



# ENSURING THE EXPERTISE TO GROW SOUTH AFRICA


**Training Academy Mentors/Supervisors and  
Candidates Guide**

**A-05-MS&C-GUIDE**

**REVISION No. 0 13 April 2023**

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## DEFINITIONS

**Accreditation:** Formal recognition awarded to an engineering training programme through a quality assurance procedure specifying that it meets the criteria laid down for the type of programme.

**Accreditation criteria:** Statements of requirements that must be satisfied by a programme to receive accreditation.

**Accredited Candidacy Training and Mentoring Programme:** A programme that has been evaluated and recognised by the ECSA as meeting the criteria required for such a programme.

**Accredited Engineering Training Programme:** A programme that has been evaluated and recognised by the ECSA as meeting the stated criteria.

**Accredited Qualification:** A qualification awarded upon successful completion of an accredited academic programme.

**Applicant:** A person applying through the ECSA for consideration/registration in a professional category.

**Assessment:** The process of determining the capability or competence of an individual by evaluating performances against standards.

**Assessor:** A professionally registered person who carries out the process of certifying Training Academies and accrediting engineering training programmes.


**Candidate:** A person who meets the requirements as described on document **R-01-POL-PC** and has registered with the ECSA in this category.

**Category:** A mode of registration defined in or under the EPA Act that has a distinctive purpose, characteristic competencies, defined principal routes to registration and designated educational requirements.

**Competency Assessment:** A summative assessment of an individual's competency against the prescribed standard based on evidence in the individual's work, reports by qualified observers and other tests that may include a professional review.

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**Competency Standard:** Statement of competence required for a defined purpose.

**Continuing Professional Development (CPD):** Refers to continuing education and training as contemplated in Section 13(k) of the Engineering Profession Act, 46 of 2000. CPD also refers to the systematic maintenance, improvement and broadening of knowledge and skills and the development of the necessary personal qualities for executing professional and engineering duties throughout a person's engineering career. It is the learning and development that takes place after completion of educational studies through which registered persons maintain and develop competencies to continue to perform their roles efficiently.

**CPD Licensed Bodies (CPD validator):** Refers to bodies determined and licensed through ECSA's powers of delegation for the purposes of verifying CPD Service Providers and validating CPD Activities for Category 1 CPD Activities in the main.

**Engineering problem solving:** The process of finding solutions through a conscious, organised process that relies on the application of engineering knowledge and skills in addition to generic competencies.

**Evaluation:** Determining compliance of a result with prescribed criteria based on documentation, inspection and the application of judgement supported by reasoning.

**Exercise judgment, take responsibility and act ethically:** Be responsible for making sound decisions and acting ethically on the part of or all engineering activities.

**Graduate:** A qualifying student, irrespective of whether the qualification is a degree or a diploma.


**Level:** A measure of learning demands expressed in terms of level descriptors for types of problems, knowledge required, skills and responsibility.

**Level Descriptor:** A measure of performance demands at which outcomes must be demonstrated.

**Impact of Engineering Activities:** The reasonably foreseeable social, cultural and environmental effects of engineering activities that must be recognised and assessed.

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**Initial Professional Development:** Undertake sufficient accredited or non-accredited professional development activities to maintain and extend the competence of the candidate during the candidacy phase.

**Managing Engineering Activities:** Management is directed at achieving engineering results through the management of people, resources, processes, systems and money, which involves planning, organising, leading, implementing and controlling activities.

**Outcome:** At the professional level, a statement of the performance that a person must demonstrate to be judged competent.

**Practice Area:** A distinctive area of knowledge and expertise developed by an engineering practitioner by virtue of the path of education, training and experience followed.

**Programme:** A structured, integrated teaching arrangement with a defined purpose and pathway leading to a qualification.

**Qualification:** The formal recognition of a specified learning achievement usually awarded on successful completion of a programme.

**Referee:** A registered person who is willing to testify in writing about the character or ability of someone undergoing the application process.


**Reviewer:** A professionally registered person who carries out the Professional Review assessment.

**Standards:** Statements of outcomes to be demonstrated, level of performance and content baseline requirements in the context of engineering training programmes.

