



ECOSA

ENGINEERING COUNCIL OF SOUTH AFRICA



An Effective Regulator Assuring Engineering Excellence

Processing of Applications for Registration as a Specified Category Practitioner

R-03-PRO-SC

REVISION No. 4: 5 November 2025

ENGINEERING COUNCIL OF SOUTH AFRICA

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Document No.: R-03-PRO-SC	Revision No.: 4	Effective Date: 05/11/2025	 E C S A ENGINEERING COUNCIL OF SOUTH AFRICA
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DEFINITIONS

Abeyance: Temporary inactivity or suspension.

Abeyance is a stage within the Experience Appraisal (EA) process that affords applicants the opportunity to address identified gaps in their experience and enhance their submission. The purpose of abeyance is to enable applicants to demonstrate clear competence by supplementing their experience and training, and by resubmitting a comprehensive and well-documented proposal with compelling evidence of competence.

An application may remain in abeyance for a maximum period of **10 months**, calculated from the date on which the application was placed in abeyance. During this period, applicants may submit only one additional batch of evidence to address concerns raised by the assessors during the initial experience appraisal stage. No additional application fees are payable for submissions made within the abeyance period.

Accredited qualification: A qualification awarded on successful completion of an accredited programme. (See documents **E-20-PE/PT/PN** for the list of accredited engineering programmes.)

Alternative Route: A pathway to registration for an applicant who does not hold an ECSA accredited or recognised qualification for a Professional Category, approved by the ECSA governing body, regulator or institution. Such applicants may seek to meet the educational requirements through an assessment process as prescribed in the **R-01-POL-SC** document.

Assessor: A professionally registered person, appointed and registered with ECSA, who has knowledge of the appropriate scopes and who carries out the Experience Appraisal assessment.

Benchmark Route: The standard pathway to attain registration which requires the completion of an accredited, recognised or substantially equivalent evaluated qualification, approved by the ECSA governing body, regulator or institution, followed by a well-structured and effectively executed programme of training and experience appropriate to the relevant category of registration.

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Competency Assessment: A summative assessment of an applicant's competence against the prescribed standard based on evidence from the applicant's work and other tests that include a Professional Review.

Competency Standard: Statement of competency required for a defined purpose.

Continuing Professional Development: The systematic, accountable maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for the execution of work throughout an engineering practitioner's career.

Engineering Discipline: A generally recognised major branch of engineering such as the traditional *disciplines* of Chemical, Civil or Electrical Engineering.

Experience Appraisal: A documentary, desktop-based assessment of an applicant's submitted evidence of competence.

Generic Baseline Competency: The competence for a specified category defined in terms of outcomes, including the expected level of performance that can be demonstrated in a range of occupational and/or managerial contexts.

Initial Professional Development: Systematic participation in the activities typical of Continuing Professional Development but carried out prior to registration.

Integrated Performance: The demonstration of competence through an activity that requires multiple outcomes and specific criteria to be satisfactorily attained. The demonstration of competence through an activity that requires the achievement of multiple outcomes and satisfactory attainment of specific criteria.

Mentor: A person registered with the ECSA as a Specified Category Practitioner for the appropriate scope, who guides and oversees the competence development of a candidate within a clearly defined discipline. The mentor must possess the necessary knowledge of applicable standards and, where relevant to the specified category, demonstrate a sound understanding of the Occupational Health and Safety Act, 85 of 1993, including regulatory requirements and or major laws pertaining to the application discipline.

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Moderator: A professionally registered person, appointed and registered with the ECSA with knowledge of the appropriate scope, who carries out the moderation of the Experience Appraisal and Professional Review assessments and possesses knowledge of the required Standards and OHS Act, 85 of 1993, for the scope the application.

Plagiarism: The act of taking someone else's work or idea and passing it off as one's own.

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

Prescribed standards: The Competency Standards (outcomes) for the category and the discipline-specific requirements (if any) that must be satisfied by an applicant for registration.

Professional Review: An integrative assessment of the applicant's competence, including professional attributes specified in the standard and subdiscipline specific requirements for the category and the subdiscipline via a comprehensive review of the applicant's evidence and an interview.

Refusal: When an application for registration as an SC Practitioner is refused.

Reviewer:—A professionally registered person appointed by ECSA, who is registered for the specific scope with ECSA, who carries out the Professional Review assessment. Unless stipulated or defined, the reviewer should have knowledge of the applicable Standards and the OHS Act, 85 of 1993, and other applicable Standards, in the scope that the applicant is being reviewed.

Scope of Category: The defined field of practice, responsibilities and limitations applicable to a specific category, as prescribed by the relevant standards and guidelines.

Standard: In the educational context, see Qualification Standards in documents **E-02-PN / E-02-PT / E-05-PT / E-06-PN/E / E-07-PN / E-08-PN / E-09-PGDip / E-09-PT/ E-21-PN / E-02-PE / E-22-PE** and in the registration context, see document Competency Standard **R-02-SC**.

Specified Category: A category created for registered persons other than Professional and Candidate Engineers, Certificated Engineers, Engineering Technologists and Engineering

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Technicians who have specific training and experience pertaining to a specialised engineering-related field that must be regulated. It is a category of registration created for persons who must be registered through the Engineering Profession Act, 46 of 2000, or a combination of the Engineering Profession Act, 46 of 2000, and external legislation as having specific competencies related to an identified need to protect the safety, health and interest of the environment in relation to engineering activity. Carefully review the exact competency category on the ECSA website. See standard R-02-STA-SC

Substantial Equivalence: Applied to educational programmes and meaning that two programmes, while not meeting a single set of criteria, are both acceptable for preparing their respective graduates to gain training and experience towards registration.

Supervisor: A person who oversees and controls engineering work performed by an applicant and does not have to be registered with ECSA.

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ABBREVIATIONS

CPD	Continuing Professional Development
EA	Experience Appraisal
ECSA	Engineering Council of South Africa
IPD	Initial Professional Development
NQF	National Qualifications Framework
PR	Professional Review
QEWG	Qualification Evaluation Working Group
RC	Registration Committee
RPSC	Research, Policy and Standards Committee
SC	Specified Category
VA	Voluntary Association

DOCUMENT CUSTODIAN

The custodian of this document is the Regulatory Services and International Relations Division. The Statutory Services Division is responsible for its implementation.

