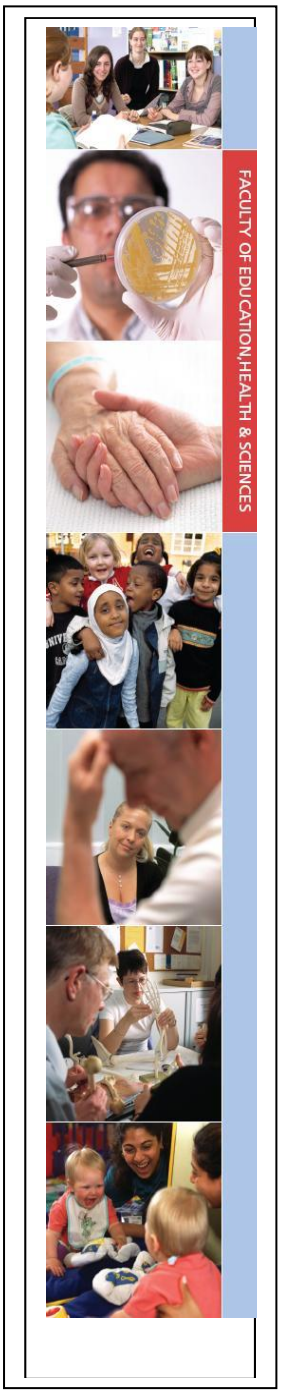
FACULTY OF EDUCATION, HEALTH AND SCIENCES

School of Science
(Psychology)



Programme Specification 2012/2013

MSc Ergonomics

to include:-

MSc Health Ergonomics
MSc Ergonomics (Human Factors)
MSc Ergonomics & Organisational Behaviour

SECTION ONE: GENERAL INFORMATION

Programme Title

Programme Title: MSc Ergonomics

Award Title and Interim Awards

Final Awards:

Master of Science in Ergonomics (Human Factors)
Master of Science in Health Ergonomics
Master of Science in Ergonomics & Organisational Behaviour

Interim Awards:

Postgraduate Certificate in Ergonomics

Postgraduate Diploma in Ergonomics (Human Factors)
Postgraduate Diploma in Health Ergonomics
Postgraduate Diploma in Ergonomics & Organisational Behaviour

Mode of Study

Part-time Online distance learning.

Programme start date and period of validation

Start date: September 2012.
Period of Validation: Indefinite, but delivery will be reviewed every 4 years.

Awarding Institution

University of Derby.

Faculty Managing the Programme

Faculty of Education Health and Sciences

Institution(s) Delivering the Programme

University of Derby.

Relevant external subject benchmark statement(s)

There are no specific QAA subject benchmark statements for Ergonomics. However, the programme complies with QAA code of practice for the assurance of academic quality and standards in higher education, Section 2: Collaborative Flexible and Distance Learning (including E-Learning), in that the precepts outlined in Part B (aspects specific to flexible and distribute learning) are met by adherence to University policies and procedures.

External Accreditation/Recognition

Institute of Ergonomics and Human Factors benchmarks and accreditation requirements have formed a basis for the design of this programme and it has been accredited.

JACS Code(s)

JACS Code: J920

Programme specification last updated

February 2012

SECTION TWO: OVERVIEW AND PROGRAMME AIMS

At launch in 2005 our Ergonomics Masters was the only distance learning Masters programme in ergonomics available in the world and it is still one of two. As a work related discipline ergonomics is ideally suited to a flexible distance learning format that can be integrated with the students own work and experience. Student demand for the programme has been excellent with the vast majority of students already employed in a related discipline. The additional pathways to the programme will help sustain demand and grow ergonomics as a subject at Derby.

Whilst meeting the requirements of the Institute of Ergonomics and Human Factors, the programme is unique in expanding the horizon of traditional biomedical focussed ergonomics by focussing on the biopsychosocial approach where psychological factors that also impact on people's physical well-being are considered in depth.