**Supervisor:** A person who oversees and controls engineering work performed by a candidate.

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## ABBREVIATIONS

<b>BEng</b>	Bachelor of Engineering
<b>BEng Tech</b>	Bachelor of Engineering Technology
<b>BSc (Eng)</b>	Bachelor of Science in Engineering
<b>C&amp;U</b>	Commitment and Undertaking
<b>CPD</b>	Continuing Professional Development
<b>CV</b>	Curriculum vitae
<b>Dip Eng</b>	Diploma in Engineering
<b>DSTG</b>	Discipline-specific Training Guideline
<b>ECSA</b>	Engineering Council of South Africa
<b>ER</b>	Engineering Report
<b>EPA</b>	Engineering Profession Act, 46 of 2000
<b>HEQSF</b>	Higher Education Qualifications Sub-framework
<b>PR</b>	Professional Review
<b>RPS</b>	Research, Policy and Standards
<b>TA</b>	Training Academy
<b>TADC</b>	Training Academies and Development Committee
<b>TER</b>	Training and Experience Report
<b>VA</b>	Voluntary Association

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## DOCUMENT CUSTODIAN

The Research, Policy and Standards (RPS) Division is the custodian of this document and is responsible for the development and review thereof.

### 1. INTRODUCTION


One of ECSA's key strategic objectives is to establish and support initiatives that will contribute to the candidacy journey towards professional registration, thereby enhancing candidacy conversion rates. One of these initiatives is the certification of ECSA Training Academies and concomitant accreditation of structured candidacy training and mentoring programmes. Through such purposeful training, appropriate mentoring and support, engineering Candidates will be better guided to be prepared for the application for professional registration with ECSA in one of the professional categories. This will provide effective mentoring that is informed by the same body of knowledge, reducing the professional registration backlog. The accreditation of these training and mentoring programmes is further aimed at assuring a fair, transparent, high quality and monitored candidacy journey to provide registered Candidates the best possible chance to be successful in their application to register with ECSA in the appropriate professional category.

### 2. BACKGROUND

Figure 1 defines the documents that comprise the ECSA system for Training Academy establishment, certification and accreditation. The illustration also locates the current document.

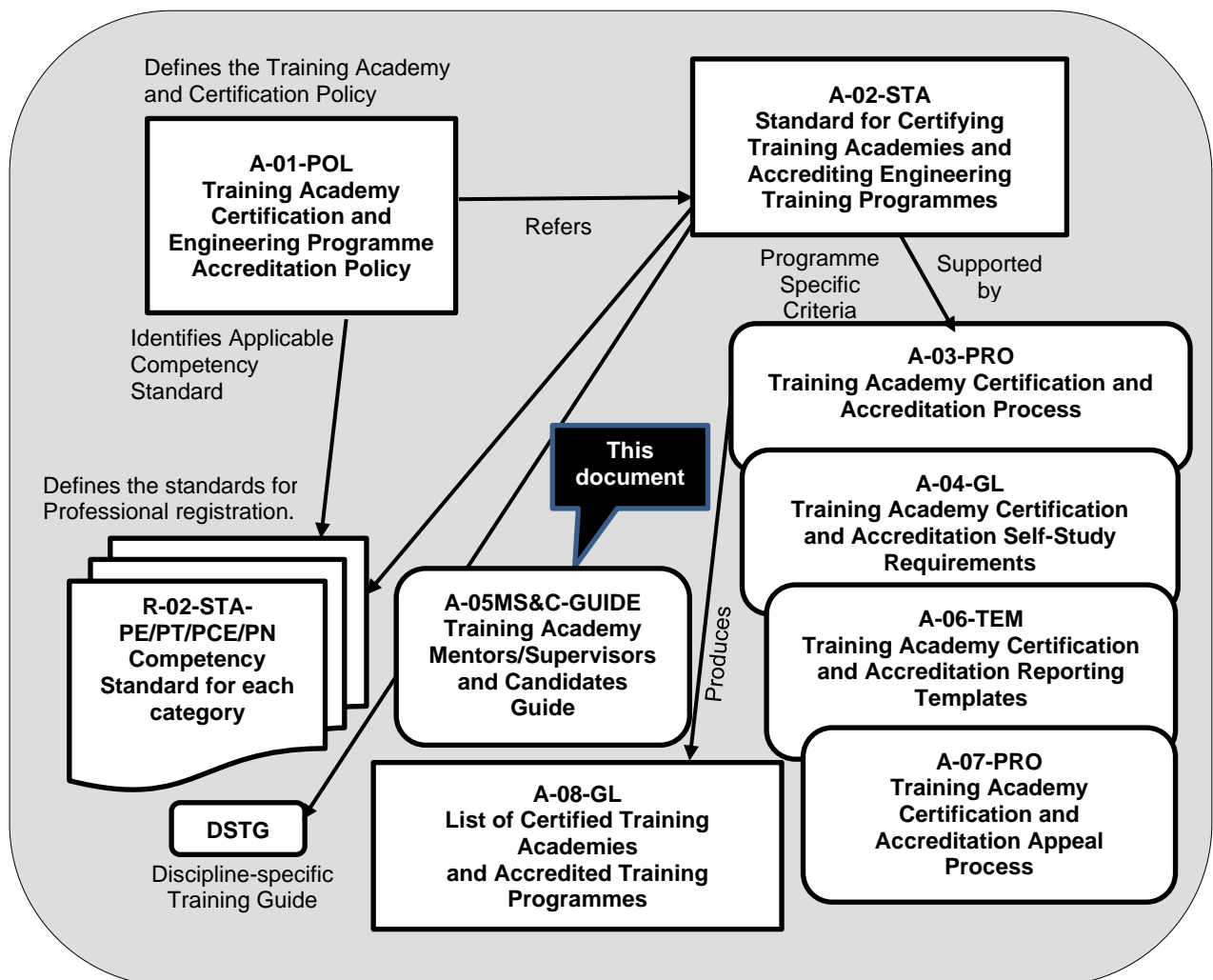
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### 3. PURPOSE OF THIS DOCUMENT