BACKGROUND

The illustration below defines the documents that comprise the Engineering Council of South Africa (ECSA) system for registration in specified categories. The illustration also locates the current document.

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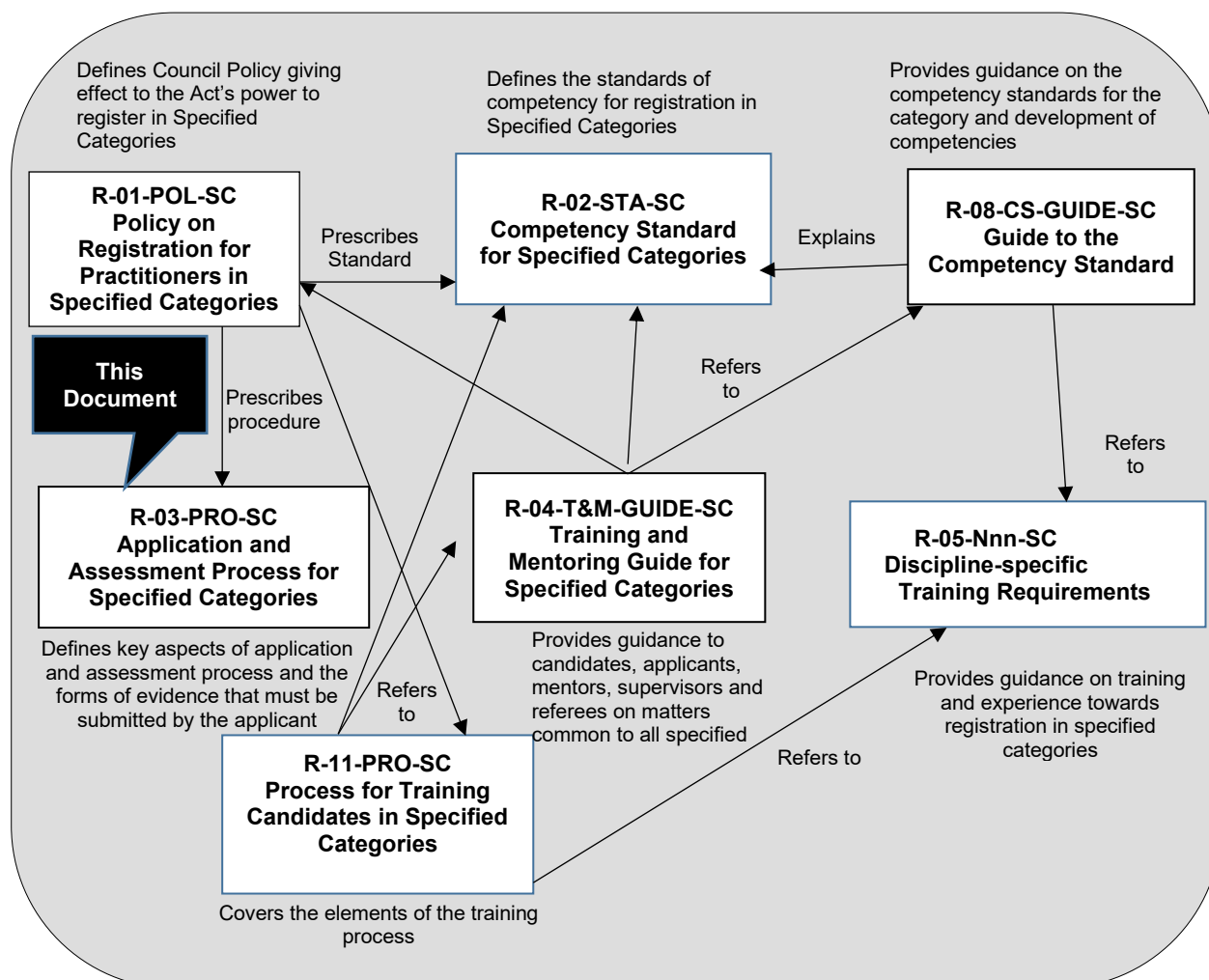


Figure 1: Documents defining the ECSA Registration System

1. PURPOSE OF THIS DOCUMENT

This document defines the processes ECSA uses to receive, process and make decisions on applications for professional registration as a Specified Category Practitioner.

These processes are carried out under the authority of the Engineering Profession Act, 46 of 2000, and registration policies defined in document **R-01-POL-SC**. This document supports the management of the registration process and assessment of applicants against the competency standard **R-02-STA-SC**. Section 3 of this document provides a high-level

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definition of the registration process resulting from the implementation of the policy defined in document **R-01-POL-SC**.

2. CHANGES INTRODUCED IN THIS DOCUMENT

The processes defined in ECSA Specified Category Competency Standards (**R-02-STA-SC**) and the Registration Policy (**R-01-POL-SC**) and Education Evaluation policy (**E-17-PRO-SC**), bring about a number of changes to the registration system that provide greater clarity and effect improvements to the application and assessment process. The main changes are summarised in **Table 1**. In essence:

- The intention is not to change the standard required for registration, but rather to define it more clearly in terms of the outcomes to be achieved and the required level. This approach goes beyond simply stating that training must develop competence. See **Appendix A** for a comparison between the specification of **R2/1Nnn** (where Nnn is the designation for the particular specified category, e.g., For Lift Inspectors) and the Competency Standard **R-02-STA-SC**.
- The forms of evidence of competence have been standardised across all specified categories, ensuring that they demonstrate achievement against all required outcomes. See **Appendix B** for the role of each form of evidence in relation to individual outcomes.
- The assessment process is uniform across the specified categories.
- The applications are accepted on the new submission system via the ECSA Self-Service Portal.

