# Training document

## MAA OpAssure TD 001 Human Factors training requirement

| **Last Review:** | 08 January 2026 | **Author:** | DSA-MAA-OpAssure-ASM-HF |
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| **Next Review:** | 08 January 2027 | **Approver:** | DSA-MAA-OpAssure-ASM |

**Note**

This document complements and should be read in conjunction with Regulatory Article (RA) 1440: Air Safety Training. AP 8000 Lft 8016 can also be read for additional guidance[1].

**Introduction**

1.      This document provides further guidance on Human Factors (HF) training and facilitation for all military personnel and civilians working in the Defence Air Environment (DAE). The majority covers the military HF training system and is aimed at those personnel who have attended the Human Factors Facilitators' Course (HFFC) and the Human Factors Supervisors' Course (HFSC) and are discharging the duties as a Human Factors Facilitator (HFF) or a Human Factors Supervisor (HFS) at their unit or station. However, there is also critical guidance that affects the HF training both for civilians and Civilian Qualified HF Instructors (CQHFI).

**Governance**

2.      The Human Factors Competency Framework (HFCF) at Annex A is maintained by the Defence Aviation Human Factors Training School (DAHFTS) and staffed through the Defence Aviation Human Factors Working Group (DAHFWG), under the direction of the MAA Air Safety and Airworthiness Training Customer Executive Board Working Group (ASAT CEB WG), which retains ownership of the document. The HFCF identifies 3 Levels of HF competence. ►Aviation Duty Holders (ADH) ◄, Accountable Managers (Military Flying) (AM(MF)), Accountable Manager (AM), Head of Establishments (HoEs), and Heads of ADH-Facing Organizations ensure that the appropriate level of HF training is provided to their personnel. The following 3 levels of HF competency are recognised:

    a.      **Level 1 – Foundation and Continuation**. An understanding of HF and Error Management (EM) gained during single / joint service phased and civilian induction training followed by workplace practical application of HF and EM during facilitated HF Continuation sessions.

    b.      **Level 2 –** Required for HFF or CQHFI and is attained through attending the HFFC.

    c.      **Level 3 –** Required for HFS and attained through attending the HFSC.

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[1] AP 8000 Lft 8016 is RAF Single Service Policy and is subject to change outside of the MAA Regulatory Publications .

**DAHFTS HF and EM Training**

3.      HF Foundation and Error Management Training, and Continuation Training can only be delivered by an individual holding the HFF competence. Delivery of HF Foundation or Continuation Training to personnel in Phase 1 or 2 training must be delivered by an individual who holds an appropriate Defence Trainer Qualification. Front Line Command Training Requirement Authorities (TRAs) may apply JSP 822 authority to exercise discretion[2] regarding Defence Trainer Qualification requirements for individuals delivering HF Foundation or Continuation Training to Phase 3[3] trainees.

4.      The modules are summarised below:

   a.      **HF Foundation and EM Training**. HF and EM Foundation Training is common for all personnel and attracts the following JPA competency (for military personnel):

   *'Flight Safety | Human Factors and Error Management Foundation Training | Joint'*

   b.      **HF Continuation Training**. HF continuation training is delivered through facilitated sessions as a minimum every 2 years. The training attracts the following JPA competency for military personnel:

   *'Flight Safety | Human Factors Continuation Training | Joint'*

**DAHFTS HF and EM Courses**

5.      Individuals undertaking a HF Level 2 or 3 training course must be selected on suitability. Applications must be approved by their Aviation Duty Holders (ADHs), AM(MF)s, AMs, HoEs, and Heads of ADH-Facing Organizations or Cdrs within DH-Facing Organizations. Potential HFSs need to be qualified and current HFFs, with experience of facilitating HF training sessions. The DAHFTS delivers the following HF courses for the DAE:

   a.      **DAHFTS HFFC.** To become a HFF, individuals are required to attend the HFFC at the DAHFTS, RAFC Cranwell or a franchised HFFC. HF and EM Foundation Training, followed by at least one Continuation Training session is a prerequisite for attendance. On successful completion of the HFFC military personnel will be awarded the following JPA competency:

