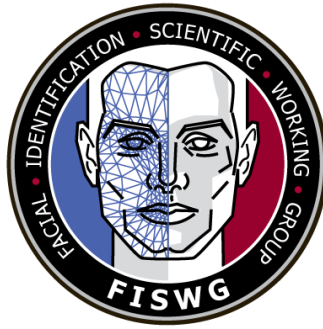




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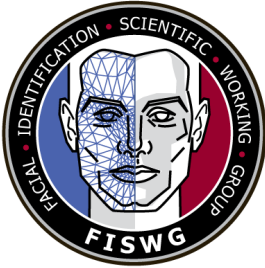
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Recommendations for Remedial Training for Face Practitioners

1. Scope

1.1 This guide provides recommendations when remedial training following administrative or technical errors that may be needed for practitioners conducting facial comparisons. This document should be used in conjunction with relevant FISWG training to competency documents based on the practitioner's role.

2. Referenced Documents

2.1 *FISWG Documents*¹:

Minimum Training Criteria When Using Facial Recognition Systems

Guide for Facial Comparison Awareness Training of Assessors

Guide for Facial Comparison Training of Reviewers to Competency

Guide for Facial Comparison Training of Examiners to Competency

Role Based Training in Facial Comparison

¹ Available from Facial Identification Scientific Working Group (FISWG), <http://www.fiswg.org/documents>.

3. Terminology

3.1 Definitions:

3.1.1 *Administrative Errors*, *n*—errors which may be clerical or procedural in nature.

3.1.2 *Remedial Training*, *n*—additional training to address or improve competencies or efficiencies where a need has been identified.

3.1.3 *Technical Errors*, *n*—errors which affect the opinion results of a facial comparison.

3.2 Acronyms:

3.2.1 QAQC, *n*—Quality Assurance Quality Control

3.2.2 SOP, *n*—Standard Operating Procedure

4. Significance and Use

4.1 Remedial training may be required throughout a practitioner's career, and continuing education is recommended by FISWG. When performance indicates a need for remedial training, this should be regarded as professional growth rather than as a punitive measure. The type of remedial training taken may be based on the type of error and agency policy. This document does not discuss handling practitioner performance that extends beyond the scope of remedial training.

5. Procedure

5.1 Quality Assurance Quality Control (QAQC) is an important process to ensure accuracy and consistency in workflows and reporting in compliance with organizational standards and community best practices. This may lead to the discovery of errors. Errors should be identified, recorded, and corrected when found. The following recommendations may help reduce errors:

5.1.1 Active QAQC process.

5.1.2 Clear plan for additional training and remedial action based on types of error.

5.1.3 Regular team discussions to review new tools and procedures, updates within the facial community, and media coverage of face related topics.

5.2 Training Related Errors

5.2.1 Training progress should be documented throughout the process, to include errors and remedial training provided.

5.2.2 Training programs should include requirements for achieving training success at each stage. Requirements should be clear on whether a section can be repeated, how many opportunities will be provided before reaching a failure state, and if a failing score results in repeating a process or withdrawal from the training program.

5.2.3 Remedial Training may be based on the type of error (clerical in written answers, incorrect responses on tests, errors in practice casework, etc.) and the agency specific training policy.

5.3 Type of Errors

5.3.1 Administrative errors (e.g., Wrong case number, misspellings, incorrect dates, failure to follow SOPs)

5.3.2 Technical errors (e.g., making incorrect observations or failing to observe relevant features, image quality determinations)

5.4 While expected with natural human error, effort to reduce administrative errors should be present.

5.5 The following examples should be QAQC reviewed for administrative error:

5.5.1 Case Entry

5.5.2 Documentation and Notes

5.5.3 Reports

5.5.4 Chain of Custody

5.5.5 Administrative errors should be documented and should be acknowledged with the practitioner for awareness. Administrative errors should be tracked for repetitiveness which may lead to remedial action under severe circumstances.

5.6 Technical errors may require more effort to identify causes and can have greater internal or external ramifications, depending on the case.

5.6.1 The following should be considered when reviewing technical errors:

5.6.1.1 All available images used in comparison

5.6.1.2 Full Morphological Analysis conducted

5.6.1.3 Proper verification

5.6.2 Technical errors should be documented, acknowledged with the practitioner for awareness, and tracked for repetitiveness which may lead to remedial action under severe circumstances.

5.6.3 Remedial training should be provided to reduce risk of repeated technical errors. Remedial training may include, but is not limited to:

5.6.3.1 Comparison review with QAQC practitioner

5.6.3.2 Practice comparison sets

5.6.3.3 External training courses on specific topics

5.6.3.4 Additional internal training on specific procedures and processes

5.6.3.5 Further mentorship with a senior practitioner.

FISWG documents can be found at: www.fiswg.org