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Table 1: Changes introduced by 2015/16 policy, standards and procedures

Aspect	Prior to this policy	Under this policy
Registration Policy	Embedded in Policy R2/1Nnn : Acceptable Work for Registration as Nnn Specified Category does not consider other classes of applicants explicitly.	Single, integrated policy R-01-POL-SC, defining registration and educational requirements, linking with standard (R-02-STA-SC) and processes (this document), applies to all applicants.
Educational Requirements Policy	Accredited or recognised qualification or prior evaluation of qualifications as meeting educational requirements.	- No change to accredited or recognised qualifications. - Accelerated evaluation of listed qualifications. - Evaluation criteria defined in document E-17-PRO-SC for qualifications and assessed learning. Exemption: Special Category LMI scope Lifting tackle and Chain Blocks and Lever Hoists, refer to R-05-LMI-SC through Alternate routes.
Standard of Competency for Registration	Registration requirements for Nnn Specified Categories, in R2/1Nnn .	- Competency Standard for registration as a Specified Category Practitioner in document R-02-STA-SC. - Eleven outcomes with definitions for the level of problem solving and engineering activities. - Professional Attributes (Outcomes) and Level Descriptors included in the standard.
Seeking registration without normal qualification	The Specified Category Alternate Route allowed experience of a defined standard and duration to be accepted in lieu of academic qualifications. Development assessed on educational outcomes-based claim to competency submitted by the Applicant.	- Criterion-based method of meeting education requirements by evaluation and assessment defined in E-17-PRO-SC. When educational requirements are complete, can apply for registration in normal way. No additional time limits. - Identified methods of further learning and assessment.
Evidence of Training/ Competency	For all specified categories: - Training and Experience Summary - Training and Experience Reports - Major Task Engineering Report - Referee Reports - Specified: Category Development Report - IPD Report	Uniform requirements across specified categories: - Training and Experience Summary (TES) - Training and Experience Reports (TER) - Training and Experience Outlines (TEO)^a - Engineering Report (ER)^b - Referee Reports (RR) - Specified Category Specific Requirement Report - Pre-registration CPD-type activity – IPD

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Aspect	Prior to this policy	Under this policy
	Discretionary interview in individual cases	
Assessment of Competency	Done against Outcomes and Criteria applying evidence submitted mainly in the Major Task Engineering Report, Discipline Specific Development Report and IPD Report, supplemented by the Experience Reports and Referee Reports. Interviews if necessary.	- Policy (R-01-POL-SC) defines main stages and permitted decisions in the assessment process. Experience Appraisal sanctioned by Council. - Specified category requirements in R-05-Nnn-SC. - Common assessment instruments addressing the outcomes and an integrative judgement, providing consistent trails through all stages. ECSA is phasing in compulsory interviews for all applicants to ensure a consistent, fair, and comprehensive assessment of professional competence.
Decision Making	Delegation of decision to register or defer to the Registration Committee (RC) or reserve refusal to the Central Registration Committee	- Delegation to register or refuse registration or place the application on a period of abeyance, is stipulated in the ECSA DoA. - The authority to register, refuse registration, or place an application on a period of abeyance is delegated in terms of the ECSA Delegation of Authority (DoA). - Following the interview (where applicable), each member of the Review Panel submits an individual report reflecting their assessment of the applicant. These reports are consolidated and forwarded for moderation, after which a final outcome is determined. The decision on registration or refusal is made based on the collective evidence and the reviewers' recommendations, ensuring fairness, consistency and adherence to the prescribed standards. - After the experience appraisal stage, an application may remain in abeyance for a maximum period of 10 months, during which the applicant is required to meet the additional submission requirements. Failure to submit the required evidence within the stipulated period will result in Experiential Appraisal demurral the cancellation of the application, and the applicant will be required to submit a new online application.

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Aspect	Prior to this policy	Under this policy
		Refused applicants are invited for compulsory advisory interview.
Application	Manual, paper-based.	Submit your application online through the ECSA Self-Service Portal.
Process Definition	Embedded in part in other documents.	- High level process definition (this document). - Future detailed IT system specification.
Training and Mentoring Guidelines		Layered set of guidelines: - Training and mentoring (all specified categories) (R-04-T&M-GUIDE-SC) with defined responsibility levels. - Guide to competency standards for Registration in a Specified Category (R-08-CS-GUIDE-SC). - Specified category--specific Training Guide (R-05-Nnnn-SC).

Notes:

- Defined short form of TER, with clear rules when a TEO may be substituted by an experienced applicant (see section 4.4(b)).
- Replaces Major Task Report, emphasis on demonstrating the applicant's engineering ability.

3. PROCESS OUTLINE

The processes defined below are designed to manage the various cases that may arise on the route to registration. These processes consider that applicants for practitioner registration do not register in a candidate category and that the educational requirement may be satisfied by several mechanisms, including educational evaluation and individual assessment, including the alternate route.

The registration process is divided into three main sections:

- A secure online self-service portal and Customer Relationship Management (CRM) system for the capturing and submission of all necessary information and uploading of documents as required.
- The vetting process, whereby the submitted application is assessed for administrative completeness.

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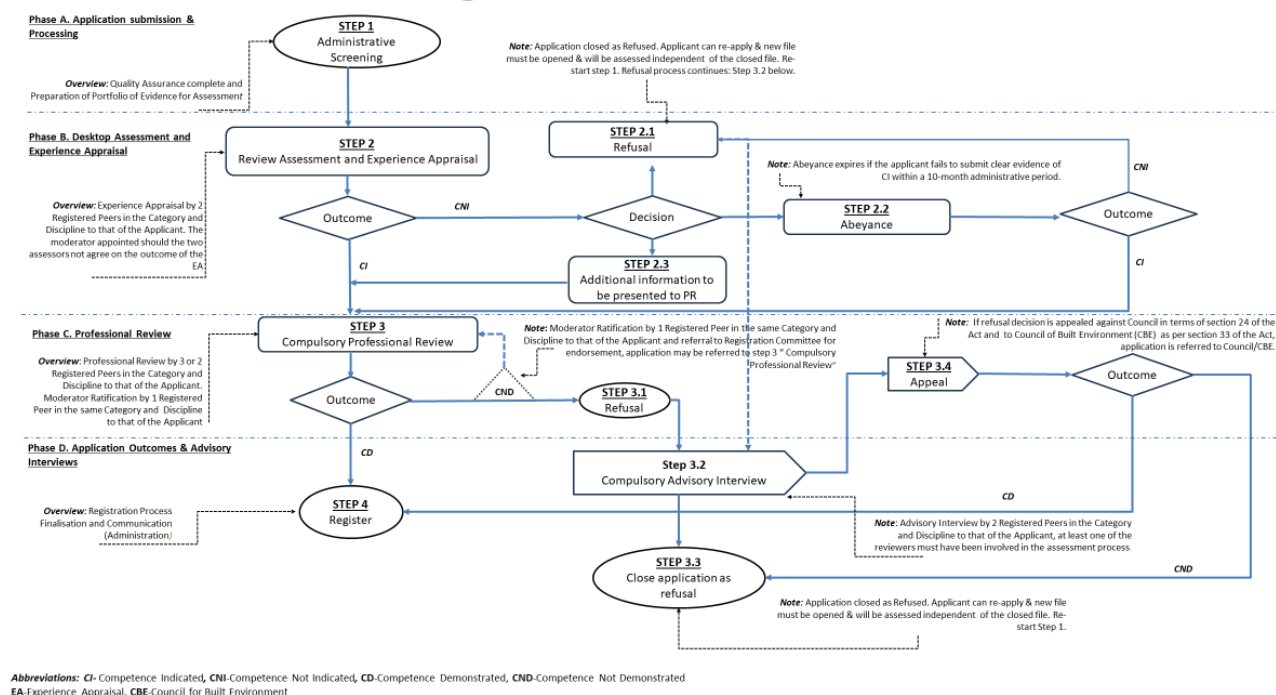
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- The core assessment process that encompasses the Experience Appraisal, Professional Review Interview, Professional Review Moderation and Administrative finalisation.

