 used likelihood ratio, it is in relation to the classic
6 definition of Bayes Theorum as in the theory of
7 probability without exposing the subjective probability
8 definition for all probabilities I discussed.

9 Q. Just really by way of example to try and talk through a
10 real example and maybe you can confirm to me or correct
11 me if I get it wrong, if I was to ask a statistician,
12 "What's the probability of me living for the next year?"
13 then the statistician could then look at life tables and
14 say, "Out of the entire population, X per cent of them
15 will die within the next year" and that gives you your
16 probability.

17 Then if I say, "Well, actually I am aged 90" then
18 that increases the probability of me dying over the next
19 year. So you have further information about the
20 position and I think you can work out a formula pitching
21 these two factors against one another and come up with a
22 probability of my death in the next year based on that
23 information.

24 Can I apply this to the facts, as I understand them,
25 of the Shirley McKie case. If you take it from me, when

1 I refer to the "crime", I'm not talking of the crime of
2 murder, I'm talking about the crime of allegedly leaving
3 a fingerprint at a particular place where the individual
4 should not be.

5 In trying to assess the probability, just without
6 looking at the fingerprint, the probability of that
7 fingerprint being left by Shirley McKie, one of the
8 factors that would be relevant is there was no
9 independent evidence of, as it were, another crime. The
10 crime was leaving the fingerprint. Do you follow the
11 distinction?

12 A. I think so.

13 Q. One of the factors is a lack of independent evidence
14 that Shirley McKie was in the **locus**. Do you follow?
15 There's not someone who says, "I saw her there, I saw
16 her near that area." So there's nothing of that kind.
17 Another factor would be there's no or there is in
18 evidence that there was a limited number of people who
19 were actually in the area.

20 Would you agree, just generally speaking, all of
21 these factors when you're just asking the question of
22 probability markedly reduces the probability just of a
23 random fingerprint being left by someone else on another
24 occasion, would you agree that tends to point to a
25 reduction of probability if one looks it as simply a

1 probability exercise?

2 A. If I may just try to put my own analogy to your
3 suggestion, if by the specific circumstances you
4 described you're telling me that instead of starting
5 from the earth population we are starting from a limited
6 set of individual, then yes, that's absolutely right and
7 indeed this is a probabilistic judgment.

8 Q. Because just to say looking at probability in simplistic
9 terms you would have to proceed on an assumption almost
10 that any person in the world could have been in that
11 house at that particular time which clearly is a
12 ridiculous starting point, isn't it, in real terms? It
13 may be statistically correct but in reality it's not?

14 A. Well, it's a matter for the court to assess what is the
15 reasonable size of the initial population given the
16 circumstances at hand; so I cannot say it's ridiculous.
17 It depends on the position of the court.

18 Q. Now can I turn on to the other matter that I wanted to
19 ask you about. It is the question of distortion and
20 movement. I think you touched on this in your
21 presentation earlier, which I may say for myself I found
22 very helpful to identify the method of analysis under
23 ACE-V.

24 I am not sure how closely you have been following
25 the evidence before this Inquiry, but one of the regular

1 themes that has been coming up when apparent differences
2 between an inked mark and an unknown print have been
3 pointed out is the response by those who say it is a
4 match is to say, "Well, this is due to distortion or
5 movement of some kind: full stop". No greater
6 explanation as to whether it was twisting, smudging,
7 double tap, overlay, anything of that kind.

8 Do you have any comment about just saying, well,
9 there is a difference but it must be due to movement or
10 distortion? Can you comment on that in general terms,
11 if you can, as to a realistic explanation for
12 differences between an inked mark and an unknown print?

13 A. Well, when an expert invokes physical movement of a
14 finger to explain a difference, perceived difference,
15 between a mark and a print, I would rather see some
16 empirical evidence that what is suggested is a
17 possibility. The mere fact of invoking an explanation
18 to me is not sufficient to make that explanation right
19 and when I say "right" with a probability of 1: it
20 happened that way.

21 I think as a matter of transparency I would advise
22 that if specific movement is invoked and there is
23 evidence that indeed through in controlled experiments
24 we can reproduce that that indeed is a possible
25 explanation, which might be quite rare but it's

1 something we've managed to demonstrate. Otherwise I
2 have difficulties because we can always invoke
3 explanations.

