Stage 1: Preparation

|  |  |
| --- | --- |
| Title of course |  |
| Course provider |  |
| Type of course: academic or vocational or part of a CIEHF Learning Pathway |  |
| If vocational, is it: Commercial, Internal or Public/voluntary sector |  |
| If part of a Pathway, which Pathway and at what Level? |  |
| Application type | New course | Reaccreditation of existing course |

|  |  |  |  |
| --- | --- | --- | --- |
| Course leader |  |  | Course developers, trainers and technical staff\* |
| Name |  |  | Name | Role/Qualification(s)/Experience relevant for this course |
| CIEHF Membership Grade |  |  |  |  |
| Address |  |  |  |  |
|  |  |  |
| Email |  |  |  |  |
| Telephone |  |  |  |  |

*\*All course developers and trainers should be able to demonstrate practical application of the material they are creating / teaching and show evidence of the knowledge, skills, and capabilities necessary to develop and deliver the course. Technical staff should be familiar with the platform they support.*

Stage 2: Assessment

*This information will form the basis of the assessment, together with any other supporting material you submit.*

Course Information

|  |  |  |  |
| --- | --- | --- | --- |
| What are the entry criteria for your course? |  | How is the course delivered? e.g., blended/ online/ self-paced |  |
| What is the estimated time for completion of the course? |  | Is the content compatible with different devices (e.g., mobile devices)? |  |
| Who is your target audience? |  |
| How does the design of the program maximise participant interactivity? |  |
| How is the course structured? e.g., are some units optional, do you have to complete unit A before unit B etc.? |  |

Course structure

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | List the key learning outcomes for the course\*\*.***On successful completion of the course learners will be able to….*** | Explain how this learning outcome is assessed\*\*\*(How learners demonstrate they can do this) | Outline the pass criteria | Provide the link(s) to the material that covers this learning outcome | List competency(s) this covered in the CIEHF checklist (please see below for checklist which is also to be completed) |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |

*\*\* use words such as describe, list, identify, justify, calculate, explain, summarise, create, analyse, evaluate, select, formulate, define, classify, compare*

*\*\*\* sample assessment questions or papers can be submitted with the application*

Learner support and quality assurance

|  |  |
| --- | --- |
| How do learners receive feedback about their progress towards the learning outcomes? |  |
| How are learners supported throughout the course? |  |
| What happens if a learner fails an assessment(s)? |  |
| How do you ensure that the content is accessible to different types of learners? |  |
| How will quality assurance be maintained for the course? *(If this course is for reaccreditation, please provide evidence of quality assurance)* |  |
| Are there any specific areas (of good practice) you wish to highlight in relation to this course? |  |
| Please provide the link to your learner handbook or guidance information |  |

Professional Competencies Checklist

*The course should cover the following minimum number of competencies spread across all five areas:*