   *'Flight Safety | Human Factors Facilitator | Joint'*

   b.      **DAHFTS HFSC.** The HFSC is aimed at experienced HFFs, who, on completion will undertake the role of unit HFS. The primary focus of the course is to enable personnel to competently assess and support HFFs delivering training and achieve level 4 of the HFCF. On successful completion of the HFSC, attendees will be awarded the following competence:

   *'Flight Safety | Human Factors Supervisor | Joint'*

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[2] JSP 822, Vol 2, Ch8, Para 3 and 6.
[3] Individual training undertaken at any stage in a Service person's career after Phase 2.

**DAHFTS HFF and HFS Currency and Re-qualification**

6.      The following currency and requalification apply to HFFs and HFSs:

a.      **HFF Currency.** To maintain currency, HFFs must deliver a minimum of one Foundation or Continuation training session every 6 months. HFF currency can be regained through an assessment by a current HFS. If a HFF is observed to not meet the competency detailed in Annex A during a HFS observation, the competency can be paused or removed and the ADHs, AM(MF)s, AMs, HoEs, and Heads of ADH-Facing Organizations or Cdr within DH-Facing Organization informed. This should be followed up with an agreed plan of mentoring, observation or coaching before another observation is conducted. If the HFF is facilitating sessions at the required standard the competency can be reinstated. If not at the required standard, further support from the HFS is to be offered, alternatively the HFF could apply to reattend the HFFC.

b.      **Documentation**. The HFS observation sheet, found on the DAHFTS SharePoint site, and any other supporting documentation must be retained by the HFF, along with their HF Logbook. A copy of the observation sheet should be retained by the HFS as confirmation of observation. Example Terms of Reference (ToR) have been provided at Annex B and C. These can be used to clearly define the HFF / HFS responsibilities in local orders.

c.      **HFF Qualification, Validity / Re-qualification.** To provide appropriate mentorship and assure competency, the first session delivered by a newly qualified HF Facilitator must be conducted in tandem with an experienced HFF or HFS before they are permitted to deliver facilitation independently. Once 5 years has elapsed since initial qualification, HFFs must conduct re-validation training from DAHFTS staff. This will update HFFs on the latest developments in the HF field and also ensure that HFFs are maintaining practical delivery standards.

d.      **HFS Currency.** To maintain currency, HFSs must deliver a minimum of one facilitated session **and** one HFF assessment every 6 months. HFS currency can be regained through an assessment by a current HFS.

e.      **HFS and CQHFI Validity / Re-qualification.** Once 5 years has elapsed since initial qualification, all HFSs and CQHFIs must conduct a HFSC or CQHFI course again, irrespective of currency.

**Content of HF and EM Training**

7.      HF Foundation Training must include, but is not limited to, the following topics:

a.      Introduction to HF and Policy

b.      Information Processing

c.      Situation Awareness and Decision Making

d.      Sleep and Fatigue

e.  Stress and Performance

f.  Group Dynamics

g.  Communication

h.  Error Management and Safety Culture

8.  HF Continuation Training should be tailored to the needs of the unit / organization, addressing current HF issues and are required to cover some, but not all, of the topics in para 7. However, Error Management and Safety Culture must be included. To maximise training value, facilitated sessions should be limited to no more than 15 people and last approximately 3 hours. Individual HFFs and CQHFIs are responsible for sourcing their own, up to date, relevant training aids, exercises and case studies.

**Training Resources for DAHFTS Qualified Personnel**

9.  Training resources for HFFs are distributed to personnel attending the HFFC. These are regularly updated by the DAHFTS to ensure a base line standardisation for the subjects listed in Para 7 above. Further training resources for HFFs can be found at the DA HFTS SharePoint site.

**HF Training Management & Assurance**

10.  HFFs and CQHFIs must record when, where and to whom training is delivered, together with a summary of the subject matter covered.

11.  It is recommended that a HFS on a Unit is nominated as the lead point of contact for all HF matters, including 1st Party Assurance of HF activity.

