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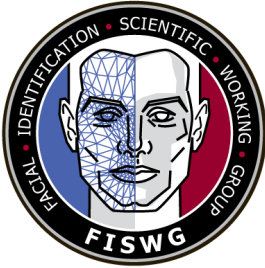
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# Guide for Mentorship of Facial Comparison

## 1. Scope

1.1 The purpose of this document is to provide guidelines and recommendations to assist with establishing a mentorship process as part of an on-going formal agency training program. It is recognized that some agencies may require additional resources, technology, personnel, or combinations thereof, to fully implement a mentorship process that meets the recommendations in this document. Agencies should document the training and feedback process throughout the implementation and continuously demonstrate reviewer and examiner competency.

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

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

16 1.3 This guide is intended to provide a minimum set of criteria for training of  
17 personnel who will conduct facial comparisons at the assessor level.

## 18 2. Referenced Documents

### 19 2.1 *FISWG Standards:*

20 FISWG Guidelines and Recommendations in Facial Comparison Training to  
21 Competency

## 22 3. Terminology

### 23 3.1 *Definitions:*

24 3.1.1 *Feedback, n*—information provided to trainees to minimize the gap between  
25 their current and optimal performance.

26 3.1.2 *Mentor, n*—an individual who has competency, proficiency, and experience in  
27 the relevant role.

28 3.1.3 *Mentorship, n*—a program administered under the direction of a competent  
29 facial reviewer or examiner during the course of a trainee’s professional development.  
30 Mentorship should include, but is not limited to, the evaluation of skills and  
31 competencies, the review and supervision of facial comparison casework, and where  
32 applicable, the observation of expert testimony.

33

34 **4. Summary of Guide**

35 4.1 Research has shown that coursework alone is insufficient to establish expertise  
36 for facial comparison. In addition to coursework, on-the-job training with a mentor,  
37 feedback, and on-going professional development are necessary to achieve and maintain  
38 expertise.

39 **5. Significance and Use**

40 5.1 The procedures outlined here are grounded in the generally accepted body of  
41 knowledge and experience in the field of facial comparison and are necessary for a  
42 trainee to acquire the scientific, technical, and other specialized skills required to reliably  
43 perform the work of a facial reviewer or examiner.

44 **6. Recommendations for the Mentorship Program**

45 6.1 For facial review trainees, the mentoring duration should be at least the  
46 equivalent of 6-months full-time on-the-job training under the supervision of the mentor.

47 6.2 For facial examination trainees, the mentoring duration should be at least the  
48 equivalent of 24-months full-time on-the-job training under supervision of the mentor.

49 6.3 The mentor and trainee should be willing and prepared to cultivate an  
50 environment that promotes a mutual open and honest, feedback, and questioning cycle.

51 6.3.1 Providing access to a mentor(s) after the trainee has successfully completed  
52 the training program, for continuing professional development.

53 6.4 The program ensures the trainee acquires and maintains currency in the  
54 scientific, technical, and other specialized knowledge, skill, and experience required to  
55 reliably perform the relevant work by:

56 6.4.1 Providing instruction in each FISWG topic area of training to competency

57 6.4.2 Providing relevant literature to study

58 6.4.3 Administering assessment(s) (e.g., written test, oral test, practical exercise) to  
59 measure the trainee's knowledge

60 6.4.4 Providing operational casework under supervision

61 6.4.5 Allowing for external training, technical visits, courses, conferences, or  
62 workshops, as applicable

63 6.4.6 Providing research opportunities, as applicable

64 6.5 A training record shall document the above activities including statistics (e.g.,  
65 number, type, items, reports, outcome).

## 66 **7. Recommendations for the Mentor(s)**

67 7.1 The mentor may be internal or external to the organization and the role  
68 performed in person or remotely.

69 7.2 The mentor for a facial review trainee shall be a competent facial reviewer or  
70 examiner.

71 7.3 The mentor for a facial examination trainee shall be a competent facial  
72 examiner.

73 7.4 A facial review mentor should have successfully completed at least the  
74 equivalent of 6 months full-time supervised on-the-job training and 6-months of full-time  
75 post-training experience as a competent facial reviewer or examiner.

76 7.5 A facial examination mentor should have successfully completed at least the  
77 equivalent of 24-months full-time supervised on-the-job training and 24-months of full-  
78 time post-training experience as a competent facial examiner.

79 7.6 FISWG encourages the mentor to have successfully completed a course or  
80 seminar in instructor training and development.

## 81 **8. Keywords**

82 8.1 Training, mentor, facial reviewer, facial examiner, facial comparison, facial  
83 identification, professional development

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86 FISWG documents can be found at: [www.fiswg.org](http://www.fiswg.org)

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