



Investigative Interviewing for SAR

Course workbook



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Acknowledgements

New Zealand Land Search and Rescue Inc. and Tai Poutini Polytechnic gratefully acknowledge the contributions of the following agencies, organisations and individuals in the development of these training materials:

- New Zealand Police
- New Zealand Customs
- Garry Puddy – former Customs investigator and trainer
- DSgt Ian McCambridge – Police negotiator, investigator and trainer
- Sgt Sean Judd – Police SAR Coordinator and SAR trainer
- Pete Corbett – former Police investigator and SAR trainer

Introduction

The ability to effectively and professionally question and interview people is a fundamental core skill for all SAR personnel.

Investigative interviewing is a **conversation with a purpose**, it occurs when information about what has happened is sought as part of the investigative process.

Investigative Interviewing is the questioning of witnesses and other persons to obtain **complete, accurate and reliable information**.

Importance to SAR

One of the crucials or underlying principles of search management is that **search is an investigation**, or put another way, **a classic mystery** or puzzle which is solved by finding clues and other evidence about where the lost or missing person is likely to be. We find clues by gathering and analysing information – interviewing being at the heart of investigation.

Another search management crucial is that search and rescue is **inexorably linked to law enforcement** and that is one of the reasons why the NZ Police are the lead agency for most land based search operations in this country – the investigative nature of policing along with their 24/7 presence, communication and networking capabilities making them the ideal authority for command, control and coordination. This also reinforces the importance of investigative interviewing which has its roots firmly imbedded in law enforcement and other compliance activities.

Interviews can differ greatly in terms of purpose, scope and subject matter. However, all categories of interviews will share the common objective of gathering reliable and accurate information and can be expected to focus upon descriptions of events, persons and behaviour.

Course outcome

On completion of this training participants will be able to conduct investigative interviews with witnesses and other persons in a skilled and ethical manner.

The course will teach the **Free Recall** method within the **PEACE** framework for interviewing co-operative witnesses.

Course objectives

By the end of this course, you will be able to:

- Demonstrate an ability to effectively plan an interview
- Demonstrate an ability to establish rapport and explain the interview procedure
- Understand and apply the free recall model
- Demonstrate an ability to properly close an interview
- Demonstrate an ability to self and peer evaluate

During the course you will be given ample opportunity to demonstrate these abilities during practical scenarios where you will be peer reviewed whilst receiving mentoring and coaching from the experienced tutors.

The relevance for land search and rescue

What information do we want to gather for what purpose?

Complete the underlying table.

Investigatively important SAR information

The situation – the circumstances
Subject profiling
Terrain analysis



The Objectives *(the critical elements of a successful search)*

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The Goal

--

Levels of Interviewing

Within a SAR operation there are many opportunities for, and levels of investigative interviewing including the following:

- In the field reactive
- In the field proactive
- Rest of world (ROW) – reactive and proactive
- Field de-briefing – search effort evaluation

Provide examples of the type of person who might be interviewed at each of these levels:

In the field reactive	
In the field proactive	
Rest of world (ROW) – reactive and proactive	
Field de-briefing – search effort evaluation	

Types of SAR witness

Not all witnesses are created equal and there is a huge diversity in the type of person who can be interviewed and the type of information they can provide which is influenced by not only who they are and where they were at a particular time and place – but also by what motivates them to provide information.

There are generally four types of witness that you need to be aware of:

- Those who can provide information – and do
- Those who can provide information – and won't
- Those who can't provide information – and don't
- Those who can't provide information – but do anyway



Who do you think is the most dangerous type of witness to interview?

What motivates each of these types of witness?

Those who can provide information – and do	
Those who can provide information – and won't	
Those who can't provide information – and don't	
Those who can't provide information – but do anyway	

Problems with witness testimony

Witness testimony can and often does provide the essential pieces of information to solve the mystery and is extremely valuable, as has already been discussed.

But witness testimony is not infallible and quite often can be:

- Contaminated
- Wrong
- Confused
- Incomplete
- Ambiguous
- Cooperative/uncooperative/emotive



In a SAR operation what could be done to minimize witness contamination?

Information v Intelligence

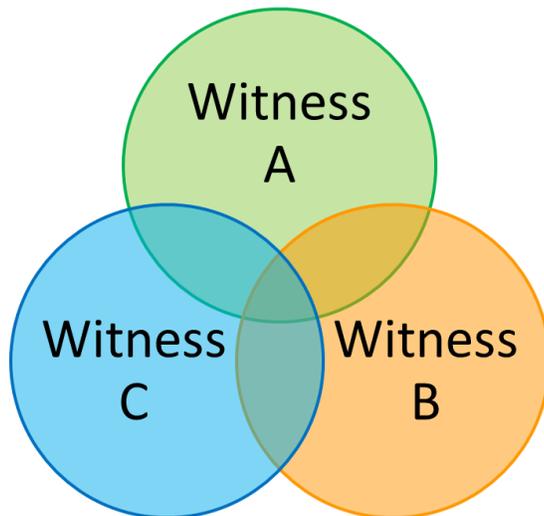
The process of making sense and adding value to information gathered from witnesses that may contain some of the problems outlined above is intelligence analysis. So in that sense we do not gather intelligence, we gather information that is analysed to create intelligence which can be relied on by the decision makers and search planners.