**►Alternative,◄ Transitional & Legacy Arrangements**

12.  ►To meet the requirements of RA 1440 for HF Foundation training, completion of UK Civil Aviation Authority Part 66 Module 9A training alone is not sufficient. While Module 9A provides essential baseline knowledge in HF, it does not fully address specific Defence Aviation requirements outlined in Annex A. The following elements must be delivered or formally covered by a qualified HFF or CQHFI iaw RA 1440:

**1.1.3** - Understands the Defence Aviation Requirements for HF

**3.2.2** - Explain Group Decision Making Dynamics

**6.3** - Understands the Role of Followership

**8** - Error Management and Safety Culture◄

13.  There are a minority of personnel who did not complete HF Foundation Training during phased training. AM(MF)s, AMs, HoEs, and Heads of ADH-Facing Organizations are responsible for ensuring the HF Foundation Training package is delivered to these personnel by a suitably qualified HFF or HFS.

14.    Any questions relating to this document should be addressed to DSA-MAA-OpAssure-ASM-HF-Engineer.

**Annexes:**

A.    HF & EM Competency Framework.
B.    Human Factor Facilitator Terms of Reference Guidance
C.    Human Factor Supervisor Terms of Reference Guidance

# HF & EM Competency Framework

| Competence Area | Competence | Performance Criteria | Competency Level | | |
|---|---|---|---|---|---|
| | | | LEVEL 1 (Foundation and Continuation) | LEVEL 2 (Facilitator) | LEVEL 3 (Supervisor) |
| (a) | (b) | (c) | (d) | (e) | (f) |
| 1. **Introduction to HF and Policy.** | 1.1 Basic understanding of HF. | 1.1.1 Define HF. | Define HF and its scope and apply basic HF definitions to the workplace. | Deliver a HF facilitated session and HF Foundation training | Observe and mentor HFFs delivering a facilitated session or HF Foundation training |
| | | 1.1.2 State the effect HF has on performance. | Explain how HF can enhance performance as well as influence poor performance and cause error and identify HF that enhance performance as well as influence poor performance and cause error in the workplace. | Facilitate a discussion into how HF can enhance performance as well as influence poor performance and cause error. | Observe and mentor HFFs ability to facilitate a discussion on how HF can enhance and impair performance. |
| | | 1.1.3 Understands the Defence Aviation requirements for HF. | Describe the effect HF has had on military Air Safety and at their unit. | Facilitate a discussion on the role of HF in Air Safety and develop commitment in others to the importance of HF. | Observe and mentor HFFs ability to facilitate a discussion on the effect HF has on Air Safety, while evaluating the HFF's ability to develop commitment in others. |

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| | 1.2 Recognise Human Performance Limitations. | 1.2.1 Describe the psychological limitations on performance. | Describe and recognise the relevant psychological factors that can limit performance. | Facilitate a discussion on the relevant psychological factors that limit performance and ensure it is understood how this occurs in their workplace. | Observe and mentor HFFs ability to facilitate a discussion on the relevant psychological factors that limit performance and their ability to elicit how this occurs in the workplace. |
| | | 1.2.2 Describe the physiological limitations on performance. | Describe and recognise physiological factors that can limit performance | Facilitate a discussion on the relevant physiological factors that limit performance and ensure it is understand how this occurs in their workplace. | Observe and mentor HFFs ability to facilitate a discussion on the relevant physiological factors that limit performance and their ability to elicit how this occurs in the workplace. |
| | | 1.2.3 Define the environmental limitations on performance. | Describe and recognise environmental factors that can limit human performance. | Facilitate a discussion on the relevant environmental factors that limit human performance and ensure it is understand how this occurs in their workplace. | Observe and mentor HFFs ability to facilitate a discussion on the relevant environmental factors that limit human performance and their ability to elicit how this occurs in the workplace. |
| | | 1.2.4 Describe the link between human performance limiting factors. | Identify physiological, environmental and psychological factors interact and influence performance. | Facilitate a discussion on when physiological, environmental and psychological factors interact and influence performance. | Observe and mentor HFFs ability to facilitate a discussion on when physiological, environmental and psychological factors interact and influence performance. |