4 Q. Can I ask you, professor, just on a slightly different
5 point but related if you perhaps haven't worked this
6 out, I'm a lawyer and I'm imagining being in a court
7 situation. A Fingerprint Expert comes in under the
8 non-numeric standard and I have to cross-examine that
9 expert and I say to him, "Why are you sure that this is
10 a match between the two?" He will no doubt explain,
11 "Well, with my experience, I can see sufficient points
12 of similarities, the detail is clear enough and my
13 understanding and experience dictate that these two
14 marks, the latent print and unknown mark, have common
15 authorship".

16 Now I would be right, I think, in saying that the
17 exercise of that analysis is still based upon minutiae,
18 ridge endings, et cetera, et cetera. I am right so far
19 about that, aren't I?

20 A. It may not be solely restricted to minutiae in terms of
21 the features that the examiner has used.

22 Q. So it may depend on, for example, the quality of Third
23 Level Detail, for example. Is that what you mean?

24 A. If they are legible on the mark, yes.

25 Q. Nonetheless, if I am re-examining and saying, "Well,

1 let's go one stage deeper than that rather than just
2 your experience. What is it about these two
3 fingerprints that lead you to the conclusion that they
4 are of common authorship?" and from your evidence I
5 think you say he should be able to demonstrate that, he
6 should be able to say, "Well, look, there are a number
7 of ridge endings, a number of bifurcations, that to me
8 indicate this comes from the same author but it's a
9 futile exercise to count them up .I'm not going to say
10 there's 10, 11, 16, 18. That doesn't matter" but he
11 must still be able to demonstrate them under the
12 non-numeric standard.

13 Is that your evidence?

14 A. Yes.

15 Q. I take it when you make reference to the fact that the
16 type of minutiae may be important because I suppose, and
17 I am not sure if there are any statistics on this, but
18 one particular feature with another may be much more
19 improbable than another set of features. So, for
20 example, if you have an upward opening bifurcation
21 immediately adjacent to a downward opening bifurcation
22 that is probably a very unusual feature.

23 Without asking you if there are studies on it, is
24 that something you would agree broadly might be unusual?

25 A. Absolutely, yes.

1 Q. Whereas if you have two upward opening bifurcations with
2 one straight ridge in between, that's relatively common
3 and it wouldn't give any great cause for excitement but
4 you have a difference in the positioning between two
5 features just because one is very different to the other
6 and that would be fair, wouldn't it?

7 A. Yes. Different types of minutiae may bear -- depending
8 where they are on the ridge pattern, they would provide
9 different weights indeed.

10 Q. But I suppose to make that an important difference
11 between the two sets of data, an up and a down
12 bifurcation as compared to two upward bifurcations, one
13 would really need to have some kind of research, or at
14 least experience, to say an upward and a downward
15 adjacent to each other are unusual. Again, is that not
16 a valid observation?

17 A. The way you can approach the problem is either having
18 access to some empirical data -- counted how many times
19 I have that sort of configuration to two bifurcation
20 downwards, for example -- and that will calibrate your
21 judgment as to the rarity of that event. That's one
22 way.

23 Another way -- and that's the way most examiners
24 have been trained to do -- would be to say that through
25 the years of experience and the number of fingerprints

1 they have looked at in their career, they built up some
2 sort of a mental database about the rarity of these
3 features.

4 I would not say that one is better than the other
5 but certainly the systematic acquisition of data is more
6 transparent than the invoking experience.

7 Q. Give me just one moment, please. **(Pause)**

8 Finally, I wonder if you could help me with this.
9 I'm interested in the question of error rates in science
10 and, indeed, in fingerprinting. As far as science is
11 concerned, generally speaking again, taking your
12 particular area, what is the perceived wisdom about
13 error rates? Is science supposed to be error-free, if I
14 can put it that way?

15 A. If we talk about a scientific approach to the search for
16 identity of sources in forensic science, to put it that
17 way, there is of course, and by definition, an error
18 rate in that operation and it will be foolish to claim
19 that because it's scientific, it's error-free.

20 Q. Can I compare that to where fingerprints fit in, in your
21 view, with regards to science as pure science or whether
22 it's largely a question of opinion. Where do you fit in
23 into the spectrum?

24 A. You mean with regard to fingerprint evidence?

25 Q. Yes.

1 A. I think we cannot make such a clear-cut distinction
2 between pure science versus art. I consider fingerprint
3 examination as a scientific process. The protocol is
4 typical of a scientific process. The mechanisms that
5 are put in place for quality assurance are the same kind
6 of mechanisms you put in place in scientific research.
7 Indeed, at some point in the process there is informed
8 judgment that comes into play, but I would not value
9 less this judgment than the judgment of a scientist to
10 make decisions when he is doing some chemistry
11 experiments. That's part of the intelligent approach to
12 any experiment to build up on the scientist's experience
13 to guide in the development of his approach.