The better the information gathered, the better the intelligence produced, the better the decisions made.

One of most useful analysis tools is corroboration.

Corroboration

Corroboration by definition is **independent evidence that confirms or validates other facts.**



When interviewing witnesses look for opportunities to corroborate what they are telling you – look for:

- Information overlaps
- Fine grain detail beyond the superficial
- Knowledge of privileged information
- Independent testimony or other evidence

The PEACE acronym

PEACE is an acronym used for the various phases of an interview.

P- Planning and Preparation

This includes what to consider when planning for an interview.

E- Engage and Explain

This describes how to cope with the special features of getting an interview started and establishing rapport, structure and the ground rules.

A- Account

This deals with the central issue of obtaining the interviewee's account and clarifying this.

C-Closure

This describes the considerations before closing the interview.

E-Evaluation.

This consists of asking questions about what was achieved during the interview and how it fits into the whole investigation. Evaluation also includes the development of an interviewer's skill level, through assessment (self, peer and assessor) and feedback.

Why PEACE?

In 1990 research on how the UK Police conducted interviews found that officers were sometimes:

- Manipulating the suspects' self esteem
- Minimising the seriousness of the offence
- Pretending that Police were in possession of more evidence than was in fact the case
- Pointing out the futility of denial
- Advising that it was in the interviewee's best interest to confess
- Not gathering all the relevant information

In light of these findings the Association of Chief Police Officers of England and Wales and the Home Office decided to devise a new approach to the interviewing of suspects and witnesses and this was referred to as the PEACE approach. This approach was implemented in 1992. In 1999 a review of the implementation found that the interviews were free of unethical coercion and pressure.

PEACE investigative interviewing replaced interrogation and building rapport replaced bullying. Instead of shouting and asking leading questions, interviewers can use an approach that allows them to remain open-minded and to evaluate the information obtained, which can be tested against the facts gathered in the investigation. Interviewers can now build a rapport with the suspect/witness and allow them to talk, with suspects sometimes incriminating themselves in the process.

Interviewing can be viewed as a frightening experience, sometimes for both the interviewer and the interviewee. It is simply managing a conversation, and we do this every day. Throughout this course, you will be taught tools and techniques so you can become a competent interviewer, and enjoy being one

Memory

Memory introduction

To become better and more proficient interviewers, it is important to understand how the brain processes information and creates memories. In order to achieve this, we have to understand what causes memories to be made, stored and how to retrieve them.

Skilled communicators use this understanding to help coach and guide people to recall events and provide them with opportunities to recall information freely.

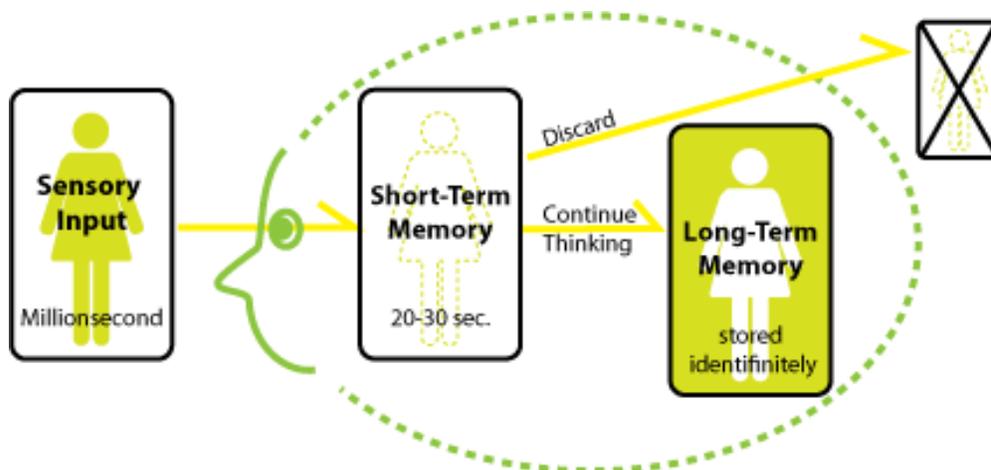
We must take into account that our minds may sometimes play tricks on us. It does this to try and make order out of disorder, chaos, or uncertainty of what we have actually experienced.

