



Update report for *Professional Standards and Education Committee*

Presentation at Council Meeting, Beijing

Prepared by Verena Nitsch, Chair of Professional Standards and Education Committee

The Professional Standards and Education (PS&E) Committee aims to advance global human factors/ergonomics (HFE) by improving education standards, expanding certification access, and engaging the next generation of professionals.

Over the next three years, our focus will center on two key objectives:

- (1) strengthening global HFE education and certification, and*
- (2) attracting and developing young professionals.*

These objectives will be pursued in collaboration with the International Development (ID) Committee to ensure a broad international impact, particularly in developing regions.

Co-chair listing:

Who is involved, in what roles, why?

- Liang Ma (CHN) – Liaison IDC
- Rob Becker (UK) – Young members
- Andrew Todd (ZAF) – Young members, Expert Interviews
- Daniel Braatz (BRA) – tbd
- Stephen Kolose (NZ) – Certification
- Valerie O'Keefe (AUS) - Certification



@IEA_Ergonomics



@InternationalErgonomicsAssociation



International Ergonomics Association (IEA)

iea.cc

*IEA is a global federation of Human factors/Ergonomics societies, registered as a nonprofit organization in Geneva, Switzerland.
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Summary plan for 2024-2027 term:

Project / initiative	How does this create value-added?	How does this align with IEA strategies policies?	What needs will be met?	Goals to be reached	Milestones (Outline to measure progress)	Current status [to start / in progress / completed]
1 Promoting accessible Certification	Strengthens professional standards and recognition of HFE specialists globally. Encourages mutual recognition and standardization.	(4) Identify the Roles of IEA in Promoting Education, Certification and Professional Standards	Standardization of certification processes Greater accessibility to certification Improved professional credibility	In partnership with the IDC, we will expand access to low-cost, regionally tailored certification programs, ensuring that more professionals in resource-constrained regions can attain HFE credentials and grow in their careers.	Collect „best practice“ curricula from different countries/perspectives (China, UK, France, etc.) Divide collected curricula amongst team members and check w.r.t. IEA core competencies Discuss if competencies should be expanded (e.g. w.r.t. practitioners' requirements, new work trends, UX methods). On-going: Endorsement of Certification Processes	5 curricula collected Current Certification Endorsement Application: Malaysia (completed) Virtual Meeting with Certification bodies (in preparation)

<p>2 Repository educational Tools</p>	<p>Centralized, accessible overview of educational resources for HFE professionals. Improves learning accessibility, promotes HFE research & jobs</p>	<p>(4) Identify the Roles of IEA in Promoting Education, Certification and Professional Standards</p>	<p>Easier access to quality educational tools Better knowledge dissemination Resource sharing amongst societies</p>	<p>A centralized overview of open- access educational materials, including case studies, webinars, and instructional methods. This cost-effective solution will provide faculty and professionals with resources to enhance ergonomics education globally, without requiring significant new course development.</p>	<p>Survey regarding educational resources & mentorship Publish overview with collection of links on website; Annual Update</p>	<p>Survey is finalized First links collected</p>
<p>3 Promoting young members through (virtual) mentorship</p>	<p>Encourages next-generation participation in HFE. Supports career development and knowledge transfer.</p>	<p>(7) Maintain a future focus for HF/E</p>	<p>Attracts young professionals Provides structured international mentorship Fosters career & competence development</p>	<p>A virtual mentorship program will connect students with experienced professionals for career guidance, fostering professional growth through short-term, cost- effective engagements.</p>	<p>Survey regarding educational resources & mentorship Launch, Conduct & Evaluate mentorship programs</p>	<p>Survey is finalized, data are collected Contact interested societies for collaboration</p>

For each project described in the **Summary Table** complete sections 1-7 (if applicable)

1) List of Stakeholder groups, and their roles

Specific + by category: *System actor / Expert / Decision-Maker / Influencer*

[Include commonalities with other IEA EC committees, if applicable.]