This document provides detailed guidelines for the training and mentoring of Candidates by ECSA accredited and certified Training Academies. This guideline document supports the Training Academy Certification and Accreditation Policy (A-01-POL) and its supporting documents that govern Training Academies. These documents are referred to within this guideline as described in Figure 1.




**Figure 1: Documents defining the ECSA Training Academy Certification and Accreditation Programme system**

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#### 4. BASIC REQUIREMENTS

As a foundation requirement, the organisation should be certified as an ECSA Training Academy with accredited engineering training programmes. The Candidate's (mentee) employer must enter into a commitment agreement with ECSA prior to placement of the Candidate in a "Engineer/Technologist/Technician/Specified categories engineering training programme. The Training Academy (TA) should have at least five candidates in the relevant category and discipline to ensure the certification's viability. It is recommended that the TA grow the candidacy pipeline annually. The agreement should consider the following as a minimum:

- Adherence to the stipulations of the following by the employer and TA:
  - Basic Conditions of Employment Act, 75 of 1997
  - Section 23 of the Constitution of the Republic of South Africa, 1996
  - Labour Relations Act, 66 of 1995 by the employer
  - Skills Development Act, 97 of 1998
  - Employment Equity Act, 57 of 1998
  - Occupational Health and Safety Act, 85 of 1993.
- Commitment by the employer to provide the mentee with the necessary tools, agreed remuneration (as determined by the contract of employment in whatever capacity), equipment and support, as required, during the training provided by the TA.
- Commitment by the employer to provide secondment to other companies as deemed necessary by the Training Programme.
- Commitment by the employer to provide application fees and annual subscription fees for candidacy registration with ECSA during the Training Programme period Mentor-Mentee agreement, detailing the roles and responsibilities of each party.
- Allocation of a Supervisor by the TA who will collaborate with the Mentor allocated to the mentee for training and development requirements, and who will oversee and control the engineering work performed by that Candidate.
- Provision for periodical review of a Candidate's progress and progress tracking.

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Upon admission, mentees will be required to apply for registration with ECSA in their respective candidacy category (if candidate registration has not already been finalised). The employer and the TA have are responsible for ensuring that mentees are registered in the appropriate candidacy category and that their annual subscription fees are paid. TAs will provide Candidates with a workspace, desk, a personal computer/laptop with the relevant licensed software installed and internet facilities to undertake their training. TAs will provide the Candidate with the necessary field work exposure as deemed relevant by their training and development needs. Fieldwork training must be undertaken in compliance with the Occupational Health and Safety Act, 85 of 1993 and other relevant legislation.