It may automatically delete or omit information, integrate or mix information, generalise, assume or infer information that may not have actually been present.

This is why we must remember that when a person recalls an event it is a very subjective thing - it is their version of events and therefore their memory may be *truthful* but not necessary *factual*.

The ongoing development of our skills as an interviewer will help a person reconstruct more factual accounts of events.

We will be dealing with three parts of the memory process, immediate, short, and long term memory.



Immediate memory

We are bombarded with thousands and thousands of sights, smells, feelings and incidents every day that stimulate our senses – the sensory inputs.

We only remember a few of these stimuli if they have a direct impact on us and are relevant to us.

What one person may remember about something may vary quite differently to another person for numerous reasons, such as relevance, environment, past experiences etc.

If these situations have an effect on us they may go into our immediate memory.

Our immediate memory is a very small place, if the situation is relevant or important to us, the memory will move through to our short term memory.

Short Term Memory

The short term memory is the 'sorting room', and is only marginally larger than the immediate memory. Experts suggest that it is capable of holding approximately six memories at any given time.

Once the "glass" is full, further memories are either disposed of, or replaced with more relevant ones - it is a never ending, and immediate process, of filling and emptying.

If a memory in our short term memory has particular relevance or importance. It may then go to our long term memory.

Long term memory

Our long term memory is a vast and complicated place. Memories are broken up into various components and stored in various places within.

Once a memory needs to be recalled from our long term memory, it is a process of rebuilding that memory - a recollection of the different factors from the different parts of the long term memory.

This is why some memories can suddenly jump into mind from a certain smell or sound or taste. The stimulus is the "triggering" factor and the rebuild process begins.

Long term memories can also be rebuilt by the use of proper questioning techniques; these techniques enable us to aid people's recollection of events and obtain as much detail as possible.

These techniques form the basis of this course.

The way in which long term memory is stored is sometimes likened to a corridor which many doors coming off it leading into storage rooms – each one of these rooms represent a topic area that you will learn about later.



Effective Communication

A good interview is made up of subject knowledge and effective communication skills. Communication skills include active listening, effective questioning techniques, fluency, absence of inappropriate pauses, not disclosing inappropriate information, absence of distracting gestures and movements. We also need to be careful not to generalise body language as it differs in cultures and nationalities.

Questioning Techniques

During an interview we ask questions for a variety of reasons. It may be:

- To gather information
- To get the interviewee talking
- To clarify points which have been raised
- To remove ambiguity
- To identify lines of enquiry
- To seek corroboration

The actual questions we ask, the way in which we ask them, and the timing of the questions, are all very important in achieving the above objectives. Our aim is to get the person whom we are questioning to do the talking, and effectively use the different types of questions to keep them within the subject matter.

Effective questioning techniques are required to obtain memories that people have stored in their long term memories.

Depending on the situation, it is a good idea to begin the conversation with non-threatening questions on subjects that they are comfortable with. An example of this would be asking them about personal details, travel, work, hobbies and other general subjects.

Using this technique can be done before commencing a formal interview and it helps build a rapport with the person you are interviewing. Once they feel more comfortable talking to you, you can then begin questioning them on the matter at hand.

The unskilled use of questions can interrupt the conversation, and may have the undesirable effect on limiting the scope of the questioning/interview.

Effective use of Pauses

This is non-verbal questioning. It could be a quizzical look that invites the person to elaborate or it might be a pregnant pause. Silence is awkward and one usually feels the

need to fill it. Research suggests that the average person will take around 6.5 seconds to fill silence. This can be advantageous when questioning.

When your witness has apparently finished answering, remain quiet for a second or two. You might get additional information, and this ensures you don't interrupt. Use pauses effectively.

Principles of Effective Questioning

- Ask important questions as though they were unimportant
- Avoid leading questions such as 'I put to you
- Where possible try to employ the free narrative style using the TEDS questioning techniques e.g. "Tell me about..."
- Ask one question at a time, if it is not important enough to stand on its own, don't ask it
- Ask short concise questions
- After you ask a question, be quiet. Resist the urge to answer the question for them or follow up with another question.
- Go from the general to specific
- Try to follow up with a related question and avoid subject hopping. Exhaust a subject or topic before moving on to the next.
- Be confident in your question. One reason why people ask multiple questions is because they are not comfortable asking questions and tend to trip over themselves.
- Phrase your questions so that they are easily understood.
- Use open questions (i.e. cannot be answered with "yes" or "no")
- Keep an open mind. The prior assumption of events will influence the kind of questions you will ask.
- Avoid using unnecessary technical jargon. Use simple and relevant questions.

Types of Questions to Use

There are many types of questions, and each serves a different purpose. The following are the types of questions that you are encouraged to use.