Stakeholder Group	Role within the Project	Role category
<ul style="list-style-type: none"> IEA PSE 	<ul style="list-style-type: none"> Project oversight Ensure alignment with core competencies 	<ul style="list-style-type: none"> Decision-maker
<ul style="list-style-type: none"> Certifying bodies/course providers 	<ul style="list-style-type: none"> Apply for endorsement Provide & access best practice curricula 	<ul style="list-style-type: none"> Expert

2) List of individual stakeholders, and their roles

Specific + by category: *System actors / Experts/ Decision-Makers / Influencers*

Stakeholder	Person's role within the Project	Role type
IEA PSE Chair	<ul style="list-style-type: none"> Coordinate activities, outreach to certifying bodies & course providers 	<i>Influencer, Expert, Decision-maker</i>
<i>PSE Co-Chairs</i>	- <i>outreach to certifying bodies & course providers</i>	<i>Expert, decision-maker</i>
<i>Subcommittee Co-Chairs</i>	- <i>advise on certification process, prepare suggestions for endorsements</i>	<i>Expert, decision-maker</i>
<i>Contact person Certifying bodies/course providers</i>	<ul style="list-style-type: none"> <i>provide documentation for certification endorsement</i> <i>provide best practice curricula</i> 	<i>Influencer, Expert</i>
<i>Federated Societies</i>	- <i>share best practices on HFE curricula, educational resources & promoting membership</i>	<i>Experts, Decision maker</i>

3) Map of relations between stakeholders

<i>To \ From</i>	<i>IEA PSE Chair & Co-Chairs</i>	<i>Certifying Bodies & Course Providers</i>
<i>IEA PSE Chair & Co-Chairs</i>	<i>Project oversight</i>	<i>Collection of best practices, Application for Endorsement</i>
<i>Certifying Bodies & Course Providers</i>	<i>Outreach, provide access to curricula</i>	

Benefits to stakeholders

[List – if beyond those listed in Summary plan on page 1]

See summary page 1

4) Activities and resources required [only include this section in report document, not in presentation]

Activities 2024/2025

- Meetings:
 - Former PSE Chair: 4.10.24
 - ID Chair: 11.11.24
 - Meeting on Systems Approach: 20.11.24
 - Strategic Planning IEA EC: 20.11.24
 - 3 PSE Teammeetings: 13.11.2024, 12.2.2025, 30.6.2025
 - 4 Certification Subcommittee Meetings: 29.11.24, 07.02.25, 14.03.25, 21.03.25
 - Certification: Meeting with Malaysia Representatives: 04.04.2025
 - EC Meeting: 28.03.-29.03.25, spring (virtual), 23.6.2025 (virtual)
 - Meeting with FPE (Foundation for Professional Ergonomics) on 12.09.2025
- Compiling survey, consolidating survey & Council Meeting protocols, analyzing collected responses
- Compiling overview of certification bodies & criteria
- Compiling best practice collection of HFE curricula
- Review of HFEM application for certification endorsement
- Organizing meeting with certification bodies in December 2025

Activity undertaken	Societies/committees involved	Hours dedicated to activity	Resources used
Collection of Best Practice Curricula	FEES, CREE, University of Nottingham, University of Derby, Artee, SSA, ACED	90	Respective institutions of Committee Co-Chairs
Analysis, Summary & Presentation of Survey Results	GfA (Germany)	90	Institute of Industrial Engineering & Ergonomics, RWTH Aachen University
Certification Activities	HFESNZ (NZ), HFESA (AUS), GfA (Germany)	90	Respective institutions of Certification Sub-Committee Co-Chairs
Expert Interviews/Podcasts	ESSA (ZF)	tba	Rhodes University & others

5) Outcomes to date

Collection of Best Practice Curricula

Survey results on challenges, activities to promote young members, educational resources, mentorship programs and more

Overview of Certification Bodies, criteria, contact details

6) Future Activities

- Collect further “best practice” curricula from different countries/perspectives (China, UK, France, etc.)
- Check curricula w.r.t. IEA core competencies to develop best practices
- Discuss if competencies should be expanded (e.g. w.r.t. practitioners’ requirements, new work trends, UX methods).
- Virtual meeting btw. Certification bodies
- Interviews/Podcasts with Ergonomics experts
- Connect mentorship programs on international level
- Repository of educational tools
- On-going: Endorsement of Certification Processes