3.1 Core process for Professional Registration

The process illustrated in the Figure 2 below gives effect to the Registration Policy outlined in document **R-01-POL-SC**. Once assessors for the Experience Appraisal have been selected and appointed, the appraisal process commences. A positive outcome of the Experience Appraisal confirms the application may progress to the Professional Review phase. At this stage, Reviewers are appointed and the date for the Professional Interview is determined and confirmed with the applicant.

ECSCA Professional Registration Process



REF: R-01-POL-SC & R-03-PRO-SC

Figure 2: Process flow diagram in accordance with R-01-POL-SC

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The process flow is in accordance with the policy presented in document **R-01-POL-SC** which includes the following main elements:

3.1.1 Experience Appraisal

- The applicant who provides evidence indicative of competence against the prescribed standard and subdiscipline-specific requirements will proceed to the Professional Review (PR). Identified issues relating to particular criteria, if any, must be confirmed or further assessed during the PR.
- If the applicant has not provided evidence indicative of competence against the prescribed standard, one of the following must be considered:
 - The application is placed in abeyance for a period not exceeding 10 months, during which time the applicant must take the necessary steps to acquire and submit the outstanding evidence of competency to ECSA via the online self-service portal; or
 - Further information is required and must be provided during the PR interview; or
 - Refusal is recommended, stating clear reasons.

3.1.2 Professional Review: Interview

- If competence is confirmed during the interview, recommend registration to the Professional Review Moderator.
- If competence is not confirmed during the interview, recommend refusal of registration to the Professional Review Moderator.

3.1.3 Consideration of reports by the Professional Review Moderator

The Professional Review Moderator considers reports with the following options:

- Register applicant.
- Refuse applicant.
- Refer the application to the Professional Review for further consideration, with clear reasons.

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3.2 Specified Category Practitioner applicants – Alternative Route

An interim arrangement for applicants not meeting the educational requirements (ERI – Educational Requirements Incomplete) is applicable until ECSA examinations can be offered. In addition to assessing the evidence of competence against the standards and the specified category requirements (as for Benchmark and Engineering Management routes), Alternative Route applicants must be assessed against the evidence submitted in accordance with the requirements of the Education Evaluation Policy (**E-17-PRO-SC**), as outlined in Tables 1 and 2. The assessment must first address compliance with Table 2, after which the evidence submitted must be reviewed against each attribute listed in Table 1. Where necessary, the submitted evidence may be referred to the Education Evaluation Working Group for further evaluation.

4. EVIDENCE AND ASSESSMENT FOR REGISTRATION AS A SPECIFIED CATEGORY CANDIDATE OR A SPECIFIED CATEGORY PRACTITIONER

4.1 General requirement

The assessment system for applicants for registration as Specified Category Practitioner must implement the requirement laid down in the competency standard **R-02-STA-SC**:

- Competence must be demonstrated within specifically defined engineering activities, by integrated performance of the outcomes at the level defined for each outcome. Required contexts and functions may be specified in the applicable Subdiscipline-specific Training Guides. (See Table A1 Appendix A)
- The evidence used to demonstrate competency must therefore address the defined outcomes in the competency standard.

4.2 Information and evidence of competency to be provided

Table 2 lists the information and forms of evidence the applicant for registration as a Specified Category Practitioner must provide.

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Table 2: Information required for a complete application

Ref	Appendix	Components of Application	For registration as Specified Category Practitioner
N/A	N/A	Applicants are required to complete and submit their applications directly through the online self-service portal, ensuring that all required information is completed. The application forms available on the ECSA website are for guidance purposes only and will not be accepted as a substitute for the online submission. The online submission process includes the completion of personal details and a declaration.	X
N/A	N/A	Certified Proof of Identity (SA ID document or passport).	X
TES	C	Summary of TERs.	X
TER	D	TERs (generally more than one). Individual reports to be signed by supervisor. TEOs may be used where permitted. (Evidence of responsibility.)	X
TEO	E	TEO for applicants with at least 10 years of experience after the educational requirements are complete.	X
ER	G	Engineering Report. (Evidence of competency.)	X
IPD	I	Record of IPD (pre-registration CPD).	X
SDS RR	Refer to R-05-Nnnn- SC	Specified Category Requirement Report providing specific evidence of meeting Nnnn requirements (as required).	X
		Proof of Voluntary Association (VA) membership (Optional).	X
		Certified copies of all Qualification certificates	X
REF	F	Referee reports to be completed on the online ECSA self-service portal by the referees	X

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4.3 Training and Experience Summary (Appendix C)

The TES is a factual record of distinct phases of training and work experience during the applicant's career up to the time of application. The TES must identify each phase of training and experience and the level of responsibility.

Periods during which the applicant is not engaged in activity that contributes to practitioner development must also be indicated, together with the reasons for inactivity.

A phase of training and experience corresponds to a period in which particular, high-level training objectives are to be fulfilled or a major task or project is completed. A phase typically ends when new training objectives are set, the type of work changes, the expected level of achievement changes, employment is terminated or engineering work is interrupted. See **Table 3** for a list of events that demarcate a period of training and experience.