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| 2. **Information Processing.** | 2.1 Demonstrate the underpinning knowledge on the basic principles of mental processing. | 2.1.1 Describe Memory Processing. | Can describe working, short term and long-term memory and explain how these are influenced by biases. | Facilitate a discussion on the role of memory processing in workplace tasks. | Observe and mentor HFFs ability to facilitate a discussion on the memory processing and the effect it can have in various contexts. |
| | | 2.1.2 State the 3 types of attention. | Identify the 3 types of attention. (Selective, Focussed and Divided) and recognise how tasks are influenced by them. | 15. Facilitate a discussion on the 3 types of attention and situations in which they may be highlighted. | Observe and mentor HFFs ability to facilitate a discussion on the types of attention and how they are used in various contexts. |
| | | 2.1.3 Describe why the brain can become confused. | Define "mental model" and recognise how workplace actions can be influenced. | Facilitate discussion on the effect that an individual's mental model can have in everyday actions. | Observe and mentor HFFs ability to facilitate a discussion on the role of the mental model and how it can be confused in various contexts. |

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| 3. **Situation Awareness and Decision Making.** | 3.1 Describe how to develop and maintain Situation Awareness (SA). | 3.1.1 Define SA. | Define SA in relation to various contexts and recognise its significance in influencing action. | Facilitate discussion on SA and its importance. | Observe and mentor HFFs ability to facilitate a discussion on the importance of SA. |
| | | 3.1.2 Explain why SA is lost. | Identify what factors can lead SA to be lost in various contexts. | Facilitate discussion on the loss of SA and how this can occur. | Observe and mentor HFFs ability to facilitate a discussion on how SA is lost. |
| | | 3.1.3 Explain how SA is regained and maintained. | Describe and apply techniques for regaining and maintaining SA in various contexts. | Facilitate discussion on the techniques for regaining and maintaining SA. | Observe and mentor HFFs ability to facilitate a discussion on techniques for regaining and maintaining SA. |
| | 3.2 Identify how decision making can be influenced individually and in a group. | 3.2.1 Describe what influences the decision-making process. | Describe various factors that contribute to the decision-making process and apply techniques and decision-making aids to improve decisions. | Facilitate discussion on the techniques and decision-making aids to improve decisions. | Observe and mentor HFFs ability to facilitate a discussion on decision making aids to improve decisions. |
| | | 3.2.2 Explain group decision making dynamics. | Describe how decision making is affected by group dynamics and recognise when it occurs, | Facilitate discussion on the effect group dynamics has on decision making. | Observe and mentor HFFs ability to facilitate a discussion on the effect group dynamics has on decision making. |

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| 4. **Sleep and Fatigue.** | 4.1 Describe the effects of sleep and fatigue performance | 4.1.1 Describe the impact of fatigue at work. | Describe and recognise the factors that cause and symptoms of fatigue, and the impact it has on performance. | Facilitate a discussion on the factors that cause fatigue and the impact of fatigue. | Observe and mentor HFFs on ability to facilitate a discussion on the factors that cause fatigue and the impact of fatigue. |
| | | 4.1.2 State the signs and symptoms of fatigue. | Recognise the signs and symptoms of fatigue. | Facilitate a discussion on the signs and symptoms of fatigue. | Observe and mentor HFFs on ability to facilitate a discussion on the signs and symptoms of fatigue. |
| | | 4.1.3 Describe how sleep can be improved to aid performance | Recognise how improved sleep hygiene can influence our sleep and performance. | Facilitate a discussion on sleep hygiene. | Observe and mentor HFFs on ability to facilitate a discussion on the causes and consequences of stress. |
| | | 4.1.4 State actions that can be taken to reduce fatigue. | Describe and apply actions that can be taken to reduce fatigue. | Facilitate a discussion on the application of fatigue management. | Observe and mentor HFFs on ability to facilitate a discussion on fatigue management. |

