



Update report for *Professional Standards and Education Committee (PSE)*

IEA Council Meeting, November 2026, Florianópolis, Brazil

Prepared by Verena Nitsch, Chair of the Professional Standards and Education Committee (PSE)

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 2024–2027 term, our focus centres on two key objectives: (1) strengthening global HFE education and certification, and (2) attracting and developing young professionals.

Our work is organised in four activity streams: (a) an international mentoring network, (b) the shared use of HFE educational resources, (c) best-practice HFE curricula and a global database of HFE programmes, and (d) the endorsement and re-endorsement of certification bodies.

PSE Co-Chairs

- **Liang Ma (CHN)** – Liaison to the International Development Committee; lead, educational resources platform
- **Rob Becker (UK)** – Young members
- **Andrew Todd (ZAF)** – Young members, expert interviews
- **Daniel Braatz (BRA)** – Young members
- **Farzan Sasangohar (USA)** – Lead, international mentoring network (new Co-Chair 2026)

Certification Subcommittee

- **Stephven Kolose (NZ)** – Certification Subcommittee – overview documents, re-endorsement scoring rubric, assessor
- **Valerie O'Keefe (AUS)** – Certification Subcommittee – assessor
- **Rose Figueroa (USA)** – Certification Subcommittee – assessor (new member 2026)



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International Ergonomics Association (IEA)

iea.cc

*IEA is a global federation of Human factors/Ergonomics societies, registered as a nonprofit organization in Geneva, Switzerland.
c/o Nils Ashlyn, 96 rue de Genève, 1226 Thônex, 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 International Mentoring Network	- Connects existing society-led mentoring programmes - Wider access for students & early-career professionals	- SP 7 Future focus - SP 1 Engage stakeholders - SP 2 IEA networks	- Access to mentoring - Visibility of offers - Sharing of resources	- Inventory of activities - Map of collaboration interest - Recommendations	- Survey developed & sent <i>[completed]</i> - Data collection <i>[in progress]</i> - Inventory & follow-ups <i>[to start]</i> - Recommendations <i>[to start]</i>	In progress
2 Shared Use of HFE Educational Resources	- Governed central platform for open HFE resources - No new course development needed	- SP 4 Education & certification - SP 3 HFE practice - SP 2 IEA networks	- Easy discovery - Transparent licensing - Resource sharing	- Platform with two-stage review - Pilot operation	- Benchmark & reports <i>[completed]</i> - Prototype <i>[completed]</i> - Review of prototype <i>[in progress]</i> - Implementation decision, pilot <i>[to start]</i>	In progress
3 Best-Practice HFE Curricula & Global Programme Database	- Guidance for new HFE courses - Searchable, maintainable programme overview	- SP 4 Education & certification - SP 6 Infrastructure - SP 2 IEA networks	- Orientation for new programmes - Current programme data - Simple maintenance	- Curricula collection - Programme database, annual update	- Curricula & subject overview <i>[completed]</i> - Database, 303 programmes <i>[completed]</i> - User feedback <i>[to start]</i> - Validation by societies <i>[to start]</i>	In progress

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]
4 Certification Endorsement & Re-Endorsement	- Professional standards & recognition - Transparent re-endorsement - Exchange among certification bodies	- SP 4 Education & certification - SP 1 Engage stakeholders - SP 2 IEA networks	- Transparent processes - Accessible certification - Credibility	- Timely (re-)endorsement - Mutual recognition, registry	- HFEM endorsed <i>[completed]</i> - Bodies meeting, overview docs, rubric <i>[completed]</i> - CREE & ESSA re-endorsement <i>[in progress]</i> - Further re-endorsements <i>[to start]</i>	In progress

SP = IEA Strategic Policy (iea.cc/about/introduction). Status: *[completed]* *[in progress]* *[to start]*

For each project described in the **Summary Table**, sections 1–7 are completed below. Hours in section 5 are rough estimates.

Project 1 – International Mentoring Network

1) List of Stakeholder groups, and their roles

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

Commonalities: International Development Committee (access to mentoring in developing regions).

Stakeholder Group	Role within the Project	Role category
IEA PSE Committee	• Project oversight • Survey design, outreach & analysis • Recommendations for coordination	Decision-maker, Expert
IEA Federated Societies (leadership, secretariats, education contacts)	• Respond to survey • Share mentoring activities & resources • Open activities to members of other societies	System actor, Expert
Society mentoring committees (e.g. HFES Mentorship Committee, IFPE)	• Provide insight into established programmes • Serve as potential models / partners	Expert, Influencer
Students & early-career professionals	Mentees and main beneficiaries	System actor

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
Verena Nitsch – PSE Chair	Coordinate activities, report to EC and Council	Influencer, Decision-maker
Farzan Sasangohar (HFES) – PSE Co-Chair	Lead the initiative: discussions, survey, outreach, analysis, recommendations	Expert, System actor
Rob Becker, Andrew Todd – PSE Co-Chairs	Support outreach with focus on young members	Expert
Contact persons of Federated Societies	Complete survey, provide programme contacts and resources	System actor, Expert