Open	Probing - clarifying	Closed – checking, confirming
<ul style="list-style-type: none"> • Tell • Explain • Describe • Show 	<ul style="list-style-type: none"> • What • When • Where • Why • Who & • How 	<ul style="list-style-type: none"> • Did • Will • Was • Can • Is
<p>TEDS Elicits the most information and promotes free recall</p>	<p>Probing – 5 WH</p>	<p>Appropriately closed Can be answered in a few words</p>



TEDS

T – Tell me

E – Explain to me

D – Describe to me

S – Show me

This requires the interviewee to tell you of their account of what happened and help you identify topics that are relevant and may need exploring. TEDS are more directions than actual questions. We use this to initiate free recall in interviewees and identify possible topics. These are the most predominate questions that should be asked.

Probing (Open) Questions

These are questions that require more than a “Yes” or “No” answer. They are used when explanations are necessary to learn all the facts. Probing questions can open the door to varied and new information.

Probing questions help expand on the topics identified. These questions work because they are short and direct. They can also be largely general, for example a “What...?” question can be applied to many different situations, making these questions a flexible resource.

- **“What”** is effective in seeking things or clarifying matters that are or will be important?
- **“Why”** seeks cause and effect. Often people make assertive statements without understanding the real “Why” behind those statements. Asking this question seeks a logical connection. It also helps you understand the reason a person has done something, hence giving you better understanding of them.
- **“When”** seeks to clarify time. This enables you to establish sequences of the events.
- **“Where”** often requires a location. It can be in a simple space, e.g. on, above, under, below. It can be in regional space, e.g. next door or the building next to ... It can be in a geographic space, such as Christchurch, Sydney or London.
- **“Who”** brings people into the frame connecting them with actions and objects. Ask your witness to list all individuals that may have knowledge of the event. Identifies all individuals concerned in a matter and anyone else that you may need to question.
- **“How”** seeks clarification on process or may be used to probe into time and quantity.

Probing questions help obtain completeness from the information obtained during free recall and can help you identify topics that need to be explored.

Closed Questions

A closed question only requires a “yes” or “no” answer. These may help a reluctant person answer questions. It determines what questions they will or will not answer. An evasive answer to a closed question might be “maybe” or “perhaps”. On the other hand, some people will just adjust their answer because they do not understand the question, or are afraid to disagree.

These types of questions are often used at the end of a formal interview in order to check on facts that might have been glossed over by the interviewee during the earlier questioning.

They should be used with care as too many closed questions can cause frustration and shut down conversation.

Overlapping (or Reflective) Questions

This is an open question, which is built on (or reflects) all or part of the answer to a previous question. It is an easy technique to use and can be extremely effective. It has the advantage that the bulk of the talking is done by the witness and you, as the interviewer, merely prompt him/her to continue. These are helpful in obtaining clarification and elaboration of answers to previous questions.

Reinforcement Questions

Reinforcement questions can be expressions of approval and support. This can encourage someone to expand on detail. For example “That must have been an interesting trip?” In this situation, you are both flattering the person and encouraging them to tell you more about their trip.

Types of Questions not to use

Leading Questions

This type of question is one that suggests or implies an answer, and is usually framed as a closed question. An example is “Which way did you go then, to the south?” or “You then went to the south didn’t you?” A better way to phrase the question might be “Tell me which direction you went then?”

If a leading question must be used to commit the person on an issue, it must be done with the knowledge that the results could be undesirable if the interviewee does not follow the lead and agree to what is being suggested.

It is not recommended that this type of question be used, however, if they are used you need to be aware of the result. They can be used to gain acceptance of your view, they are not useful in providing honest views and opinions.

Multiple Questions

A multiple question is more than one closed question in one sentence. Multiple questions should be avoided as the answer is likely to be confusing.

For example

Q: “Did you arrange to meet this person or just pick him up?”

A: “Yes”

To what part of the question does the answer apply?



What other types of question should we not use.

Active Listening

Communication is not just talking. It is a two-way process requiring active listening. Without active listening, communication will not occur. Active listening is understanding the:

- Actual words the other person is saying
- Meaning the other person attaches to the words spoken
- Feelings the speaker is communicating
- Nonverbal indicators

Active listening requires that the listener understands and responds to the entire message transmitted by the sender, not just the actual words spoken. This requires a conscious effort on the part of the listener before they respond. Most people feel that they listen, but few actually hear all that is said and meant. The inability or unwillingness to listen is one of the major causes of poor communication. You can help achieve active listening by nodding, paraphrasing and not interrupting.