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| 5. **Stress and Performance** | 5.1 Identify pressure, stressors and stress | 5.1.1 Understand how workload can increase pressure and stress. | Recognise high and low workload situations in the workplace, and describe the potential impact on performance | Facilitate a discussion on the role of workload on performance. | Observe and mentor HFFs on ability to facilitate a discussion on the role of workload on performance. |
| | 5.2 Describe the effects of Stress on performance | 5.2.1 Identify the effects of on performance. | Understand how stress affects performances and how that can be recognised. | Facilitate a discussion on how stress affects performance and how it can be recognised. | Observe and mentor HFFs on ability to facilitate a discussion on how stress affects performance and how it can be recognised. |
| | | 5.2.2 Explain how to manage stress. | Describe and apply techniques for managing stress. | Facilitate a discussion on effective techniques for managing stress. | Observe and mentor HFFs on ability to facilitate a discussion on effective techniques for managing stress. |
| | 5.3 Describe the processes and tools used to improve performance. | 5.3.1 Describe the processes used at work to improve performance. | Explain key processes in improving performance (including but not limited to procedures, training, supervision, automation and debriefing) and apply these to their workplace. | Facilitate a discussion on processes used to improve performance. | Observe and mentor HFFs on ability to facilitate a discussion on processes used to improve performance. |
| | | 5.3.2 Explain how to manage workload. | Describe and apply techniques for managing own workload and the workload of others | Facilitate a discussion on how to manage workload. | Observe and mentor HFFs on ability to facilitate a discussion on workload management. |

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| (a) | (b) | (c) | (d) | (e) | (f) |
| 6. **Group Dynamics** | 6.1 Define team performance. | 6.1.1 Discuss what makes teams effective. | Describe what makes teams effective. | Facilitate a discussion to recognise the factors that make teams effective. | Observe and mentor HFFs on ability to facilitate a discussion on the factors that make teams effective. |
| | | 6.1.2 Recognise the effect their own and others' behaviour has on team performance. | Describe the effect their own and others' behaviour has on team performance. | Facilitate a discussion on the impact of an individual's behaviour on team performance in the workplace. | Observe and mentor HFFs on ability to facilitate a discussion on the impact of behaviour on team performance in the workplace. |
| | 6.2 Understands leadership. | 6.2.1 State the role of the leader. | Describe the role of the leader in various contexts. | Facilitate a discussion on the role of the leader in various contexts. | Observe and mentor HFFs on ability to facilitate a discussion on the role of the leader in various contexts. |
| | | 6.2.2 Explain what makes a good leader. | Describe the knowledge, skills and attitudes that make a good leader. | Facilitate discussions on the knowledge, skills and attitudes that make a good leader. | Observe and mentor HFFs on ability to facilitate a discussion on the knowledge, skills and attitudes that make a good leader. |
| | 6.3 Understands the role of followership. | 6.3.1 Describe the role of the follower. | Describe the role of the follower in various contexts. | Facilitate discussions on the role of the follower in various contexts. | Observe and mentor HFFs on ability to facilitate a discussion on the role of the follower in various contexts. |
| | | 6.3.2 Identify what makes an effective follower. | Describe the knowledge, skills and attitudes that make an effective follower. | Facilitate a discussion on the knowledge, skills and attitudes that define an effective follower in various contexts. | Observe and mentor HFFs on ability to facilitate a discussion on the knowledge, skills and attitudes that define an effective follower in various contexts. |

