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Draft - Guide for Mentorship of Facial Comparison Trainees in Role-Based Facial Comparison

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38 1. Preface

39 1.1 There are many topics (FISWG Guidelines and Recommendations in Facial
40 Comparison for training to competency) to include in facial comparison training
41 and mentorship. Means to provide such may include internal and external training
42 and/or distance learning. The purpose of this document is to provide guidelines
43 and recommendations to assist with establishing a mentorship process as part of
44 an on-going formal agency training program. It is recognized that some agencies
45 may require additional resources, technology and/or personnel to fully implement
46 a mentorship process that meets the recommendations in this document.

47 Agencies should document the training and feedback process throughout the
48 implementation and continuously demonstrate reviewer and examiner
49 competency.

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52 **2. Scope**

53 2.1 This guideline provides recommended procedures that should be used for the
54 fundamental mentoring of facial comparison trainees as part of a training program.

55 2.2 The intended audience of the document is all personnel involved in facial
56 comparison (i.e., reviewers, examiners, managers, supervisors, etc.). This
57 document will focus on skills development, continuous feedback during the
58 training period and continuing professional development for facial reviewers and
59 examiners.

60 Note: Facial assessors operate in a quick throughput environment for which they
61 should have the ability to refer questioned faces to a higher level for resolution,
62 and therefore will not be addressed further in this document.

63

64 **3. Referenced Documents**

65 3.1 *Other Standards:*

66 FISWG Guidelines and Recommendations in Facial Comparison for training to
67 competency

68

69 **4. Terminology**

70 4.1 *Definitions:* see FISWG Recommendations for Training Program in Facial
71 Comparison

72 4.2 *Mentorship* is a program administered under the direction of a competent facial
73 reviewer or examiner during the course of a trainee's professional development.

74 Mentorship should include, but is not limited to, the evaluation of skills and
75 competencies, the review and supervision of facial comparison casework, and
76 where applicable, the observation of expert testimony.

77 4.3 *Mentor* is an individual who has competency, proficiency and experience in the
78 relevant role.

79 4.4 *Feedback* is information provided to trainees to minimize the gap between their
80 current and optimal performance.

81

82 5. Summary of Guide

83 5.1 Research has shown that coursework alone is insufficient to establish expertise
84 for facial comparison. In addition to coursework, on-the-job training with a
85 mentor and on-going professional development are necessary to achieve and
86 maintain expertise. Improvements to performance are made through feedback
87 both during courses and continuing through mock/real casework under the
88 guidance of senior reviewers and examiners.

89

90 6. Significance and Use

91 6.1 The procedures outlined here are grounded in the generally accepted body of
92 knowledge and experience in the field of facial comparison and are necessary for
93 a trainee to acquire the scientific, technical, and other specialized skills required
94 to reliably perform the work of a facial reviewer or examiner.

95

96 **7. Recommendations for the Mentorship Program**

97 7.1 For facial review trainees, the mentoring duration shall be at least the equivalent
98 of 6 months full-time on-the-job training under the supervision of the mentor.

99 7.2 For facial examination trainees, the mentoring duration shall be at least the
100 equivalent of 24 months full-time on-the-job training under the supervision of the
101 mentor.

102 7.3 The mentor and trainee should be willing and prepared to cultivate an
103 environment that promotes a mutual open and honest, feedback and questioning
104 cycle.

105 7.4 The program ensures that the trainee acquires and maintains currency in the
106 scientific, technical, and other specialized knowledge, skill, and experience
107 required to reliably perform the relevant work by:

108 7.4.1 Providing instruction in each topic area of the [FISWG Guidelines and
109 Recommendations in Facial Comparison for training to competency];

110 7.4.2 Providing relevant literature to study;

111 7.4.3 Administering assessment(s) (e.g., written test, oral test, practical exercise)
112 to measure the trainee's knowledge;

113 7.4.4 Undertaking operational casework under supervision;

114 7.4.5 Participating in external training, technical visits, courses, conferences, or
115 workshops;

116 7.4.6 Conducting research, if applicable;

117 7.4.7 Providing access to a mentor(s) after the trainee has successfully
118 completed the training program, for continuing professional development.

119 7.5 A training record shall be maintained which documents the above training
120 activities including statistics (e.g., number, type, items, reports, outcome).

121 **8. Recommendations for the Mentor(s)**

122 8.1 The mentor may be internal or external to the organization and the role
123 performed in person or remotely.

124 8.2 The mentor for a facial review trainee shall be a competent facial reviewer or
125 examiner.

126 8.3 The mentor for a facial examination trainee shall be a competent facial examiner.

127 8.4 A facial review mentor shall have successfully completed at least the equivalent
128 of 6 months full-time supervised on-the-job training and 6 months of full-time
129 post-training experience as a competent facial reviewer.

130 8.5 A facial examination mentor shall have successfully completed at least the
131 equivalent of 24 months full-time supervised on-the-job training and 24 months of
132 full-time post-training experience as a competent facial examiner.

133 8.6 The mentor should have successfully completed a course or seminar in instructor
134 development.

135 **9. Keywords**

136 9.1 training, mentor, facial reviewer, facial examiner, facial comparison, facial
137 identification, professional development

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