**Application Form**

Stage 1: Preparation

|  |  |
| --- | --- |
| Course title |  |
| Course provider |  |

Course Leader

|  |  |
| --- | --- |
| Name |  |
| Role |  |
| Telephone |  |
| Email |  |

Designated Chartered Member

*This is the person responsible for oversight of the ergonomics and human factors elements of the course content. They must be available to provide support for students’ professional development. This could be the Course Leader.*

|  |  |
| --- | --- |
| Name |  |
| Role |  |
| Telephone |  |
| Email |  |

Stage 2: Assessment

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

Details of your course

|  |  |
| --- | --- |
| How long is your course? |  |
| Who is your target audience? |  |

Further accreditation

*This application can include assessment of a sub-set of the material as an accredited Short Course, for example, a Postgraduate Certificate or individual modules of your Degree Course. If this is the case, please complete details below.*

|  |  |
| --- | --- |
| Type of course | PG Certificate / PG Diploma / individual module |
| Course title |  |

Course teaching staff or trainers

|  |  |
| --- | --- |
| Name | Qualification(s)/Experience relevant for this course |
|  |  |
|  |  |
|  |  |

Summary of module information

|  |  |  |
| --- | --- | --- |
| Module title | No of hours | No of credits |
|  |  |  |
|  |  |  |
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|  |  |  |
|  |  |  |
|  |  |  |
| Total |  |  |

Professional Competencies Checklist

*All degree courses must cover all the Professional Competencies. PG Certs and Diplomas must cover at least 15 competencies. A standalone module must cover at least 10 competencies.*

|  |  |
| --- | --- |
| Competency | Which course module or unit 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 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. |  |

Declaration

By signing this application, I declare:

* That the information contained in this application and supporting documentation is true, accurate and complete to the best of my knowledge and belief.
* That appropriate university quality and management policies are in place.
* I will ensure opportunity is offered to CIEHF representatives to present to students at induction or at other times.

By signing this application, I declare that the Designated Chartered Member will:

* Promote Student Membership of the CIEHF to students at the start of their course.
* Promote the CIEHF Careers Day and other relevant opportunities to students on the course.
* Facilitate communication between the students and the CIEHF.
* Promote Graduate Membership to students nearing the end of their course.

Final check

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

|  |  |
| --- | --- |
| *Documents to include in your application* | *Yes = included* |
| Application form |  |
| Course handbook |  |
| Programme details including module outline of all courses for which accreditation is sought |  |
| CVs for all teachers/ trainers, including Designated Chartered Member |  |
| Evidence of course validation |  |

*Please sign or add a digital signature with the date below*

Course Leader's signature:

Date:

*Please email this application form and these documents via* ***wetransfer.com*** *to* ***membership@ergonomics.org.uk***