Teaching on the programme recognises the demands of learning at a distance whilst working. There is flexibility and teaching is supportive, with dedicated staff and novel use of technology (the Virtual Workplace for Learning developed in-house at Derby) for more practical aspects of the course. We believe in maintaining high academic standards to challenge our students so that they develop a strong theoretical basis to underpin practical skills. This will allow students to identify problems and apply solutions in the workplace.

Programme Aims

Common to all awards

1. To cover and combine the core areas listed by the Institute of Ergonomics and Human Factors, thereby meeting subject needs and producing modern ergonomists able to take forward the biopsychosocial approach to ergonomics in their work.
2. Provide a supportive and challenging learning environment for students wishing to improve their skills and prospects at work, while maintaining flexibility utilising elearning for those at work or studying full-time.
3. Develop mastery of, and the ability to, critically evaluate theoretical and methodological aspects of ergonomics and apply them in practice.
4. Identify and investigate ergonomics problems and propose and critically evaluate solutions based on a thorough grounding in research methods and appropriate data analysis techniques.
5. Develop a deep understanding of the user, their abilities and limitations in the context of the wider physical and systems environment as applicable to task performance.

Each named award has the following additional programme aims:

MSc in Ergonomics (Human Factors)

- To provide a deep understanding of ergonomics in the design process.

MSc in Health Ergonomics

- To provide a deep understanding of how psychological theory aids our understanding of the relationship between human behaviour and health in an ergonomics context.

MSc in Ergonomics & Organisational Behaviour

- To provide a deep understanding of how human behaviour is influenced by organisations and culture in an ergonomics context.

SECTION THREE: PROGRAMME LEARNING OUTCOMES

Knowledge and understanding

Common to all awards

- Mastery of the ergonomics approach, ergonomics methodologies and related data analysis.
- Thorough grounding in ergonomics in practice and associated professional issues of intervention, legislation and standards.
- Thorough grounding in design for human use and the design of work, systems and organisations.
- Command of applied ergonomics.
- Deep understanding of human characteristics and physical and psychological work in the context of the wider environment.

MSc in Ergonomics (Human Factors) Specific

- Deep understanding of ergonomics in the design process.

MSc in Health Ergonomics Specific

- Deep understanding of how psychological theory aids our understanding of the relationship between human behaviour and health.

MSc in Ergonomics & Organisational Behaviour Specific

- Deep understanding of how human behaviour is influenced by organisations and culture in an ergonomics context.

Intellectual skills

Common to all awards

- Interpret and combine academic material relating to the programme and demonstrate scholarly thinking.
- Locate, understand, critically evaluate and synthesize evidence and data significant to ergonomics and its application.
- Conduct analyses with confidence on data and present findings and coherent conclusions.
- Design and critically evaluate ergonomics studies, interventions and experiments, while considering the ethical context.

MSc in Ergonomics (Human Factors) Specific

- Apply knowledge of ergonomics to design issues that impact on well-being and performance.

MSc in Health Ergonomics Specific

- Apply knowledge of health ergonomics to issues that impact on well-being and performance.

MSc in Ergonomics & Organisational Behaviour Specific

- Apply knowledge of organisational behaviour and ergonomics to issues that impact on well-being and performance.

Practical/subject specific skills

Common to all awards

- Retrieve, select and critically analyse information and standards from a variety of sources that are relevant to ergonomics problems, human performance, health and legislation at work.
- Design and critically evaluate ergonomics studies and evidence based interventions employing a range appropriate ergonomics methodologies and use appropriate analytical techniques to interpret the findings.
- Facilitate solutions through using different modes to communicate knowledge effectively to a range of stakeholders.

MSc in Ergonomics (Human Factors) Specific

- Integrate and apply ergonomics knowledge in the consideration of people and their work in the context of the wider environment as applicable to task performance.

MSc in Health Ergonomics Specific

- Integrate and apply ergonomics knowledge in the consideration of people and their work in the context of the wider environment, with a specific focus on health at work.