14 I won't see the world be divided between pure
15 science approach to fingerprints versus blackheart(?)
16 approach to fingerprints. If you ask me to position
17 myself on the spectrum as I think fingerprint comparison
18 is part of forensic science and the term science is not
19 usurped .so yes, it is a scientific process.

20 MR SMITH: Thank you very much, professor.

21 MR MOYNIHAN: I think to everyone's relief I have no further
22 questions. Thank you.

23 THE CHAIRMAN: I have only two matters which I am sure it is
24 my fault for not getting it right. On slide 34 there
25 was a reference to length and terms of ridge unit and I

1 think I read orientation and length in terms of ridge
2 unit. I wasn't quite clear what that means.
3 A. My Lord, indeed, I haven't defined it at all. The
4 concept of ridge unit is something that was introduced
5 by Dave Ashbaugh as trying to describe the smallest
6 element along the ridge we can define. So if you view
7 ridges as a sequence of units, each unit having a pore
8 on the top, you could view a long ridge as being a
9 series of ridge units attached one after the other. Of
10 course, that tells the distance -- if these ridge units
11 aren't connected by two ridge endings, this distance is
12 fixed because you expect -- the blueprint is fixed on
13 the dermis. So if you have eight pores from two ridge
14 endings, you expect that distance to remain permanent
15 and do not change.

16 The length of the ridges are something that needs to
17 be accounted for in the comparison process, hence my
18 reply to previous questions when it comes to following
19 the ridges. Following the ridges allows us to assess
20 the length of the ridges involved and to check that the
21 number of ridge units are compatible between the mark
22 and the print.

23 THE CHAIRMAN: Thank you. The other point I wanted to ask
24 you about we have heard reference before to a bridge but
25 what is your definition of a bridge?

1 A. The bridge I presented in my presentation is when you
2 have two bifurcations connected by their branches. So
3 the form it takes, it is either a Z if you follow it or
4 an S if it is the other way round. This connection by
5 two bifurcations is often described as a bridge.

6 THE CHAIRMAN: It is just to be sure we are talking about
7 the same thing. Thank you very much for a very
8 comprehensive presentation. I apologise for you having
9 to do it twice but it was important that what I heard
10 should be heard in public and I think that has been
11 covered now. Thank you for the really large amount of
12 assistance that you have given to the Inquiry. We can
13 release you, I hope.

14 **(The witness withdrew)**

15 So far as tomorrow is concerned, I understand, Ms
16 Jones, you will begin tomorrow morning.

17 MS JONES: I think either myself or Mr McPherson were going
18 to go first depending on what time we started at.

19 THE CHAIRMAN: At 10.00.

20 MS JONES: I think both of us are going to be very short.

21 THE CHAIRMAN: 10.00 or as soon thereafter as you are
22 available we will begin. Then I gather that you can
23 agree between yourselves as to what order you wish to go
24 in.

25 That, I think, concludes the evidence.

1 MR MOYNIHAN: Sir, that concludes the evidence. What I
2 propose to do is to circulate tomorrow morning a table
3 which is being prepared which will list all of the
4 witnesses. It will specify those who have provided a
5 statement only and also those who have provided both
6 oral testimony and a statement. That will be made
7 available because I have attempted over time to sweep up
8 but I may have made some omissions. Tomorrow I hope to
9 be able to issue to all concerned a comprehensive list
10 of the witnesses, the evidence from whom is available to
11 you in arriving at your conclusion.

12 Yes, that is all the evidence, bar I suppose to be
13 absolutely clear I have not yet had a definitive
14 statement from Mr Russell in connection with the e-mail
15 that we received some weeks ago about Mr Swann. We have
16 put a summary of what we understand Mr Swann's evidence
17 to be and, absent any contradiction from Mr Russell, I
18 am not myself proposing to recall Mr Swann, but I can't
19 yet be definitive about that.

20 THE CHAIRMAN: We will see what transpires then. The only
21 other thing I want to say is that I would not feel it
22 any discourtesy if anyone, having made their submission,
23 wants to leave and was not anxious to listen to other
24 submissions but I would be very pleased of course to see
25 you if you decide otherwise.

1 Tomorrow morning at 10.00.

2 (4.15 pm)

3 (Adjourned until 10.00 am the following morning)

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