3) Map of relations between stakeholders

From ↓ To →	PSE Chair & Co-Chairs	Federated Societies & their mentoring programmes	Students & early-career professionals
PSE Chair & Co-Chairs	Project oversight	Survey, follow-up discussions, coordination proposals	Visibility of mentoring opportunities
Federated Societies & their mentoring programmes	Survey responses, programme information, shareable resources		Mentoring offers, cross-society access
Students & early-career professionals		Participation as mentees	

4) Benefits to stakeholders

- Federated Societies: visibility of their programmes, access to mentors and materials from other societies
- Students & early-career professionals: broader access to mentoring and international networks
- IEA: stronger ties between societies and a future-oriented HFE community

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

Activity undertaken	Societies/committees involved	Hours dedicated to activity	Resources used
Initial discussions with established programmes	HFES, IFPE, PSE	~10	Co-Chair time (virtual meetings)
Survey development, compilation of society contacts, distribution	PSE, all IEA Federated Societies	~40	Online survey tool, QR code, e-mail outreach
Response monitoring and follow-up (ongoing)	PSE, Federated Societies	~15	Co-Chair time

6) Outcomes to date

- Council survey results presented at the virtual Council meeting (May 2026)
- Mentorship Activities & Coordination Survey developed and distributed to IEA Federated Societies
- Contact list of Federated Society leadership / education contacts compiled

7) Future Activities

- Monitor survey responses; follow up with non-responding societies
- Develop an inventory matrix (society, activity, target population, format, frequency, contact, etc.)
- Identify coordination opportunities: cross-promotion, mentor/mentee referral, joint activities
- Hold follow-up discussions with societies running mature or transferable programmes
- Prepare recommendations for IEA coordination mechanisms



Project 2 – Shared Use of HFE Educational Resources

1) List of Stakeholder groups, and their roles

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

Commonalities: International Development Committee (access to low-cost education in developing regions); IEA website / communications.

Stakeholder Group	Role within the Project	Role category
IEA PSE Committee	• Project oversight • Define review criteria and responsibilities	Decision-maker, Expert
IEA Executive Committee	Decision on implementation, hosting and resources	Decision-maker, Influencer
Federated Societies, universities & course providers	Submit and disseminate open educational resources	System actor, Expert
HFE content reviewers / IEA review administrators (future roles)	Professional review; copyright, privacy and release review	Expert, Decision-maker
Learners, educators, practitioners	Users of the platform	System actor

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
Verena Nitsch – PSE Chair	Coordinate activities, present concept to EC/Council	Influencer, Decision-maker
Liang Ma – PSE Co-Chair	Lead platform research, design specification and prototype	Expert, System actor
Yining Ye	Platform benchmarking, reports and interaction prototype	Expert, System actor
Contact persons of societies / course providers	Provide links to free, accessible educational material	Expert, Influencer

3) Map of relations between stakeholders

From ↓ To →	PSE Chair & Co-Chairs	IEA EC	Societies & course providers	Learners & educators
PSE Chair & Co-Chairs	<i>Project oversight</i>	<i>Platform concept & prototype for decision</i>	<i>Call for contributions, review of submissions</i>	<i>Curated, reviewed resources</i>
IEA EC	<i>Mandate, decision on resources & hosting</i>			
Societies & course providers	<i>Submission of open resources incl. licences</i>			<i>Educational content</i>
Learners & educators	<i>Feedback, complaints, usage</i>			

4) Benefits to stakeholders

- Educators: ready-to-use, quality-reviewed material without new course development

- Societies & course providers: international visibility of their resources
- IEA: traceable review records and clear licensing reduce legal risk

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

Activity undertaken	Societies/committees involved	Hours dedicated to activity	Resources used
Benchmark analysis of five learning platforms	PSE	~10	Research team of the PSE Co-Chair (Liang Ma)
Design research report; user roles & workflow report; requirements checklist	PSE	~10	Research team of the PSE Co-Chair (Liang Ma)
Development of the interactive platform prototype	PSE	~10	Research team of the PSE Co-Chair (Liang Ma)

6) Outcomes to date

- Benchmark of five platforms with six core findings (entry points, course detail pages, governed repository, licensing fields, two-stage review, accessibility/versioning)
- Design research report and user roles & workflow report
- Interactive prototype of the IEA Online Education Resources Platform

7) Future Activities

- Review and discuss the prototype with PSE and EC
- Decide on implementation, hosting (e.g. institutionally managed cloud/object storage) and review roles
- Recruit HFE content reviewers; define licence and submission rules
- Pilot with a first set of resources from Federated Societies

Project 3 – Best-Practice HFE Curricula & Global Programme Database

1) List of Stakeholder groups, and their roles

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

Commonalities: International Development Committee (HFE course based on IEA Core Competencies).