Each Candidate is allocated a Mentor at a ratio of at maximum one Mentor to four Candidates (1:4) if internal, and if external, one Mentor to 10 Candidates (1:10). Mentors must be professionally registered persons certified by ECSA to guide the competency development of Candidates.

TAs should make every reasonable provision for Candidates with disabilities and state upfront what special needs in this regard they are able to cater for.

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## 5. THE TRAINING PROGRAMME

Candidates will be trained in line with the requirements of Criterion 1 and Criterion 2 in Section 6.2 of **A-02-STA**, as highlighted and summarised below.

### Criterion 1: Competency Outcomes

The 11 educational Graduate Attributes combined with the building blocks of competencies developed through Mentorship in the Training Programme lay a robust foundation for the satisfactory achievement of the 11 professional registration outcomes.

### Criterion 2: Work Horizon


The Training Programme must ensure a reasonably sufficient variety of tasks for the Candidates to perform. The nature of the tasks must progressively increase the level of competence in addition to all other mandatory work activities that the TA requires Candidates to perform. The programme must provide Candidates with an opportunity to achieve an increasing level of responsibility in executing their tasks to the minimum requirements as per **R-02-STA-PE/PT/PCE/PN**.

The TA must have a work horizon that allows Candidates to complete their relevant training on appropriate engineering activities. If that is not achievable, arrangements must be made in consultation with the employer for secondment of the Candidate to another employer to gain the required experience. There must be a horizon of work for at least one certification cycle (i.e., the next 4 years).

The structure of the Training and Mentoring Programme must be underpinned by the basis of evaluation of competency for registration in professional categories as defined by **R-01-POL-PC**, **R-01-POL-SC**, **R-02-STA-PE/PT/PN**, **R-02-STA-PCE**, **R-02-STA-SC** and **R-03-PRO-PC**, **R-03-PRO-SC**. The TAs must provide or ensure access for Candidates to a conducive training environment that accommodates an appropriate range of engineering categories i.e., engineers, technologists, certificated engineers, technicians or any of the specified categories, and must specify the following aspects:

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- Duration of training and length of time working at the level required for registration
- Principles of planning, training, and experience
- Progression of Training Programme
- Documenting training and experience
- Demonstrating responsibility.

The Training Programme must be developed such that it is aligned with the **R-11-PRO** *Process for Training Candidates* (All Categories), **R-04-T&M-GUIDE** *Training and Mentoring Guide* (All Categories), **R-02-STA-PE/PT/PN**, **PCE** and **SC** (All Categories) Competency Standard and appropriate Discipline-specific Training Guides (**R-05**). It is important that Training Programmes are well developed, managed and implemented by TAs, and Mentors must ensure Candidates are adequately exposed to the various stages of projects. Candidates must be able to move around the TA to ensure they are exposed to the various stages of projects.

The Candidates must be guided to consider the approach they must adopt and steps they should follow to interrogate the given scope of work. This analysis must define and investigate the given scope of work to identify the characteristics of an engineering problem as defined under **R-08-CS-GUIDE-PE/PT/PN**. This should include but is not limited to:

- defining the assumptions and limitations for the design basis considered
- choosing a combination of applicable fundamental principles of discipline specific engineering to formulate a technical design basis
- defining the most appropriate integrated technical design basis (fundamental principles) and legislative design basis (appropriate legislative requirements)
- developing empirical models where specific design conditions/parameters cannot be estimated with theoretical models/defined fundamental models
- providing for innovation, safety, cost benefit analysis (Opex & Capex)
- investigating how the solution will improve the lives of affected communities, society and the surrounding environment
- applying the principles of an integrated evaluation approach, whereby the following are considered:

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- **Applicable** “*Applicability of the proposed technical solution within local context/ specific conditions*”
  - **Appropriate** “*Appropriateness of the proposed solution within the given institutional framework*”
  - **Achievable** “*How achievable is the proposed solution within the legal and regulatory framework*”
  - **Acceptable** “*Acceptability of the proposed solution within the given political environment, communities and society*”
  - **Affordability** “*How affordable is the proposed solution in terms of capex, opex, return on investment, financial risks etc.*”).
- Typical aspects of training include:
    - investigation and problem analysis
    - engineering lifecycle considerations
    - system design and optimisation
    - risk management and impact mitigation
    - process safety
    - project management
    - project development
    - construction, commissioning and hand-over
    - decommissioning
    - production/manufacturing
    - operations and maintenance.