The nature of work and degrees of responsibility defined in document **R-04-T&M-GUIDE-SC** (*Progression throughout the candidacy period*) are used here (and in the TERs):

Table 3: Nature of Engineering Work and Degrees of Responsibility

A: Being Exposed	B: Assisting	C: Participating	D: Contributing	E: Performing
Undergoes induction, observes processes, work of competent practitioners.	Performs specific processes, under close supervision.	Performs specific processes as directed with limited supervision.	Performs specific work with detailed approval of work outputs.	Works in a team without direct supervision, ability to recommend work outputs, and assumes responsibility but not accountability. This excludes a specific category of Lifting Machinery Inspectors (LMIs) who are required to work under the direct control and supervision of a registered mentor for the relevant scope of work

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A: Being Exposed	B: Assisting	C: Participating	D: Contributing	E: Performing
Responsible to supervisor.	Limited responsibility for work output.	Full responsibility for supervised work.	Full responsibility to supervisor for immediate quality of work.	Level of responsibility to supervisor is appropriate to a registered person, supervisor is accountable for applicant's decisions.

Degree of responsibility E means performing at the level required for registration. This corresponds to the range statement in outcome 10 in the Competency Standard **R-02-STA-SC** which requires applicants to display the level of responsibility “for the outcomes of significant parts of one or more specifically-defined engineering activities”. Applicant may, however, not assume accountability for the work. This excludes the category of Lifting Machinery Inspectors where the candidate / prospective registrant must work under the direct supervision and control of the Mentor registered in the category and the Mentor is responsible for the outcome.

4.4 Training and Experience Reports (Appendices D and E respectively)

The purpose of the TER is to provide a factual record of the main periods in the applicant's development from graduation to applying for registration and to identify the periods where the applicant took responsibility at the required level.

Two templates are available for reporting on the applicant's training and experience, and their use depends on the length and nature of that training and experience.

- In general, an applicant must complete and submit a TER for each phase of training and work experience from the time of meeting the education requirements to application for registration. TERs with a duration of at least one year working at the degree of engineering responsibility E (Performing) must be submitted. Such periods need not be contiguous and need not include the last period reported.
- The requirement in 4.4(a) may be relaxed in the case of an applicant who has at least 10 years of training and experience after completing the educational requirement and

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reports a total duration of at least 3 years at degree of engineering responsibility E (Performing) in detail in the TER format, signed by the supervisor. Such periods need not be contiguous and need not include the last period reported. Such an applicant may submit TEOs for the remaining periods or groups of related periods. It is imperative that applicants adhere to the maximum word count of 225 words per TER/TEO, with the total word count for all TER/TEO submissions not exceeding 2 000 words. For Fire Protection Practitioner applications, the maximum word count per TER/TEO must also comply with the stipulated limit in the document.

- (c) An applicant who completes the education requirement by assessment under document **R-01-POL-SC** must submit TERs for at least 3 years on specific experience applicable to the registration, including reports for a duration of one-year applicable experience at responsibility E. Such periods need not be contiguous and need not include the last period reported. Periods of experience may predate completing the education requirement. TEOs must be submitted for the remaining periods before and/or after the 3 years to indicate compliance with the requirements for Alternative Route detailed in the Education Evaluation policy (**E-17-PRO-SC**) document. For Alternative Route applicants, it is important that evidence of meeting the educational development requirements be incorporated in the TERs and the TEOs as evidence to indicate competence developed against the attributes in the Education Evaluation policy (**E-17-PRO-SC**) document. The development must be supported by meticulous completion of Form **R-03-IPD-SC**. The evidence required against Attributes **6, 7 and 8** is already addressed within the **Engineering Report**. Accordingly, applicants are not required to repeat this information in the **TER/TEO** submissions. The evidence required against attributes 6, 7 and 8 is already covered in the Engineering Report and need not be repeated.

Any applicant whose training an experience history is shorter than 3 years with less than one year working at a degree of responsibility E (Performing) will be notified that the application is premature during the vetting stage and the application will be closed. Applicants will need to submit a new application once they have met the minimum requirements as per the standard. Special categories define a different training and experience history must comply with the specific category guidelines applicable to their application.

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The information to be provided in the TER and TEO format is defined in **Table 4**

Table 4: Information to be provided in the TERs and TEOs

Aspect	Training and Experience Report (TER)	Training and Experience Outline (TEO)
Supervisor's signature	Required (indicates agreement with level of responsibility A–E inserted).	Not required. Level of responsibility A–E inserted and stated by applicant).
A period ends when:	- The work environment has changed, e.g., when a major training phase or task ends. - The type of work has changed. - The responsibilities or level of function have changed (for instance, as in a promotion). - There is a change of employer. - Training or employment is interrupted (for instance by study, unemployment or prolonged illness).	- Level of responsibility changes from level B to C. - Level of responsibility changes from level C to D. - Level of responsibility changes from level D to E. - A promotion takes place. - Change of employment. - Training or employment is interrupted. - Nature of work changes significantly.
Position in Organisation	Supply an organogram, showing the names, position and registration (if any) and qualification (if not registered) of supervisor(s), co-workers and those you have supervised (if any). Show one level above and below, if these exist. Always show the supervisor.	Simplified organogram: Identify yourself, your supervisor and state the number and level of persons supervised.
Reporting format	Write in the first person. Construct proper paragraphs dealing with key aspects from the list below.	Use bulleted format covering the items below.
Topics to be covered: elements marked * are mandatory, others as applicable	Nature of training or experience*.	Nature of the training or work phase or related phases*.
	Subdiscipline of Engineering and subdiscipline-specific fields*.	Subdiscipline of Engineering and subdiscipline-specific fields*.
	Nature of problem(s) addressed, method of analysis, solution development and evaluation	Nature of problem(s) addressed, method of analysis, solution development and evaluation*.
		Management responsibilities.
	Interaction with clients, stakeholders and other disciplines.	Interaction with clients, stakeholders and other disciplines.
	The applicant's contribution to the task*.	The applicant's contribution to the task*.

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Aspect	Training and Experience Report (TER)	Training and Experience Outline (TEO)
	Nature of the applicant's responsibility (in addition to level A–E)*.	Nature of the applicant's responsibility (in addition to level A–E)*.
Length limit	Do not exceed 2 000 words in total (all TERs). Word count per TER should not exceed 225 words.	Summary of training and experience in bullet points per TEO. The total word count of the TEO or word contribution to TER and TEO should not exceed 2 000 words.