MSc in Ergonomics & Organisational Behaviour Specific

- Integrate and apply ergonomics knowledge in the consideration of people and their work in the context of the wider environment, with a specific focus on organisational issues.

Transferable skills.

- Communicate ideas and findings effectively via different modes of communication.
- Use IT for communication, locating information and data analysis.
- Evaluate problems, propose solutions and assess effectiveness.
- Work independently, locate information sources and plan time.

See Annexe A for Learning Outcomes Matrix.

SECTION FOUR: PROGRAMME STRUCTURE

The programme is delivered by online distance learning or ‘elearning’. It is a flexible level 7 modular course that can be studied over a period of one to six years depending on the students’ requirements and employment. Normally students in full-time employment study three modules a year (one module per term) and complete the programme in three years. Students without work commitments can complete the Masters in a shorter time frame by taking two modules a term in order to complete the PG Diploma in 10 months before with the Masters stage. In consultation with the programme leader students with varying work commitments can increase or decrease the number of modules studied per term.

All the modules are at level 7 and the completion of the PG Cert., PG Dip. and Masters is credit based. To maximise online student community coherence in order to facilitate learning in a peer supported network there is a single intake point. To assist in programme management and student tracking the programme team specify the module order and modules are allocated to a term. The most important aspect of this order is that Approaches in Ergonomics is normally the first module studied as it provides an introduction to studying at Masters Level. Following Approaches in Ergonomics, students studying one module per term continue to study modules in the specified order until they achieve 60 credits (PG Cert.). The remaining modules are then studied in the specified order to achieve 120 credits (PG Dip.).

Associate students - Prospective Students will be able to access individual modules as associate students. Those who wish to take individual modules must hold entry criteria for the module as specified by the programme leader.

Programme Structure Diagram of 20 Credit Revisions

		MSc in Ergonomics (Human Factors)	MSc in Health Ergonomics	MSc in Ergonomics & Organisational Behaviour
120 Credits for PG Diploma 60 Credits for PG	Term 1	Online Induction 0 Credits	Online Induction 0 Credits	Online Induction 0 Credits
		Approaches in Ergonomics 20 Credits	Approaches in Ergonomics 20 Credits	Approaches in Ergonomics 20 Credits
	Term 2	Psychology and Human Performance 20 Credits	Psychology and Human Performance 20 Credits	Psychology and Human Performance 20 Credits
	Term 3	Physical Characteristics & Ergonomics 20 Credits	Physical Characteristics & Ergonomics 20 Credits	Physical Characteristics & Ergonomics 20 Credits
	Term 1	Systems and Ergonomics 20 Credits	Systems and Ergonomics 20 Credits	Systems and Ergonomics 20 Credits
	Term 2	Ergonomics & Design 20 Credits	Human Behaviour & Health 20 Credits	Organisational Psychology 20 Credits
	Term 3	Investigations & Analysis 20 Credits Pre-requisite for IS	Investigations & Analysis 20 Credits Pre-requisite for IS	Investigations & Analysis 20 Credits Pre-requisite for IS
180 Credits for Masters	Level 7 – Terms 1,2&3	Independent Scholarship in Ergonomics 60 Credits In any area of Ergonomics	Independent Scholarship in Ergonomics 60 Credits with approved focus in Health Ergonomics	Independent Scholarship in Ergonomics 60 Credits with approved focus in Ergonomics & Organisational Behaviour.

- Investigations and Analysis is shared with MSc Psychology online.

Typical Time Table

Whilst the programme structure above allows flexibility of credit based awards, there will be a defined module timetable based on the need to only teach modules once in an academic year and the need to provide academic progression for those starting the programme – especially as many are returning to study. For example the PG Cert will normally consist of the following modules:

PG Certificate in Ergonomics (60 Credits)
Must include:
Approaches in Ergonomics (AIE) 20
And normally:
Psychology and Human Performance (PHP) 20
Physical Characteristics & Ergonomics (PCE) 20

Exceptionally, different modules from the programme may be selected in consultation with the programme leader. The table below shows how the modules are typically timetabled, but this can be varied by the programme team.