## 6. CANDIDATE ASSESSMENT AND PROGRESS REPORTING

The **A-01-POL** outlines how Mentors assess a Candidate’s progress to evaluate readiness for application for professional registration. This internal assessment must provide clear direction regarding the Candidate meeting the necessary outcomes for professional registration as defined in the Competency Standards (**R-02-STA-PE/PT/PN**, **R-02STA-PCE**, **R-02-STA-SC**) and policies (documents **R-01-POL-PC** and **R-01-POL-SC**), and that the Candidate is ready to submit an application to ECSA for professional registration.

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Mentors continually provide guidance and assess the scope, depth and quality of a Candidate's Training and Experience Report (TER), and the development of the Engineering Report (ER) as defined in document **R-01-POL-PC/SC**. Tas must keep and maintain a record of activities undertaken by Candidates and action of recommendations by Mentors, which must be presented to ECSA on request during a TA's external audit.

The ER indicates which outcomes the Candidate has met.


The Candidate's progress is assessed on an ongoing basis by both the Supervisors and the Mentors using the training record for documentation, which must be made available to the Candidate's employer or ECSA upon request.

#### **6.1 Process of report submission**

- Mentors train and guide Candidates through the training period to ensure they are ready to submit their applications for professional category registration with ECSA at the end of this period.
- Mentors are required to meet with their Candidates bi-monthly, and to record such meetings and each Candidate's progress.
- The Candidate must independently submit the application to ECSA for evaluation and assessment via the existing registration process, as defined under **R-01-POL-PC/SC Policy on Registration in all Categories**.
- It is recommended that prior to submitting an application, Candidates should submit their TERs and ERs to their respective Mentors for review and guidance, as needed, to minimise the possibility of abeyance or failure and to fast track their progress. Such reviews are for a Candidate's progress tracking and are not submitted to ECSA for evaluation until the Candidate has completed that training and is ready to submit a full application to be assessed by ECSA for registration in the respective professional category.
- Evidence of progress must include annual TERs and ERs with the Mentor's recommendations, which may be presented to ECSA and the Mentee's employer for external performance auditing of the TA by a third party.
- The desired outcome is for Candidates to achieve all 11 professional competency outcomes as defined in the relevant standards documents for the appropriate level in

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documents **R-02-STA-PE/PT/PN**, **R-02-STA-PCE** and **R-02-STA-SC**. The readiness of the Candidate's submission is guided by the Mentor. Mentors must not in any way influence or facilitate the ECSA registration process for their Candidates.

- Once a Mentor believes a Candidate is ready to submit an application for registration, both the TA and the Mentor must recuse themselves and let the ECSA registration process follow its course for independent assessment. ECSA must communicate the registration outcome directly to the Candidate.

## 6.2 Candidates' responsibilities

- Candidates must familiarise themselves with the requirements of the Training and Mentoring Guide for Professional Categories (**R-04-T&M-GUIDE-PC**) and the Training and Mentoring Guide for Specified Categories (**R-04-T&M-GUIDE-SC**).
- Candidates must keep a record of the bi-monthly meetings with their Mentors.
- Candidates must ensure they work on current projects to maximise their exposure to developing solutions to engineering problems.
- Candidates must complete the relevant ECSA TERs and ERs and have them signed and submitted annually for safe storage by the TA.
- Candidates should appreciate that the onus rests on them to ensure that the training received will culminate in the competency defined in the standards.
- Candidates must develop competence to the point of being able to demonstrate the outcomes at the required level on a sustained basis and to take responsibility for the work performed.


## 6.3 Training Academy's and Mentor/Supervisor's responsibilities towards Candidates

The Training Academy provides an institutional environment for structured training, mentoring and development of Candidates intending to register with ECSA in their respective professional categories. **Error! Reference source not found.** provides a guideline of the roles and responsibilities of the Supervisor, Mentor, Referee and Candidates in relation to TAs.