Remember:

- Look interested
- Inquire with questions
- Stay focused
- Test your understanding by repeating what the person is saying
- Evaluate the whole message
- Neutralise your feelings

Active Listening Techniques

- Silence - can be very helpful in diffusing an unproductive interaction. Give the interviewee time to think as well as answer

- Redirecting - if the interviewee is displaying negative emotions and behaviours, change the discussion to another topic
- Feedback - summarise and recount what you have heard from their free report. Again, checking your understanding in the process. This tells the person that you have been listening to them

Barriers to Listening

- Writing in Q & A
- Multi-tasking
- Filtering
- Judging
- Advising
- Analysing
- Resentment
- Derailing (joking)
- Patronising
- Preaching
- Interrupting

Investigatively Important Information

If investigative interviewing is a **conversation with a purpose** then it follows that the interviewer needs to determine the purpose of the interview before commencing the interview.

In other words it must be determined what **investigatively important information** is required to be elicited from the particular witness. This will ensure that the interviews are focused on what is important and that essential elements of information are not missed.

The investigatively important information for each search operation and each witness to be interviewed will depend on the circumstances and is likely to be different for each interview.

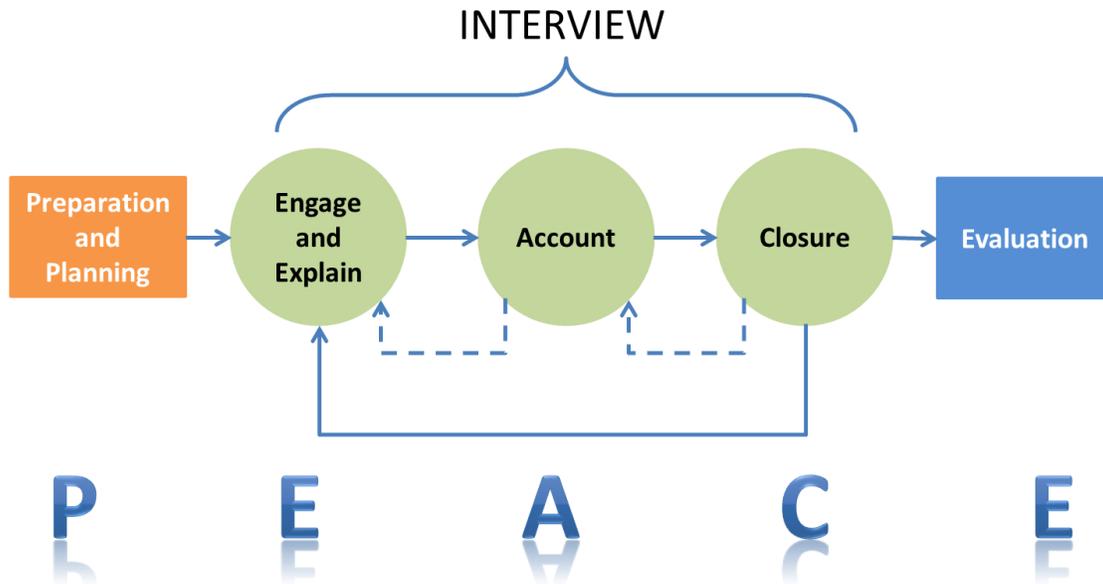
So it is important that interviewers consult with Planning Intelligence before an interview – or certainly before closing an interview to ensure that all of the investigatively important information is gathered.

There will be however, for **possible subject sightings**, a number of generic pieces of information that are important to any search operation. Using the following scenario consider what some of the generic investigatively important information might be.

A 56 year old hunter is reported missing from an overnight hunt. As a result of a media release a member of the public phones in saying they might have seen the missing person on a walking track in the search area.

You have been tasked to interview this person – what investigatively important information would you try to elicit from this witness?

The PEACE process – in detail



P – Planning and Preparation

The more information the interviewer has prior to the interview, the more he or she will be able to maintain control of the interview. Without effective planning and preparation, many interviews fail even before they begin. How an interviewer prepares for an interview can be subjective, and it can cover a variety of factors.

Objectives

The most important thing for you to understand prior to undertaking any questioning or interview is the purpose or objective. Defining the objective(s) will help prevent you flying blind in the interview.

Possible Topics for Exploration

This entails identifying the important information required by the investigation team. It is important that you are able to do this in order to know what you are trying to elicit and hence the questions to ask. Refer to previous discussion on investigatively important information.

Background Information

In all interviews, we must have available as much background information as possible. For example:

- Any previous dealings with the interviewee
- Subject profiles
- Possible scenarios
- Debrief of people involved prior
- Examination of maps

Clues and items found (exhibits)

In some interviews you may want to refer the witness to physical clues or items of interest that have been found during the search operation. This may be for identification purposes, for example you may want to confirm that an item of clothing or equipment belongs to the missing person, or not.

In this case the interviewer needs to consider how and when to introduce the item to the witness as it may be better to obtain a description of the item from the witness before him or her seeing it. There may also be a need to preserve trace evidence on the item such as fingerprints or DNA in which case you don't want the witness touching the item.