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| 7. **Communication.** | 7.1 State how to communicate effectively. | 7.1.1 Describe the barriers to effective communication. | Describe reasons why people do not communicate well and recognise a barrier to effective communication. | Facilitate a discussion on the effect that communication barriers have on individual and team performance. | Observe and mentor HFFs on ability to facilitate a discussion on the effect that communication barriers have on individual and team performance. |
| | | 7.1.2 Explain how to communicate clearly, accurately, timely and adequately. | Describe and apply verbal and nonverbal techniques for communicating effectively. | Facilitate a discussion on the effectiveness of communication in various contexts. | Observe and mentor HFFs on ability to facilitate a discussion on effectiveness of communication in various contexts. |
| 8. **Error Management and Safety Culture** | 8.1 State the need for Error Management. | 8.1.1 Explain the basic components of an Error Management System (EMS). | Describe the components of an EMS. | Facilitate a discussion on the practical application of the EMS in their workplace. | Observe and mentor HFFs on ability to facilitate a discussion to ensure the EMS in the workplace is understood. |
| | | 8.1.2 Describe the importance of risk management. | Describe the principles of how to Observe risk and an individual's attitude to risk. | Facilitate a discussion on risk and the principles of risk management. | Observe and mentor HFFs on ability to facilitate a discussion on risk and the principles of risk management. |
| | 8.2 Describe an organization's air safety culture. | 8.2.1 Explain the values and behaviours of an Engaged Air Safety Culture. | Define and apply the 5 'Values and Behaviours Components' that make up an Engaged Air Safety Culture. | Facilitate discussion on the 5 'Values and Behaviours Components' that make up an Engaged Air Safety Culture. | Observe and mentor HFFs on ability to facilitate a discussion on the 5 'Values and Behaviours Components' that make up an Engaged Air Safety Culture. |

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| | 8.3 Understand the principles of a 'Just' and reporting culture | 8.3.1 Describe the underpinning components of an Engaged Air Safety Culture. | Describe and apply the 3 underpinning components of an Engaged Air Safety Culture. | Facilitate discussion on the 3 underpinning components of an Engaged Air Safety Culture. | Observe and mentor HFFs on ability to facilitate a discussion on the 3 underpinning components of an Engaged Air Safety Culture. |
| | | 8.3.2 Explain the principles of an organizations' just culture. | State and apply the principles of a just culture in Defence Aviation. | Champion just culture and demonstrates its effective application in Defence Aviation. | Observe and mentor HFFs in acting as a just culture champion and demonstrate its effective application in Defence Aviation. |
| | | 8.3.3 Identify the principles of an organizations' reporting culture. | Describe the benefits of an open and honest reporting culture and recognise the benefits of reporting. | Facilitate a discussion on the value of reporting. | Observe and mentor HFFs in understanding of the reporting system, and the ability of HFFs to explain reporting culture to practitioners. |

**Human Factor Facilitator Terms of Reference Guidance**

1.      The following can be used as guidance for the Terms of Reference of a HFF:

    a.      Liaise with HF co-ordinator or Training Flight to arrange the session as required.

    b.      Seek guidance from your HF co-ordinator for any ►◄ 'matters of the moment' or further guidance.

    c.      Check for any updates to RA 1440, AP8000 Lft 8016 or HF Training Requirements Document.

    d.      If delivering HF Foundation training at Phase 3 or beyond and no Defence trainer Course (DTC) held, ensure you have the relevant authority and supervisory check in place prior to delivery.

    e.      Ensure you are current within 6 months of previous delivery or arrange for a HF Supervisor to observe your session.

    f.      Deliver the session in accordance with (iaw) RA 1440, AP8000 and Training Requirements Documents direction.

    g.      Ensure the JPA competency, or other means of record for non-military personnel., is completed.

    h.      Record the session in your HF logbook, ensuring any supervision is noted.

    i.      Attend HF Continuing Professional Development (CPD) when possible.

**Human Factor Supervisor Terms of Reference Guidance**

1.      The following can be included in HFS ToRs. Where a Unit has two or more HFS, these ToRs should be divided into areas of responsibility and documented accordingly:

a.      Act as a focal point for HF matters at organizational level.

b.      Ensure standards of delivery of HF Foundation and Continuation Training Sessions meet the standards iaw MAA's HF Training Requirement.

c.      Ensure you are within the currency requirements for HFS iaw MAA HF Training Requirement.

d.      Monitor and maintain the currency of the HFFs within your Area of Responsibility (AoR) iaw Training Requirement.

e.      Responsible for ensuring the HFFs within your AoR are updated on the latest Policy and standards of practice.

f.      The authority to remove JPA Competency for any HFF not competent or unwilling to continue to deliver training.

g.      Engage with the HFFs face to face at Unit level on a regular basis.

h.      Influence, where practicable, the individual applicants for HFFC with a view to suitability.