	Part-time Cohort		
Term	**1**	**2**	**Accelerated cohort**
Oct	AIE		AIE, SE
Jan	PHP		PHP, Pathway
Apr	PCE		PCE, IA
Oct	SE	AIE	IS
Jan	Pathway	PHP	
Apr	IA	PCE	
Oct	IS	SE	
Jan	IS	Pathway	
Apr	IS	IA	
Oct		IS	
Jan		IS	
Apr		IS	

MSD = Musculoskeletal Disorders & Ergonomics; PHP = Psychology and Human Performance; AIE = Approaches in Ergonomics; SE= Systems & Ergonomics; IA = Investigations and Analysis; IS = Independent Scholarship Project.

Pathway module - Human Behaviour & Health; Organisational Psychology; Ergonomics & Design

The time table also shows how multiple cohorts studying one module per term allow a two modules per term cohort without any modules being repeated.

Content

The rationale and programme aims provide the fundamental basis for the programme content and the programme learning outcomes were derived from, and can be mapped onto, these. These programme level aims and learning outcomes direct the module content and the depth of study – therefore the module learning outcomes. For example there are modules to cover physical and psychological characteristics, ergonomics methods and wider systems issues. Detailed module content and learning outcomes can be found in the information for each module – either via the online learning environment (Blackboard accessed via UDo) or the module specifications.

All modules have been developed specifically for the Ergonomics programme. Therefore a level of consistency and coherence between the modules is ensured. Further, ergonomics promotes a holistic human centred approach; this theme naturally links the modules within the programme. Meeting the educational sub-disciplines required by the Institute of Ergonomics and Human Factors ensures the education needed to work as an ergonomist. This provides integrity and an overall focus which relate to the programme aims of providing the knowledge and skills to enable the student to practice as an ergonomist.

As an inter-disciplinary and applied subject area based on theoretical knowledge there is an inherent balance between theory and practice in the programme content. Further balance between theory and practice is achieved by learning materials being accompanied with practical exercises throughout the programme. The acquisition of core knowledge in sufficient depth and breadth is ensured as the key educational sub-disciplines required by the Institute of Ergonomics and Human Factors have directed the programme content and allow an overview of the amount of material related to each discipline to be determined.

Personal Development Planning

PDP is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development. As part of recommendations from the QAA and HEFCE (following the Dearing report) and as agreed by Universities UK, HE institutions are expected to provide a form of Personal Development Planning (PDP) for their students. You should be:

- Identifying and reflecting on existing skills, working, professional and other experiences
- Reflecting on how your study will meet their professional and personal needs
- Reviewing progress and achievement.

Further, to become a Registered Member of the Institute of Ergonomics and Human Factors you must demonstrate a number of years' experience (full-time or equivalent) in the practice of ergonomics, and/or teaching, and/or research of ergonomics relevance. To do this you must complete a log book. By engaging in PDP activities it is hoped that they can inform any log book you produce in the future.

See the current student web pages for further information, PDP cover and activity sheets and an Institute of Ergonomics and Human Factors Log Book Activity Record: http://psychology.derby.ac.uk/ergonomics/current/

The aim of the PDP portfolio is to facilitate the integration of the academic and practical aspects of the Masters programme.

How will it help me with my MSc?
The portfolio is an active learning tool. This means that it is continuously updated and evolving during your time on the course. It will give you the opportunity to demonstrate practical application of underpinning knowledge, demonstrate how you are developing during the course on an individual and professional level and demonstrate the range and level of practical ability to employers.

What kinds of things should be included in the portfolio?
There are some types of evidence/information that should be included in the portfolio. These include:

- Copies of assignments and assignment feedback sheets
- Personal academic record
- Records of discussions with staff
- Reflective diary entry for activities and anything else you wish to reflect on (e.g., forum discussions etc).

It is your decision as to what other types of things should be included in the portfolio. If in doubt, discuss it with a tutor.