Note Taking

Interviewers will need to consider how they will take notes during an interview to ensure they are identifying the topics to be discussed and areas to be probed.

There are many ways of taking notes including mind mapping, topics boxes, and timelines. The method to be used will depend on the interviewer's preference.

Opening Question

A good opening question is paramount in order to get the interviewee talking and identifying topics that the interviewee is willing to talk about. An opening question should be a TEDS type question eg "Tell me in as much detail as possible everything you can about the person you saw on the track yesterday?"

Interview Plan

You may consider taking a written plan to the interview. This will help you keep track of what has been covered and what remains to be dealt with.

The first step to an effective interview is preparation. Poor planning and preparation can result in interviewers overlooking important information, not being able to identify inconsistencies and lies and ending up losing control of the interview.



E – Engage and Explain

This is the opening phase of the interview and can determine its success, you need to be aware that interviews can be intimidating for some people and a period of adjustment is needed requiring some work on cultivating a cooperative relationship.

Most of the Engage and Explain stage is establishing rapport which is influential in ensuring the success of the interview. It also sets out ground rules and lets the interviewee know what you expect from them in the interview.

It lets the interviewer assess the interviewee's communication abilities and modify his or her language and consider any special circumstances.

Effort should be made to treat the person with courtesy, respect and professionalism. This can help start even the most challenging conversations with interviewees who are hostile, unwilling to give information and evasive.

Rapport

The basis of rapport is that when people are like each other, they like each other. When you like someone you are willing to assist them in having what they want. Rapport is one of the most important features or characteristics of subconscious communication. There are various ways to build rapport for example, commonality and mirroring techniques.

Commonality is the technique of deliberately finding something in common with a person and building a trust. This is done through shared interests, dislikes and situations. When questioning or interviewing, look for a common topic and common interests. This helps to break down barriers. You should do this before your questioning, as first impressions are often made within 30 seconds.

Mirroring can be used to establish and increase rapport. This can be done through matching voice and tempo, matching breathing and matching body postures. The interviewer should be subtle when using this process to avoid coming across as mimicking.

Building a rapport with someone being questioned in a formal or informal setting is paramount to the success of the interview as people are more comfortable telling the truth to someone they trust and can relate to.

Things to consider in an interview

- While settling into the interview, start the conversation with neutral topics
- General initial considerations such as water, tea, coffee and addressing any general concerns. Treat the interviewee as an individual.
- Consider the seating positions to be used, including whether to remove tables or other barriers
- Introduce yourself by name and if necessary show any identification.
- First impressions are lasting and are made within the first 30 seconds of the interview.
- Maintain impartiality by keeping an open mind
- Be patient. It may be frustrating but the end result will make it worthwhile.

What to explain to the interviewee

- Inform the interviewee that you will be taking notes
- Explain the reason for the interview
- Acknowledge that their assistance will be appreciated
- Inform the interviewee of the procedures. Their understanding can contribute to information of a higher quality.
- Explain the interview structure (e.g.):
 - You give an account in your own words
 - I will seek to clarify your account by asking supplementary questions
 - I may ask you for further comment on areas that have not been covered or need further exploration
 - I will attempt to verbally summarise what you have said at regular intervals to check I've interpreted you correctly.
- If they have heard information from someone else or information they have learnt from the media etc, it is important they tell you that it is not what they witnessed (You may want to know the sources of hearsay information)
- Ask the interviewee if they have any questions

- Tell them to let you know if you ask a question that they do not understand
- Tell them not to leave information out even if they feel it is irrelevant to the matter at hand
- Explain that they need to tell you everything, in as much detail as possible and in their own time, even information they are unsure about, however, not to guess.
- Tell them to let you know anything that pops into their head. It is usually important and that's why it came to them suddenly.

A – Account

At this stage the interviewer obtains the interviewee's full account of events. Effective questioning skill is essential for the end account to be accurate and reliable. As an interviewer, it is important that you realise that an interviewee can go from being reliable to uncooperative during the course of the interview. The manner you commenced the interview will also have an impact on the amount and quality of information gained at this stage.

There are two main steps to account:

1. Obtaining a free report
2. Expanding and clarifying

Account Models

The account stage varies in PEACE according to the interviewee. For cooperative witnesses, the Free Recall model is used. For the uncooperative interviewee, the Conversation Management model should be used. In this course we will not be covering this model as you should not be required to use it.

Free Recall Model

By selecting a good initial open question using TEDS, the person being questioned has the opportunity to give you their version of events.

People do not usually volunteer all information at the first opportunity; the first information dump is usually a summary of what it is they want to tell you.

The opening question should be asked again and the interviewee invited to start again, the second time they will remember more detail giving expansion of "Topics" and perhaps new "Topics".