4.5 Engineering Report (See Appendix F)

Applicants are required to submit an Engineering Report demonstrating competence at Performance Responsibility Level E and confirming that the required outcomes have been achieved. If applying under more than one scope of category, a distinct Engineering Report must be provided for each scope of category, with a maximum of two scopes per application. Lifting machinery inspectors must work under the direct control and supervision of a Mentor who hold the appropriate scope.

While the report may be based on a major task, series of tasks or a project, it is a report in which applicants reflect on their engineering activity to demonstrate the required level of competence.

The work drawn on for the report does not have to be project-based. In an operational engineering work environment, problem-solving and engineering management provide evidence of performance against the required outcomes.

The report must be based on problem solving and activities at a **specifically defined** level, applying specified category level educational theory. Calculations at this level, done by the applicant, must be attached to the report.

The report should be reflective rather than purely narrative, covering the following:

- The engineering and contextual (technical) knowledge and understanding, both from the applicant's education and acquired subsequently, required for effective performance of the work.

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- The theoretical and practical methods used to analyse and solve basic engineering problems encountered in the work.
- The planning, organising, leading and controlling of human and other resources required to achieve the goals of the engineering work.
- Handling of legislative considerations, impacts of the work that were not necessarily covered by regulation and ethical issues, recognition of obligations to society, the profession and the environment.
- Risks and uncertainty associated with the work and its product.
- The recommendations, judgement calls and decisions the applicant had to make, where the applicant's leadership skills were exercised.
- The nature of the responsibility carried by the author and identification of the persons to whom the author was responsible.

The report must be written in the first person (except when describing the actions of another individual or agency), in a proper structure, style and in the English language. To maintain readability, all reports must be typed and legibly formatted. A template for the heading of the report is provided. The report body, including headings and sub-headings in the application form, **R-03-ER-SC**, which stipulates there should be at least 100 words per criteria under outcomes 1 to 11 on the recent engineering task to which the applicant has made a significant contribution. The analysis indicates 23 criteria, therefore the maximum word count for Engineering Report should be 2 300 words. Diagrams, tables and pictures appropriate to the purpose defined above must not exceed four A4 size pages in total. The report is a test of written communication ability from a structure, style and language point of view and all communication must be typed and legibly formatted as well as its logical development, Referee Report

The purpose of the Referee Report is to draw on observations of the applicant's performance in work conditions to obtain information on the applicant's competence. Referees are asked to identify periods in the applicant's career as itemised in the TES where the referee feels able to comment on the applicant's attributes. In relation to these periods, the referee is asked the following:

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- To rate the applicant's elementary problem analysis and solution synthesis abilities in relation to the desired level (specifically defined engineering problems).
- To rate the applicant's knowledge of basic engineering principles and of the wider context of the engineering work.
- To comment on the applicant's engineering management ability, that is, the ability to ensure the achievement of engineering results through management methods.
- To rate the applicant's communication ability.
- To comment on the applicant's abilities to handle the regulatory, economic, social and environmental issues arising from engineering activity at a specifically defined level.
- To comment on the applicant's understanding of ethics and ethical behaviour in relation to his engineering work.
- To rate the applicant's judgement in decision making and acceptance of responsibility for engineering work at a specifically defined level.
- The applicant's willingness and capacity to accept responsibility for engineering work at a specifically defined level.
- To comment on the applicant's commitment and attention to competency and career development.

The referee's report can be accessed from the ECSA's portal. The referees are contacted through email by ECSA administrators, and they should confirm if they are willing to provide competency testimonial regarding the applicant. They should briefly confirm how the applicant met the 11 outcomes. The referees are requested to rate competency of the applicant at specified category in the following manner:

- CDC – The applicant consistently demonstrates competence.
- CDI – The applicant demonstrate competency but not consistently.
- CNDD – The applicant has not demonstrated competence but is developing.
- CND – The applicant has not demonstrated competence.
- X – I am unable to comment.

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4.6 Initial Professional Development – IPD (Appendix G)

The IPD Report is a factual record providing evidence of proficiency development from academic base through CPD-type activities in Category 1 and other formal learning activities prior to registration, including in-house training. Reported activities do not require Continuing Professional Development (CPD) validation.

4.7 Specified Category Requirements Report (Form R-05-SDSRR-Nnn)

Each specified category is characterised by specific requirements in a narrow field, designated as Specified Category Specific Requirements. Apart from developing specifically defined level of competency in the 11 generic outcomes in engineering, practitioners must also develop the specific competencies uniquely applicable to the subdiscipline during their development (example: the Specified Category of Lifting Machinery Inspectors at a specifically defined level). The specified category specific requirements are listed in the document *Sub Discipline Specific Training Requirements (R-05-Nnn-SC)* for each Specified Category. Each applicant must submit a report providing specific evidence of meeting the **Nnn** requirements using **Form R-05-SDSRR-Nnn**.

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REVISION HISTORY

Revision number	Revision date	Revision details	Approved by
Rev 1	25 August 2016		Council
Rev 1 Draft 1	31 July 2020	Reviewed the document with Registration BU	Registration
Rev 1 Draft 2	14 August 2020	Aligned to the ECSA Policy on Policies Framework	E Nxumalo
Rev 2	01 September 2020	Approval	RPSC
Rev. 3 Draft A	20 November 2022	Corrected Summary of training and experience from (two bullet points per TEO) to indicate that it should be in bullet points per TEO. and Engineering Report to indicate that the report body, including headings and sub-headings, should be approximately 2000 words (about 100 words per criterion.	RPS BU
Rev. 3 Draft B	24 January 2022	Review and Recommendation for Approval	Executive RPS: EL Nxumalo
Rev. 3	09 February 2022	Approval	RPSC
Rev 4	3 July 2025	The working group started with the review	Working group.
Rev. 4 Draft 1	1 September 2025	Document sent to Registration BU for comments/inputs	Registration
Rev 4	21 October 2025	Review and Recommendation for Approval	Acting Executive RSIR: NM Mtshali
Rev 4	5 November 2025	Approval	RPSC

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The processing of

Applications for Registration as a Specified Category Practitioner

Revision 4 dated 5 November 2025 and consisting of 48 pages reviewed for adequacy by the Business Unit Manager and is approved by the Acting Executive: Regulatory Services & International Relations (**RSIR**).