How will my portfolio be assessed?
The portfolio will not be assessed; it is for your own personal development. However, your tutor may check that you have completed the portfolio activities and are keeping up with your portfolio.

Reflective diary entries for portfolio activities
It is up to you how you reflect on your experiences during the course, however as a guide you might find it useful to include comments relating to:

Experience

- Which aspects of the activity did I enjoy? Why?
- Which aspects did I find difficult or challenging? Why?
- Which of my objectives did I achieve? Why?
- Which of my objectives did I not achieve? Why?

Personal/professional development

- What would I have done differently (if anything) during my experience or in preparation for it?
- In what ways has the activity helped towards achievement of the related learning activities or module outcomes for the course?
- What issues has the activity raised as an individual?
- What else do I need to learn or have more experience of?

1st Semester Portfolio Activities
Include the brief outline of your expectations of the programme and what you want to achieve from the first session.

For each module:

- Reflect upon the units covered and how they relate to your existing skills, working, professional and other experiences. How did the module meet your professional and personal needs.
- Reflect upon the preparing your coursework.
- Reflect upon the forum discussions and activities.
- Review progress and achievement.

SECTION FIVE: PROGRAMME DELIVERY

Learning and Teaching Methods

The programme aims and learning outcomes are achieved via the modules which are taught and assessed according to the strategy detailed below.

Elearning, a form of distance learning, was chosen as the mode of study in order to meet demand of potential students. An elearning programme provides flexibility in study and the opportunity to focus learning within the student's work environment as they learn the theory, methodologies and techniques needed to understand the individual, identify, evaluate and solve problems at work. Module materials are delivered online and centre on text based information which is necessary at Masters level. The mode of delivery also allows discussion points, activities and interactive quizzes. A virtual work environment allows students to practice more practical methods and also creates complex scenarios for assessment purposes. The virtual environment arguably gives distance learning students an experience of a range of situations not available to campus based students.

The programme aims, learning outcomes and module content reflect how the practice of ergonomics is based upon theory and a wide range of knowledge. Therefore the materials introducing the ergonomics theory will refer to journal articles, applications and will be accompanied by appropriate applied exercises where possible. To ensure coverage of key topics there are core modules with optional modules enabling students to study areas of interest or that are applicable to the specific area in which they work or intend to work. Students with the opportunity to use work-based learning will be encouraged to critically evaluate tasks in the workplace and adopt a human centred approach. This emphasis encourages the student to synthesise a wide range of information and knowledge.

Following recommendation from external examiners the initial module caters for a return to study and familiarisation with Masters level work. This early progression is further ensured by studying the modules in a set order. Modules cover general knowledge and methods before becoming more specialised. Later modules also require students to integrate knowledge and skills covered in previous modules.

The modules also provide a framework for students to learn independently and discover the knowledge relevant to their particular needs. Students are expected to take responsibility for their own learning. This is done through encouragement to apply skills in the context of their own environment and with support from staff via telephone and e-mail, with students also being encouraged to use on-line discussion forums to provide support for each other. The programme web pages allow announcements, publication of the latest information and specific guidance as required.

Students declaring a disability will be treated in accordance with the University Equal Opportunities Policy which aims to develop an awareness of the needs of individual students to enable them to participate fully in their programme of study through reasonable adjustments. Ongoing support is established via a Support Plan which makes recommendations in relation to the student's support needs and will identify appropriate assessment arrangements. Staff will seek to make the appropriate adaptations to teaching and assessment methods as identified in Support Plans.

The links from teaching and assessment methods to programme learning outcomes can be considered in relation to the four areas of learning.

Knowledge and Understanding

The course materials introduce ergonomics knowledge and refer to journal articles, applications and are accompanied by appropriate exercises that require interaction with the materials and facilitate deep understanding. There are core modules to ensure key topics are

covered. Optional modules enable students to study areas that are applicable to the specific area in which they work or intend to work. Deep understanding is supported via contact with staff, but students are also encouraged to use on-line discussion forums to provide support for each other. Assessment of knowledge and understanding is by coursework, often taking the form of portfolios containing shorter items and larger items of work. This approach ensures a breadth and depth of knowledge required at this level.