This is where your listening skills come into play and we make note of "topics" that will need further expansion or clarification after the "free recall".

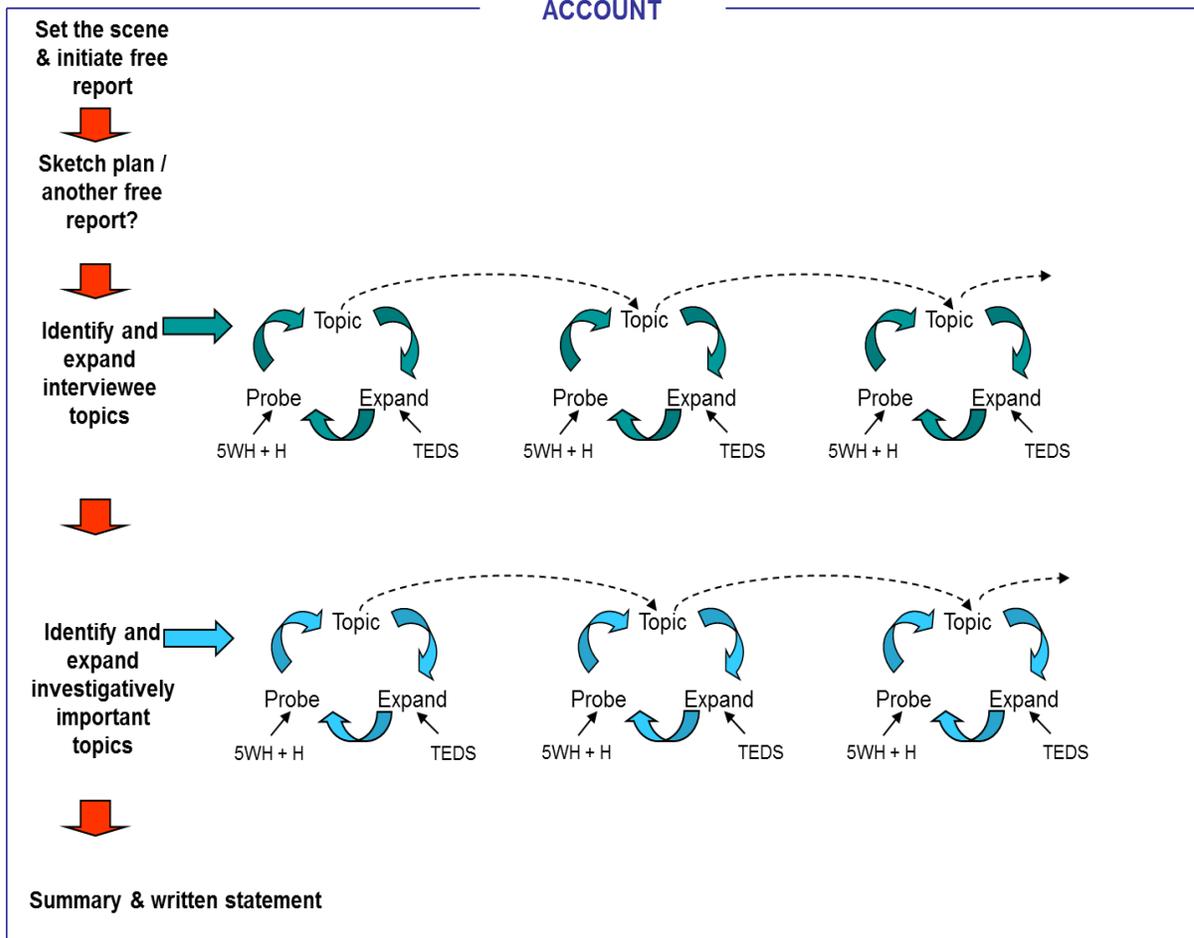
Inform the person that you will be going over some of the important "topics" that you have picked up on, and you will need to be very specific about the particular "topic". Open the topic by using TEDS and get the person to expand on that particular piece of information by using probing questions (5Ws & H).

After each topic has been thoroughly explored, it is important to “summarise” what the person has told you. This serves two purposes, it reinforces that you have been listening to the person and that you understand what’s been said.

Before finishing the Account stage use the following checklist to verify your witness’s account.

FREE RECALL MODEL

ACCOUNT



R v TURNBULL - ADVOKATE

In 1975 in the UK the ADVOKATE guidelines were developed as a result of a Court case that relied significantly on witness testimony for evidence of identification.

Briefly the defendants, Turnbull and Camelo, were convicted at the Newcastle-upon-Tyne Crown Court of conspiracy to commit burglary and were each sentenced by Judge Smith to three years' imprisonment. They appealed against conviction on the ground that the verdict of the jury was unsafe and unsatisfactory, being based upon the identification of Turnbull by a single detective constable who knew him previously, who was in a moving car looking across a road at night and who caught a glimpse of him as he momentarily turned his head. The appeal was unsuccessful.