*Academic Short Course: 15*

*Vocational Short Course or for Learning Pathway: 5*

| Competency | Is this competence covered in the course? (Y / N) | Which course material covers this competency? |
| --- | --- | --- |
| **1.** **Ergonomics/Human Factors (E/HF) principles**  |
| **1** Ability to identify and apply methods of analysis, evaluation and validation with respect to human interfaces for tasks, activities and environments. |
| **1.1** Understands the role and application of E/HF principles in optimising system performance and wellbeing across all ages and capabilities. |  |  |
| **1.2** Demonstrates ability to enhance health, safety, comfort, quality of life, attitudes, motivation, usability, effectiveness and efficiency. |  |  |
| **1.3** Demonstrates ability to identify potential and existing high risk tasks, activities and environments. |  |  |
| **2.** **Ergonomics/Human Factors (E/HF) theory and practice**  |
| **2.1** Understands the theoretical and practice bases for analysis of human interactions. |
| **2.1a** Demonstrates use of E/HF theories, methods and tools for analysis of systems (including process), tasks, workload (physical and mental) including mental models, communication and anthropometry. |  |  |
| **2.2** Understands the theoretical and practice bases for (re)design of human interfaces (physical and mental). |
| **2.2a** Understands the influence of such factors as a person’s body size, skill, cognitive abilities, age, sensory capacity, general health and experience. |  |  |
| **2.2b** Demonstrates ability to integrate E/HF principles and concepts into systems, interface and product design including requirements development and validation. |  |  |
| **2.2c** Evaluates user needs for safety, efficiency, reliability, ease of use. |  |  |
| **2.2d** Determines the match and the interaction between human characteristics, abilities, capacities and motivations, and the system(s), organisation, planned or existing environment, products used, equipment, work systems, machines and tasks. |  |  |
| **2.2e** Understands the management of E/HF risks, including priorities and mitigations; potential benefits and costs of E/HF solutions; short and long term goals relevant to defined problems. |  |  |
| **2.2f** Can apply relevant legislation, codes of practice, standards (government and industry). |  |  |
| **2.2g** Determines whether the interface or interaction is amenable to E/HF intervention. |  |  |
| **2.3** Understands the theoretical and practice bases for data collection and analysis relating to E/HF. |
| **2.3a** Understands the type of quantitative and qualitative data required for E/HF appraisal and design; selects and validates the proposed collection/analysis methods and tools. |  |  |
| **2.3b** Understands and can apply the basics of experimental design and statistics. |  |  |
| **2.3c** Understands and can apply the basics of qualitative study design and analysis including knowledge elicitation, interviews, document analysis, and observation. |  |  |
| **2.3d** Demonstrates ability to seek and obtain relevant ethical approval for E/HF data collection and analysis. |  |  |
| **3. Human capabilities and limitations**  |
| **3.1** Understands the theoretical and practice bases for E/HF relating to physical capabilities and limitations. |
| **3.1a** Demonstrates a working knowledge of anatomy, functional anatomy, anthropometry, physiology, pathophysiology, and environmental sciences as they apply to E/HF practice. |  |  |
| **3.1b** Can apply knowledge of biomechanics, anthropometry, motor control, energy, forces applied as they relate to stresses and strains produced in the human body. |  |  |
| **3.1c** Understands the effects of the environment (including acoustic, thermal, visual, vibration) and individual sensory response (sight, hearing, touch, taste, smell) on human health and performance. |  |  |
| **3.2** Understands the theoretical and practice bases for E/HF relating to psychological and social capabilities and limitations. |
| **3.2a** Understands theoretical concepts and principles of social and psychological sciences relevant to E/HF. |  |  |
| **3.2b** Recognises psychological characteristics and responses and how these affect health, human performance, attitudes, perception, stress, human reliability and error. |  |  |
| **3.2c** Can apply knowledge of human information processing (including situation awareness, memory, decision making). |  |  |
| **3.2d** Demonstrates a knowledge of systems theory including socio-technical systems and culture (e.g. organisational and safety culture). |  |  |
| **3.2e** Understands the principles of group functioning, motivation, engagement and participation. |  |  |
| **3.2f** Understands the principles of organisational management including individual, group (team) and organisational change techniques, including training and work structuring. |  |  |
| **4.** **Design and development of systems including products, tasks, jobs, organisations and environments**  |
| **4.1** Understands the theoretical and practice bases for E/HF relating to design and development of systems. |
| **4.1a** Understands basic engineering (technology) concepts, with a focus on design solutions and contextual operation of technologies. |  |  |
| **4.1b** Demonstrates an understanding of the principles of E/HF and human-machine interface technology including hardware, software, internet and network based technologies and social media. |  |  |
| **4.1c** Understands the requirements for safety systems, the concepts of risk, risk assessment and risk management. |  |  |
| **4.2** Utilises a systems approach to the human-aspects of the specification, design, assessment and acceptance of products, services and human factors interventions. |
| **4.2a** Applies E/HF principles to design of systems (and services), products, job aids, controls, displays, instrumentation and other aspects of tasks and activities. |  |  |
| **4.2b** Understands the iterative nature of design development including simulation and computer modelling. |  |  |
| **4.2c** Considers the options for achieving a balance between human and technological, task and environment to achieve an optimal system. |  |  |
| **4.2d** Selects appropriate forms of E/HF solutions and recommendations based on theoretical knowledge and practice, and develops a comprehensive, integrated and prioritised approach. |  |  |
| **5. Professional skills and implementation**  |
| **5.1** Understands role of E/HF in change strategies. |
| **5.1a** Provides design specifications and guidelines for technological, organisational and E/HF design or redesign of the work process, the activity and the environment which match the findings of E/HF analysis.  |  |  |
| **5.1b** Develops strategies to introduce a new design to achieve a healthy and safe human interaction. |  |  |
| **5.1c** Recognises the safety hierarchy, application of primary and secondary controls and the order of introducing controls. |  |  |
| **5.1d** Recommends personnel selection where appropriate as part of a balanced solution to the defined problem.  |  |  |
| **5.1e** Interacts effectively with clients at all levels of personnel. |  |  |
| **5.2** Develops appropriate recommendations for education and training in relation to E/HF principles. |
| **5.2a** Understands current concepts of education and training relevant to application of E/HF principles. |  |  |
| **5.2b** Implements effective education and training programmes relevant to understanding the introduction of E/HF measures. |  |  |
| **5.3** Supervises the application and evaluation of an E/HF plan. |
| **5.3a** Implements appropriate design or modifications. |  |  |
| **5.3b** Incorporates methods to allow continuous improvement. |  |  |
| **5.3c** Selects appropriate criteria for evaluation. |  |  |
| **5.3d** Produces clear, concise, accurate and meaningful records and reports. |  |  |
| **5.4** Shows a commitment to ethical practice and high standards of performance and acts in accordance with legal requirements. |
| **5.4a** Behaves in a manner consistent with accepted codes and standards of professional behaviour. |  |  |
| **5.4b** Recognises the scope of personal ability for E/HF analysis and when it is necessary to consult and collaborate with different professional experts. |  |  |
| **5.4c** Demonstrates commitment to ongoing professional development by maintaining skill set and an awareness of wider E/HF practice. |  |  |

Final check

*Please complete this table to ensure you have included all the necessary documents.*

|  |  |
| --- | --- |
| *Documents to include in your application* | *Yes = included* |
| CVs for all trainers / content developers |  |
| Assessment questions / papers |  |
| Delegate feedback form |  |
| Course content links |  |
| Application Form including Professional Competency Checklist |  |
| Certificate of minimum Level 3 Education & Training for all trainers or most content developers |  |
| For academic and vocational courses: Delegate completion certificate template |  |
| Course guidance / handbook link |  |

**By submitting this form for accreditation, you confirm that the organisation has the right to use and distribute the materials for this course as the creator of the materials or, where materials from other sources are used, it has obtained appropriate permissions to use and distribute such materials.**

Course leader's signature:

Date:

*Please email to* *membership@ergonomics.org.uk* *using WeTransfer (*[*www.wetransfer.com*](http://www.wetransfer.com)*)*