Intellectual Skills

The course materials and regular exercises and examples encourage students to critically evaluate the information provided and adopt a user centred approach when considering tasks in the workplace. This emphasis encourages the student to synthesise a wide range of information and knowledge. Students are expected to gradually take responsibility for their own learning and integrate knowledge and application through staff support and encouragement to apply skills in the context of their own environment. The coursework requires critical evaluation and the interpretation and synthesis of information with practical reports demonstrating skills in the acquisition of data and its analysis. The culmination of this process being the final Independent Scholarship project which is a research based dissertation, requiring a fully justified research question, design data collection, analysis and final discussion.

Practical and Subject Specific Skills

Students learn to use practical skills such as ergonomics methods and analytical techniques in a range of modules, but methodologies and statistical analysis are integrated and specifically covered in two related modules. The virtual workplace was developed to allow students at a distance to practice subject specific practical skills. These are assessed through the various course work assignments that require information to be sourced and interpreted and reports of the practical activities and projects undertaken during the course, including the Independent Scholarship project.

Transferable Skills

All modules build transferable skills to some degree with the evaluation and resolution of ergonomics problems being central to the programme. Specific examples of assessments that are based on transferable skills are the portfolios which include press releases, board presentations and policy production. As distance learners, students need to communicate effectively with the tutor, and also to liaise appropriately to get the support and information they need from fellow students and in their own environment. IT is fundamental for an elearning programme which utilises a virtual learning environment and workplace. IT is also used across all modules for communication, support, locating and analysing information. The distance learning format depends on good time management and also the students' ability to use their own environment as a learning resource. Transferable skills are inherent in the quality of the coursework in general. Although there will be specific occasions when assessment requires demonstration of certain transferable skills such as data analysis.

Workload Scheduling and elearning Support

Elearning and distance learning support is provided centrally via UDo and InFocus, but the programme team also provide and link to essential information via the programme web pages. Elearning, as with any form of distance learning, lacks the structure of weekly lectures on campus. However, it is more flexible which is an essential feature given the typical student on the programme – a hard working professional. Rather than trying to impose a schedule on the students email and the forum are used to send periodic updates during the module. Asking if students have any questions and stating where ideally they should be in the materials. The online discussions based on module content also drive this. The assessment deadlines are set at the end of term, but allow students the weekend to complete the coursework. In initial modules the need to be starting coursework is referred to, but as professionals used to deadlines students are capable of working to them in their own way.

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people e.g. for module assessments or Independent Studies. Information on these principles can be found on the University web site at www.derby.ac.uk/research/ethics

Assessment

This programme operates within the University's Regulatory Framework and conforms with its regulations on assessment. The assessments match the module learning outcomes, which are derived from the module content, generic learning outcomes and programme aims. Assessment of knowledge and applied skills is by coursework, often taking the form of portfolios containing shorter items to assess specific skills or allow variation and innovation (e.g. submitting a press release, the virtual workplace) and larger items of work that integrate the topic areas. This approach helps ensure a breadth of knowledge and also the depth required at this level. The shorter items and formative activities provided online help ensure that the student engages with the topic areas covered in each module and prepare students for the summative assessment. The larger items of work will require students to integrate the knowledge and skills covered and use research skills to locate and critically evaluate further information. Parity of assessment load will be ensured through discussions between module leaders, monitoring by the programme leader and noting any feedback from students and the external examiner. The programme team will also keep under review the range and variety of assessments as technology evolves. Students are also encouraged to consider knowledge gained during modules in the context of their own work environment, and demonstrate understanding by relating their online discussions or assessments when applicable to their work. Students are encouraged to use tutorial time to discuss their assignments and are permitted to send a sample of their work on which formative feedback is provided.