.....

Business Unit Administrator

10 November 2025

Date

.....

Acting Executive: RSIR

10 November 2025

Date

This definitive version of this policy is available on our website

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APPENDIX A: What Changes with the Introduction of Competency Standards?

Prior to the introduction of the competency standards, the requirements were expressed in terms of criteria for acceptable training in ECSA's policy document **R2/1Nnnn**. The requirements defined in section 2 of R2/1Nnnn are summarised in the first column of Table 5. The outcomes embedded in the training requirements are extracted in column 2. The formal outcomes in **R-02-STA-SC** are stated in column 3, while the level descriptor is in column 4. **Table A1** relates to the Group A B, C and D outcomes.

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Guidance Document

Table A1: Transition from input-based training specifications to output-based competency specifications

1. Purpose

This document provides guidance on the transition from input-based training specifications the applicant must undertake to output-based competency specifications (outcomes that must be demonstrated).

The framework aligns with the ECSA Competency Standard (**R-02-STA-SC**) and ensures that practical training produces practitioners who demonstrate competence at the required level of responsibility within specifically defined engineering activities.

2. Background

Historically, training requirements were framed in terms of inputs (courses attended, tasks performed or time served). The current competency framework shifts the emphasis to outputs, where evidence of performance against defined outcomes is the key criterion.

This requires:

- training providers to structure exposure around essential elements of practice
- applicants to provide evidence of competence, and
- assessors to evaluate competence using level descriptors to judge sufficiency.

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3. Principles of Acceptable Practical Training

1. Training must expose Applicants to the breadth of engineering practice in a responsible and ethical manner.
2. Applicants must demonstrate ability to apply underpinning knowledge innovatively in practical contexts.
3. Outcomes must be assessed by peer evaluators, based on clear criteria.
4. The level of competence must correspond to specifically defined engineering problems and activities as characterised in R-02-STA-SC.

Table A1: Transition from input-based training specifications to output-based competency specifications

1. Essential elements of acceptable practical training	2. Outcomes embedded in training elements	3. Corresponding competency standard outcome	4. Level descriptors
Problem investigation		Group A: Engineering problem solving	Specifically defined problems:
- Identify/interpret the activity, agree on problem statement. - Gather and evaluate information. - Analyse information and express solution requirements. - Apply underpinning Stage 1 knowledge in practical work.	- Clear definition and scoping of engineering problems. - Competence in information gathering, evaluation, and analysis. - Demonstration of underpinning theory in practice.	1 Define, investigate and analyse <i>specifically defined engineering problems</i> (tasks). 2 Comprehend and apply knowledge embodied in established engineering practices and jurisdictional knowledge.	- Solved mainly by specific practical engineering knowledge underpinned by theory. - Fully defined but may need clarification. - Discrete, focused tasks in familiar contexts. - Solved in standardised/prescribed ways, governed by codes and standards. - Information largely complete but requires checking.

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1. Essential elements of acceptable practical training	2. Outcomes embedded in training elements	3. Corresponding competency standard outcome	4. Level descriptors
			- Few conflicting constraints, limited stakeholders. - Requires practical judgement; local consequences only.
Problem Solution		Group A: Engineering Problem Solving	Specifically defined design/development:
- Synthesise alternative ways to do the activity. - Apply Stage 1 knowledge to develop and evaluate the best approach, seeking advice if necessary.	- Ability to generate and evaluate alternatives. - Application of underpinning knowledge in design and planning. - Judgement in selecting best practical approach.	1 Design, develop, plan or practise solutions to <i>specifically defined engineering problems</i>	- Structured and standards driven. - Requires integrating practical knowledge with prescribed methods. - Involves safety, environmental, and cost considerations. - Fit-for-purpose solutions within familiar contexts. - Limited innovation; requires practical judgement.
Execution / Implementation		Group B: Managing Engineering Activities	Specifically defined activities:
Manage self, people, priorities, processes, resources; participate in teams.	Ability to manage part of an engineering activity.	1 Manage part or all of one or more <i>specifically defined engineering activities</i> .	Scope defined by specific techniques; adapted by introducing new ones.

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1. Essential elements of acceptable practical training	2. Outcomes embedded in training elements	3. Corresponding competency standard outcome	4. Level descriptors
- Write effective reports; interpret instructions; issue clear instructions; present viewpoints. - Identify stakeholders, assess impacts, propose mitigation; communicate effectively. - Comply with legal, regulatory, H&S requirements; apply risk management; use sustainable materials.	- Competence in written/oral communication. - Stakeholder awareness and mitigation of impacts. - Compliance with laws, standards, and H&S. - Integration of sustainability and risk management	2 Communicate clearly with others in the course of specifically defined engineering activities.	- Situated in wider contexts with defined interdisciplinary relationships. - Uses specific resources (people, money, equipment, materials). - Resolves technical interactions with limited wider impact. - Constrained by operational context, time, finance, standards, laws. - Risks and consequences locally important but specifically defined
		Group C: Impacts of Engineering Activity	
		1 Recognise foreseeable social, cultural, environmental and sustainability effects. 2 Meet legal/regulatory requirements; protect health and safety; adhere to sustainable practices.	
Level of Responsibility		Group D: Judgement, Responsibility, Ethics	Level of Responsibility
- Conduct activities ethically, complying with ECSA's Code of Conduct. - Apply systematic approach to ethical issues. - Foresee consequences, evaluate with incomplete	- Ethical conduct in line with professional codes. - Application of judgement in uncertain/limited contexts. - Responsibility for decisions and actions within scope. - Independent learning and CPD.	1 Conduct engineering activities ethically. 2 Exercise sound judgement in the course of <i>specifically defined engineering activities</i> . 3 Be responsible for decisions on part or all <i>specifically defined engineering activities</i> .	- Activities carried out ethically, with due regard to impacts. - Consequences foreseen, judgement applied with incomplete information. - Ownership for work within specific limits.