Stakeholder Group	Role within the Project	Role category
IEA PSE Committee	• Project oversight • Compile curricula and maintain database	Decision-maker, Expert
IEA Council members / Federated Societies	• Contribute curricula • Review and correct programme information	Expert, System actor
Universities & programme leads	Provide programme details and curricula	System actor, Expert
IEA EC	Decision on replacing the Global Map; publication on IEA website	Decision-maker, Influencer

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
Verena Nitsch – PSE Chair	Coordinate activities, outreach to Council	Influencer, Decision-maker
PSE Co-Chairs	Review information for their respective regions	Expert
Denizsu Topkaya – student support	Curricula collection, database migration and structure	System actor
Regional representatives / institutional contacts	Verify and add programme information	Expert, System actor

3) Map of relations between stakeholders

From ↓ / To →	PSE Chair & Co-Chairs	Council members / Federated Societies	Universities & programme leads
PSE Chair & Co-Chairs	Project oversight	Curricula overview, database for review	Requests to verify / add programme data
Council members / Federated Societies	Additional curricula, corrections		Contacts, promotion of the call
Universities & programme leads	Programme details and curricula		

4) Benefits to stakeholders

- Institutions establishing new courses: best-practice orientation
- Programme providers: international visibility of their programmes
- IEA: single, maintainable data source for reports and the website

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

Activity undertaken	Societies/committees involved	Hours dedicated to activity	Resources used
Collection of curricula and overview of covered subjects	PSE, universities, Federated Societies	~20	Institute of Industrial Engineering and Ergonomics, RWTH Aachen University (student assistant)
Migration of the Global Map into the Excel database (303 programmes)	PSE	~60	Institute of Industrial Engineering and Ergonomics, RWTH Aachen University (student assistant); MS Excel
Design of data structure and entry format	PSE	~10	Institute of Industrial Engineering and Ergonomics, RWTH Aachen University

6) Outcomes to date

- Collection of best-practice HFE curricula with overview of covered subjects
- Two-sheet Excel database (filter tab + main database) with 303 HFE programmes

7) Future Activities

- Share the database with initial users to collect feedback on usability and search
- Reach out to regional representatives and institutional contacts to verify, add and update programmes
- Add reporting features (pivot tables, conditional formatting) for future meetings
- Invite Council members to send further curricula for the collection

Project 4 – Certification Bodies Endorsement & Re-Endorsement

1) List of Stakeholder groups, and their roles

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

Commonalities: International Development Committee (accessible, regionally tailored certification).

Stakeholder Group	Role within the Project	Role category
IEA PSE Committee & Certification Subcommittee	• Project oversight • Assess applications, prepare endorsement recommendations	Decision-maker, Expert
Certification bodies (e.g. CREE, ESSA, BCPE, CCCPE, CIEHF, ACE, HFEM)	• Apply for (re-)endorsement • Collaborate on mutual recognition and registry	System actor, Expert
IEA EC / Council	Decision on endorsement	Decision-maker

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
Verena Nitsch – PSE Chair	Coordinate activities, chair certification bodies meeting	Influencer, Decision-maker
Stephven Kolose – Certification Subcommittee	Overview documents, scoring rubric, assessor	Expert, Decision-maker
Valerie O'Keefe – Certification Subcommittee	Assessor	Expert, Decision-maker
Rose Figueroa – Certification Subcommittee	Assessor (new)	Expert, Decision-maker
Contact persons of certification bodies	Provide documentation for (re-)endorsement	System actor, Expert

3) Map of relations between stakeholders

From ↓ To →	PSE Chair & Certification Subcommittee	Certification bodies	IEA EC / Council
PSE Chair & Certification Subcommittee	Project oversight	Guidance, assessment & feedback; network meetings	Endorsement recommendations
Certification bodies	Applications & documentation; input on criteria	Exchange on mutual recognition	
IEA EC / Council	Decision on endorsement		

4) Benefits to stakeholders

- Certification bodies: international recognition, exchange of experience, structured feedback
- Certified professionals: credibility of endorsed certification bodies
- IEA: transparent, documented endorsement process

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

Activity undertaken	Societies/committees involved	Hours dedicated to activity	Resources used
Meeting of certification bodies (preparation, Miro board, minutes)	ESSA, ACE, CCCPE, CIEHF, BCPE, CREE, HFEM, Mexico	~5	Zoom, Miro board; IEA support
Overview documents on certification systems and history	Certification Subcommittee	~10	Respective institutions of the Certification Subcommittee members
Development of the rubric-based scoring system	Certification Subcommittee	~20	Respective institutions of the Certification Subcommittee members
Independent scoring of CREE and ESSA applications (3 assessors)	CREE, ESSA, Certification Subcommittee	~100	Respective institutions of the assessors

6) Outcomes to date

- HFE Society of Malaysia (HFEM) endorsed
- Network meeting of certification bodies; collaboration on mutual recognition and a centralised professional registry started
- Two overview documents on certification systems and their history
- Rubric-based scoring system; CREE and ESSA applications scored by three assessors

7) Future Activities

- Finalise re-endorsement of CREE and ESSA
- Continue re-endorsements of further bodies according to the schedule (e.g. BCPE due 2026, CCCPE expected Jan 2027; ABERGO and JES pending)
- Continue exchange on mutual recognition and a centralised professional registry