SECTION SIX: ADMISSIONS

Entry requirements

Entry to the first stage of the programme (PG Certificate) is usually based on performance in an undergraduate honours degree in a relevant discipline (such as Psychology, Engineering, Physiotherapy and other science based courses) or a professional qualification (degree or equivalent) in a related discipline. Students are usually expected to have obtained a minimum achievement of a 2:2 classification. Uncertificated entry; students without a first degree, or with a lower classification, may be considered for entry to the programme subject to relevant professional qualifications in a closely related area and/or appropriate experience where they can evidence the necessary knowledge, skills and understanding to succeed on the programme.

Entry to subsequent stages of the programme depends on performance in the preceding stage. Students who have been referred in more than one standard module will be permitted to redeem the failures in order to obtain the award for which they are registered however they will not normally be permitted to progress to following stages of the programme. Students who are referred in one module will be permitted to progress to subsequent stages of the programme following the successful redemption of any failed modules.

International students whose first language is not English will have to provide evidence of proficiency in English, in line with University policy for PG programmes.

Applicants who have studied ergonomics at a post-graduate level may apply for credit and will be assessed according to the University's recognition of Prior Learning (APL) Regulatory Framework.

Prospective students who wish to take individual modules as associate students must hold the entry criteria for the module.

Where applicants wish to apply to study modules which have an essential pre-requisite, students must have studied these pre-requisites to the appropriate level, or have the equivalent advanced standing as determined by the APL process.

It will be necessary for students to have access to a PC with broadband Internet access in order to engage with course materials, produce coursework and use specialist software associated with the course.

The University of Derby Support & Advisory Service can provide a wide range of support, advice and information to disabled students. We are keen to work with you to enable you to benefit fully from University life and achieve your full learning potential. The University of Derby takes the issue of web and e-learning accessibility very seriously, both to meet our legal obligations and because it is the right thing to do.

SECTION SEVEN: STUDENT SUPPORT AND GUIDANCE

Students can always contact your module leader or programme leader should you have any academic needs and we'll also point you in the right direction for more general support or guidance needs. The central resources available are listed in the programme handbook.

Students declaring a disability will be treated in accordance with the University Equal Opportunities Policy which aims to develop an awareness of the needs of individual students to enable them to participate fully in their programme of study. Ongoing support is established via a Support Plan which makes recommendations in relation to the student's support needs. Staff will seek to make the appropriate adaptations as identified in Support Plans.

The Student Voice

Obtaining feedback both during and after modules is an important activity which helps us to monitor the programme and [where appropriate] implement any changes. As such, your views are particularly welcome and there are a variety of mechanisms through which you can give them.

- Programme Committees – each programme of study at the University has a Programme Committee to provide a forum in which staff and students can discuss and recommend on matters related to the quality of the student learning experience. As a distance learning programme we have 'virtual' committee meetings via the forum. Discussion threads related to the agenda items are setup and the programme leader posts a report for each. All students are invited to comment and feedback via the forum within 7 days. The threads are then closed and the content used as the formal record of the meeting. This method does not require programme representatives who gather and synthesise information at an on-campus meeting and has the advantage that all students can take part if they wish.

- Programme Evaluation Questionnaires – each year the University circulates a survey for each programme which gives all students the opportunity to feedback via a set of standard questions.

- Forum – we also welcome comments on the programme via the online forum which has its own code of conduct.

- Programme Team – if there is any issue which you feel should be brought to the attention of the programme team then please contact the programme team.

Occasional bespoke surveys by the programme leader and occasional staff/student meetings (at the Annual Institute of Ergonomics and Human Factors Conference for example) are also used.

Post-programme opportunities and employer links

The ergonomics Masters programmes allow progression in terms of further qualifications and employment. The Masters is a good basis for further study in the form of a PhD and accreditation by the Institute of Ergonomics and Human Factors (with its International affiliations) as a qualifying course for graduate membership is a good basis for employment in ergonomics around the world. Together with relevant experience the Masters allows registered membership of the Institute of Ergonomics and Human Factors. The Institute of Ergonomics and Human Factors is also a good resource for employment opportunities and gaining experience in ergonomics. From a wider perspective the programmes provide a suitable qualification for those working in allied areas to progress and broaden the skills they offer. For example physiotherapists who wish to practice ergonomics and occupational health and safety professionals who wish to have a broader skill set. Contact the programme team is you wish to discuss such issues.

