

Cristina Gonzalez, Los Angeles Sheriff's Dept.	<ul style="list-style-type: none"> • BPA topics “understanding of mixed stains” (too advanced – considered for advanced course). • Understanding of DNA terminology especially partial or mixed profiles (instructor dependent and or advanced course.)
Herb MacDonnell	<ul style="list-style-type: none"> • Reconsider using Training and substitute word with Education. BPA should be Bloodstain Pattern Interpretation. (T&E Committed decided to keep both Training and Education and BPA is a universal acceptance of the discipline).
Margaret Berber, Washington State, Seattle Crime Lab	<ul style="list-style-type: none"> • Like the document as is.
Scott Collins	<ul style="list-style-type: none"> • Likes the documents. One suggestion “9.2” replace recommended with required. (Committee agree and change made).
Guido De Dier, HINP, Brussels	<ul style="list-style-type: none"> • “Congratulations for a great job” Suggested 2.3 History of Scene Dynamics and 3.3 Post incident activities are overlapping. Suggested cluster the items from 2.3 and 3.3 under one issue or 3.3 scene dynamics. (Committee discussed and decided to leave as is as overlapping will periodically occur and has different context within some areas. Section 2 is specific to awareness of management of evidence and section 3 is specific to bloodstain appearance).
Prof. Kemalettin Pamukkale, University, Turkey	<ul style="list-style-type: none"> • “...thank for its perfection.... It'll be useful for Basic BPA...” Comments: 2.6 “While mentioning on clotting, it might be useful to refer to extrinsic and intrinsic pathways”. (Not required to elaborate further. If instructor feels it is important to expand, they may). • SWGSTAIN guidelines for report writing in BPA should be emphasized on basic course. (Committee discussed. Agreed to make reference via footnote - Q&A has a report writing document published for guidelines). • Suggested using a structured module guide. (Instructor and agency driven.)
Chris Gannicliffe, United Kingdom spsa.pnn.police	<ul style="list-style-type: none"> • Query the requirement to have an awareness of IAI as this is primarily US Organization. (Committee agree in principal and re-worded to include others that will be instructor dependant and may include other associations.) • 1.3. Physical characteristics of blood – shouldn't coagulation (particularly clotting times are covered in 2.6) and blood pressure be addressed. (Committee agreed to leave as is as coagulation will be covered during experimentation – 2.6. Blood pressure may be discussed but will be instructor dependant.) • 1.5 – Should cohesion not be included as well as surface tension? (Cohesion is part of surface tension discussion.) • Should momentum and air resistance not be considered here? (Terminal Velocity is mentioned and momentum and air resistance is part of Terminal Velocity) • 2.7 Collection of evidence for laboratory analysis. Aspects of this are a little prescriptive. (This section is has taken into consideration of the various levels and backgrounds of all possible student candidates;

	<p>therefore, agree to leave as is).</p>
<ul style="list-style-type: none"> • Lino Henriques, • Portugal 	<ul style="list-style-type: none"> • 9.2 There must be an evaluation of performance in practical's. (Agreed, change made. See above comments from Scott Collins.) • 9.3 Additional references to knowledge mastery, participation, personal relationship with others, team building, communication. (Too much detail and will be instructor driven).
<p>Andreas Schweizer, Zurich Forensic Science Institute</p>	<ul style="list-style-type: none"> • Statement of Purpose – Suggested the wording be changed “.....to become an expert has nothing to do the number of years someone is dealing with BPA, regardless of number of analysed cases.” • Introduction, line 5 – suggested the work ultimate implies finality and the word is too strong and not necessary. The apostrophe in SWGSTAIN('s) is not necessary. (The committee discussed this and agreed that the Introduction is standard in all SWGSTAIN documents and the wording will remain as is. Do not agree ultimate should be changed in wording). • Page 2, Training Goals, line 7 – the word <i>further</i> be inserted prior to analysis by a qualified..... (Wording changed after reviewing this section but did not agree on the insertion of the word further as it may imply the initial person is also an analyst, whereas in some cases this may not be correct). • Page 3, 1.4. “Analysis of Data before Hypothesis formulation?” (Analysis of data is in correct position, no changes made.) • Page 6, 3.1 Surface characteristics. “What about the term History?” (History is used in the context of history of the surface itself and past scene history.)
<p>Singapore (name unknown)</p>	<ul style="list-style-type: none"> • Training Goals, suggested adding “and description of bloodstain patterns after Knowledge of Swgstain Terminology” (redundant to add this phrase as description part of the description outlined in SWGSTAIN Terminology). • 2.6 add – variations of speed i.e., running vs walking drip trail, and Substrate / Target surface effects and selection of stains and measurements. (These are covered in other areas of the document and would be redundant to add them again in this section. • 8.2 Add “Screening and” in front of Confirmatory blood tests. Add “Principals and limitations to this section. (Committee agreed that Confirmatory blood tests infer that screening will occur. As this section are optional topics adding Principals and Limitations confusing in itself as not sure what the writer was referencing to these two additions.) • 9.1 remove “all of” toward end of sentence and in front of the training goals. (Done).
<p>Not sure of author but passed on to Carolyn Gannett who passed on to me.</p>	<ul style="list-style-type: none"> • Statement of Purpose; suggested there should be a recommendation that the trainer has some training or teaching experience, background or qualification. Knowledge of the subject matter is not always enough to ensure someone is able to pass on the information. Add peer review (technical review) after the word author (second last line). (Committee agreed to add peer review (technical review). The committee changed the wording to reflect qualifications requirements of an instructor at end of Statement of Purpose.)

	<ul style="list-style-type: none">• Training goals – delete proper and add relevant. (Deleted proper).• Add a section to include Training Pre-requisites and Training Process. (Committee discussed and agreed that these were not necessary as document already self-explanatory and some of the key points listed in these pre-requisites and process are already stated in other parts of document).• 1.2 add “protective equipment (PPE) for biohazard safety.” (Done).• 1.3 Change wording of second line to read “The physical characteristics of blood relevant to BPA” (Done).• 1.5 does awareness of a calculator need to be included. Probably better covered under general awareness of ‘trigonometry formulations’. Air resistance / drag to be added to Physics. (Committee decided calculator is appropriate as is and air resistance / drag covered in this category by Terminal Velocity).• 2.6 Numerous comments and suggestions made to this section, some of which include, slight changes to sentences, and the change of knowledge to awareness of the following patterns: drip stains, drip trails, transfer stain, clotting times, and drying times. (Committee addressed each comment and recommendation. The changes to sentence wording were not incorporated as we felt present wording was acceptable to context of meaning and thought. Did not agree to change knowledge to awareness of stain patterns as listed above).• 2.7 Add “Process for the” prior to collection. (Disagree as present wording appropriate).• 4 Various comments in this section which included adding “BPA Experts to end of sentence, 4.1 add and scenario testing at end of sentence, adding additional sub-section to reflect BPA expert witness testimony and include statement writing and technical reviewing, pre-trial disclosure, presentation of impartial evidence in court. (Disagree as present wording and context appropriate).• Section 5 and 6 could be grouped together. (Appropriate to leave as is).• Student Assessment is not a topic and should be included at the beginning. (Discussed at length and decision made to leave as is).
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