**Table 1: Roles and responsibilities of Supervisors, Mentors, Referees and Candidates**

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Role	Supervisor	Mentor	Referee	Candidate
<b>Function</b>	<ul style="list-style-type: none"> <li>Supervises the Candidate's work, directly or through an intermediary.</li> <li>Plans and structures the work and takes responsibility for work undertaken by the candidate being supervised.</li> </ul>	<ul style="list-style-type: none"> <li>Guides and facilitates Candidate's professional development; guides timing and preparation of application for registration.</li> <li>Takes ownership of training and negotiates with employers on C Candidate's behalf to ensure that the necessary training environment and requirements are provided.</li> </ul>	<ul style="list-style-type: none"> <li>From knowledge and understanding of Candidate's work performance, objectively assess the Candidate's competency against standards and integrity.</li> <li>Must have knowledge of the Candidate's professional competencies extending over at least 3 years.</li> </ul>	<ul style="list-style-type: none"> <li>Keeps consistent records across the various periods and modes of training.</li> <li>If possible, retain the same mentor if the employer or mode of training changes. If a new mentor is assigned, ensure that previous Mentor's records are retained and accessible to the new Mentor.</li> <li>Takes responsibility to achieve competence in the set of 11 outcomes at the level defined within complex/broadly defined/well-defined engineering activities with the guidance of both supervisor and mentor.</li> </ul>
<b>Reporting</b>	Reviews and signs training reports	Reviews and guides development of the Candidate's TER & ER.	Submits confidential Referee report.	Must compile the TER and ER under guidance of respective Mentors and Supervisors.

**CONTROLLED DISCLOSURE**

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<b>Subject: Training Academy Mentors/Supervisors and Candidates Guide</b>			
<b>Compiled by:</b> <b>Manager</b> <b>Date: 23/08/2022</b>	<b>Approved by:</b> <b>Executive</b> <b>Date: 08/11/2022</b>	<b>Next Review Date:</b> 13/04/2027	Page 17 of 18

Role	Supervisor	Mentor	Referee	Candidate
<b>Registration*</b>	Preferably registered person.	Must be a registered person in good standing with ECSA and be acquainted with current ECSA registration process and policies.	Must be a registered person in good standing with ECSA and in the relevant category as prescribed by ECSA.	Must compile and independently submit the application to ECSA once the Mentor and Supervisor are satisfied that Candidate is ready to submit an application for professional registration.
<b>Multiple role</b>	One individual may perform two or all three of the above roles			


\* Registration of Mentors, Supervisors, Referees in the category of the Candidate, unless otherwise agreed by ECSA.

Academies must keep records of all Candidates' training material and signed TERs & ERs and these must be presented to ECSA or the employer on request for audit purposes.

- The TA and Mentors must facilitate Candidates' rotation to maximise training exposure.
- Candidates must be trained by suitably qualified, trained and experienced Supervisors and Mentors.
- Candidates must be allowed to have increasing responsibility and accountability in the TA for them to operate with an appropriate degree of responsibility as per Table 1, **R-02-STA-PE/PT/PN, R-02-STA-PCE and R-02-STA-SC.**

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## REVISION HISTORY

Revision number	Revision date	Revision details	Approved by
Rev. 0 Draft A	6 December 2022	Initial document	Working Group
Rev. 0 Draft B	23 January 2023	Draft sent to Registration for comments and inputs	RDDR BU & Registration BU.
Rev. 0 Draft C	31 January 2023	Review draft with Education and Registration BU	RDDR, Education & Registration BU
Rev. 0 Draft D	22 March 2023	Draft sent to Registration for comments and inputs	Education & Registration
Rev. 0 Draft E	30 March 2023	Review draft and incorporate all inputs	RDDR BU
Rev. 0 Draft F	03 March 2023	Review and Recommendation for Approval	Executive RPS: EL Nxumalo
Rev.	13 April 2023	Approval	RPSC

### The Guide for:

#### Training Academy Mentors/Supervisors and Candidates

Revision 0 dated 13 April 2023 and consisting of 21 pages, has been reviewed for adequacy by the Business Unit Manager and is approved by the Executive: Research, Policy and Standards (RPS).



Business Unit Manager

9 November 2023

Date



Executive: RPS

2023/11/09

Date

This definitive version of the policy is available on our website.

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