The programme has good employer links as institutions sponsor their employees on the programme so student feedback about content and delivery also helps ensure employer needs are met and a dialogue is maintained. Further dialogue and awareness is maintained by the activities of the programme team, be the employer visits, conference attendance or publication of articles related to ergonomics education. The Institute of Ergonomics and Human Factors accreditation requirements also take into account employer needs with its basis on the Ergonomist Formation Model adopted by Board of Certification in Professional Ergonomics.

Annexe A – Learning Outcomes Matrix

	Approaches in Ergonomics	Psychology and Human Performance	Physical Characteristics & Ergonomics	Systems and Ergonomics	Ergonomics & Design	Human Behaviour & Health	Organisational Psychology	Investigations and Analysis	Independent Scholarship in Ergonomics
Knowledge and understanding: Common to all awards									
Mastery of the ergonomics approach, ergonomics methodologies and related data analysis.	x			x				x	x
Thorough grounding in ergonomics in practice and associated professional issues of intervention, legislation and standards.			x	x					
Thorough grounding in design for human use and the design of work, systems and organisations.	x		x	x					
Command of applied ergonomics.	x		x	x					x
Deep understanding of human characteristics and physical and psychological work in the context of the wider environment.		x	x						
MSc in Ergonomics (Human Factors) Specific									
Deep understanding of ergonomics in the design process.					x				
MSc in Health Ergonomics Specific									
Deep understanding of how psychological theory aids our understanding of the relationship between human behaviour and health.						x			
MSc in Ergonomics & Organisational Behaviour Specific									
Deep understanding of how human behaviour is influenced by organisations and culture in an ergonomics context.							x		
Intellectual skills: Common to all awards									
Interpret and combine academic material relating to the programme and demonstrate scholarly thinking.	x	x							x
Locate, understand, critically evaluate and synthesize evidence and data significant to ergonomics and its application.	x		x	x					x
Conduct analyses with confidence on data and present findings and coherent conclusions.								x	x
Design and critically evaluate ergonomics studies, interventions and experiments, while considering the ethical context.	x							x	x
MSc in Ergonomics (Human Factors) Specific									
Apply knowledge of ergonomics to design issues that impact on well-being and performance.					x				x
MSc in Health Ergonomics Specific									
Apply knowledge of health ergonomics to issues that impact on well-being and performance.						x			x
MSc in Ergonomics & Organisational Behaviour Specific									
Apply knowledge of organisational behaviour and ergonomics to issues that impact on well-being and performance.							x		x
Practical/subject specific skills: Common to all awards									
Retrieve, select and critically analyse information and standards from a variety of sources that are relevant to ergonomics problems, human performance, health and legislation at work.	x		x						
Design and critically evaluate ergonomics studies and evidence based interventions employing a range appropriate ergonomics methodologies and use appropriate analytical techniques to interpret the findings.	x							x	x
Facilitate solutions through using different modes to communicate knowledge effectively to a range of stakeholders.			x	x					
MSc in Ergonomics (Human Factors) Specific									
Integrate and apply ergonomics knowledge in the consideration of people and their work in the context of the wider environment as applicable to task performance.									x
MSc in Health Ergonomics Specific									
Integrate and apply ergonomics knowledge in the consideration of people and their work in the context of the wider environment, with a specific focus on health at work.									x
MSc in Ergonomics & Organisational Behaviour Specific									
Integrate and apply ergonomics knowledge in the consideration of people and their work in the context of the wider environment, with a specific focus on organisational issues.									x
Transferable skills.									
Communicate ideas and findings effectively via different modes of communication.	x		x	x					x
Use IT for communication, locating information and data analysis.								x	x
Evaluate problems, propose solutions and assess effectiveness.	x			x				x	
Work independently, locate information sources and plan time.									x