The guidelines are predicated upon the use of the acronym ADVOKATE and are intended to be used to help verify witness observations and sightings.

A	Amount of time observed?	How long did the witness have the person in view?
D	Distance?	How far away was the person?
V	Visibility?	What was the visibility at the time?
O	Observation impeded?	Were there any obstructions?
K	Known? Seen before?	Has the witness seen the person before (include media)?
A	Any reason to remember?	Was there anything unique or memorable about the encounter?
T	Time lapse?	How long since the sighting?
E	Error or material discrepancy?	Any discrepancies between statements?

ADVOKATE could be a very useful tool for determining the reliability of possible sightings of missing persons – particularly in a suburban environment where sightings play a significant role in determining directions of travel and areas of high probability.

C – Closure

It is quite common that interviewers rush to close the interview, yet this stage needs to be just as complete and effective as any other. Effective closure should ensure there is a mutual understanding about what has taken place. This is done by reviewing and summarising the account.

Verification

- Review and summarise the Account
- Confirm everything that has been covered
- Check that the interviewee has given all the information they are able and willing to provide.
- In the event new information is uncovered re-open the account stage.

Future

- Explain what will happen to your notes
- Ask if they want to add anything
- If appropriate explain what will happen next with the investigation or search
- Ask if they are happy to be contacted in the future if any further clarification is required.

E – Evaluation

This is the final stage of the PEACE process. You will need to evaluate the information obtained and your own performance.

Evaluate the interview

- Consider what impact the information obtained will have on the investigation
- Identify all your evidence of facts
- Establish the urgency of any information that needs to be passed on, and to whom

Evaluate Yourself

Consider completing the self-evaluation form: ask yourself – what did you do well and what could you do better?

Ask for feedback from anyone else present at the interview.

Giving and Receiving Feedback

The purpose of feedback is to reinforce correct actions and point out actions that need to be corrected through further practice

Points to consider when giving feedback are:

- Be constructive
- Ensure it is timely
- Be prepared to suggest ideas/solutions
- Provide feedback in terms of the PEACE model
- Be specific. Avoid general comments
- Focus on concrete behaviour that needs to be either reinforced or corrected
- Be descriptive rather than judgmental. Focus on actions rather than on personalities.

Points to consider when receiving feedback include

- See the value in constructive feedback
- Don't justify your position
- Accept the feedback at face value
- Don't over analyse feedback
- No toy throwing
- Make a choice about how you use the feedback.

Title Apply Investigative Interviewing Techniques in an emergency response environment

Level	4
Credits	12
Purpose	People credited with this standard are able to conduct investigative interviews with witnesses and other persons to obtain complete accurate and reliable information about the matter under investigation
Entry	Open
Grading	TPP system 1
Special notes	Assessment can occur in a simulated environment.

Elements and Performance Criteria

Element 1 Plan for a cooperative witness interview

1.1 Plan considers and or accommodates key outcomes of the interview

Range includes establishing the aim/objective, identifying the investigatively important information, known facts

1.2 Plan accounts for practical considerations of the interview

Range includes timing (when and how long), witness profile and emotional state, physical environment, contingencies for interviewee reaction, others present, any resources required (e.g. maps, photos etc.)

Element 2 Conduct an interview with a cooperative witness

2.1 Engage interviewee

Range includes appropriate introductions, building rapport, establishing comfort levels, communicate empathy, and use appropriate language

2.2 Explain purpose and process of the interview

Range includes explaining the purpose of the interview (without revealing specific details that may influence the witness's response), the structure the interview will take and the methods for recording the interview

2.3 Obtain the witness's account using free recall model

Range includes asking open questions by utilising the TEDS model, allowing the witness to give their account, comfort with pauses, listening actively (reflect, paraphrase, body language, clarification questions), effective note taking, probing with 5Ws + H questions when appropriate

2.4 Verify witness observations and sightings. Range includes utilise the ADVOKATE model to establish the validity and accuracy of the information pertaining to an event/person of interest

2.5 Closure of an interview is completed
Range includes summarising the information, seeking clarification on inconsistencies if required, explaining “what now”, asking for questions from interviewee

Element 3 Evaluate and present the information obtained

3.1 Information obtained from an interview is evaluated
Range includes; presenting information for others in a form that creates a coherent narrative, reflecting known facts and information obtained during interview

Element 4 Evaluate interview process

4.1 Self-assess interview process
Range includes identifying aspects of interview that went well, aspects that could be improved and how, establishing if the interview achieved its’ objectives and how does any new information impact on the investigation as a whole (tangential enquiries and the need for corroboration etc.)