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1. Essential elements of acceptable practical training	2. Outcomes embedded in training elements	3. Corresponding competency standard outcome	4. Level descriptors
evidence, draw on knowledge/experience. • Show professional approach, take responsibility for own work, seek guidance when required. • Plan personal development, select activities, display independent learning.		Group E: Manage Own Development 1 Undertake independent learning activities sufficient to maintain and extend competence.	Independence in planning and maintaining competence through CPD.

Explanatory Notes

- **Columns 1–2** reflect **training inputs**: the activities candidates must be exposed to, and outcomes embedded in these activities.
- **Column 3** maps directly to **Competency Standard Outcomes (Groups A–E)** as per **R-02-STA-SC**.
- **Column 4** provides **level descriptors** characterising “specifically defined engineering problems/activities”, i.e., the expected scope, complexity, and responsibility.
- Together, this ensures that training is **outcome-based**, measurable and consistent with peer-assessed professional standards.

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Table A1: Transition from input-based training specifications to output-based competency specifications in Group A, B, C, D

1: R2/1Nnnn Essential Elements of Acceptable Practical Training	2: Outcomes embedded in training elements in column 1	3: Corresponding Competency Standard Outcome	4: Level descriptors for column 3
Acceptable practical training must provide satisfactory experience to Candidates in the implementation of practical engineering techniques in an innovative manner and must include the practical training elements as stated in clause 2 at the level of responsible competence stated. Outcomes expressed in criteria to be met, judged by peer evaluators.		Requirement (R-02-STa-SC Section 2.1): Competence must be demonstrated within <i>specifically defined engineering activities</i> , defined below, by integrated performance of the outcomes defined below at the level defined for each outcome. Note: Attributes of a practitioner defined in outcomes.	
Problem Investigation 2. First bullet and third bullet.	- Identify and/or interpret the activity agreeing on a problem statement. Gather and evaluate information. Analyse information and express solution requirements. - Display mastery of Stage 1 development by applying underpinning knowledge in doing practical work.	Group A: Engineering Problem Solving *1. Define, investigate and analyse <i>specifically defined engineering problems (tasks)</i> .	<i>Specifically defined engineering problems</i> have the following characteristics: - can be solved mainly by specific practical engineering knowledge underpinned by related theory <i>and one or more of:</i> - are fully defined but require feedback - are discreet, specifically focused tasks within engineering systems - are routine, frequently encountered and in familiar specified and sustainable context <i>and one or more of:</i> - can be solved in standardised or prescribed ways
		3. Comprehend and apply the knowledge embodied in established engineering practices and knowledge specific to the jurisdiction in which he/she practices.	

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1: R2/1Nnnn Essential Elements of Acceptable Practical Training	2: Outcomes embedded in training elements in column 1	3: Corresponding Competency Standard Outcome	4: Level descriptors for column 3
			- are encompassed by specific standards, codes, legislation and documented procedures; requires authorisation to work outside limits - information is concrete, specific and largely complete, but requires checking and possible supplementation - involves specific issues but few of these imposing conflicting constraints and a specific range of and interested and affected parties <i>and one or both of:</i> - requires practical judgement in specific practice area in evaluating solutions, considering interfaces to other role-players - has consequences that are locally important but within a specified category (wider impacts are dealt with by others).
Problem Solution 2. Second bullet	- Synthesise alternative ways to do the activity. Apply underpinning - Stage 1 knowledge to develop and evaluate the best approach seeking advice if necessary.	2. Design, develop, plan or practice solutions to <i>specifically defined engineering problems (tasks)</i> .	

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1: R2/1Nnnn Essential Elements of Acceptable Practical Training	2: Outcomes embedded in training elements in column 1	3: Corresponding Competency Standard Outcome	4: Level descriptors for column 3
Execution / Implementation 2. Fourth bullet, fifth bullet, sixth bullet and seventh bullet.	• Manage self, people, work priorities, work processes and resources and participate in teams during practical activities. • Write clear, concise, effective, technically correct reports, read technical items, receive and interpret instructions. Issue clear instructions and present point of view effectively. • Identify interested and affected parties and environmental impacts of activities. Propose mitigating measures and communicate with stakeholders. • Identify applicable legal, regulatory and health and safety requirements. Select safe and sustainable materials, components and systems. Apply risk management.	Group B: Managing Engineering Activities 4. Manage part or all of one or more <i>specifically defined engineering activities</i> 5. Communicate clearly with others in the course of <i>specifically defined engineering activities</i> . Group C: Impacts of Engineering Activity 6. Recognise the reasonably foreseeable social, cultural, environmental and sustainable effects of <i>specifically defined engineering activities</i> . 7. Meet all legal and regulatory requirements and protect the health and safety of persons and adhere to sustainable practices in the course of his or her <i>specifically defined engineering activities</i> .	<i>Specifically defined Engineering Activities</i> are characterised by several or all of: • <i>Scope</i> of practice area is defined by specific techniques applied; change by adopting new specific techniques into current practice. • Practice area is located within a wider, complex <i>context</i>, with specifically defined working relationships with other parties and disciplines. • Work involves specific familiar, <i>resources</i> including people, money, equipment, materials, technologies. • Require resolution of <i>interactions</i> manifested between specific technical factors with limited impact on wider issues. • Are <i>constrained</i> by operational context, defined work package, time, finance, infrastructure, resources,

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1: R2/1Nnnn Essential Elements of Acceptable Practical Training	2: Outcomes embedded in training elements in column 1	3: Corresponding Competency Standard Outcome	4: Level descriptors for column 3
Level of Responsibility 2. Eighth bullet, ninth bullet, tenth bullet and eleventh bullet.	- Conduct activities ethically at least complying with ECSA's Code of Conduct. Adopt a systematic approach in resolving ethical issues. - Consider applicable factors and their relation. Foresee consequences of actions and evaluate the situation in absence of full evidence. Draw on experience and underpinning knowledge. - Demonstrate a professional approach showing due regard for the effect of the activity. Seek advice from a responsible person and take responsibility for own work. - Plan own development strategy and select appropriate development activities. Display independent learning ability.	Group D: Exercise judgement, responsibility and act ethically 8: Conduct engineering activities ethically 9: Exercise sound judgement in the course of <i>specifically defined engineering activities</i>. 10: Be responsible for making decisions on part or all of <i>specifically defined engineering activities</i>. Group E: Manage Own Development 11. Undertake independent learning activities sufficient to maintain and extend his or her competence.	facilities, standards and codes, applicable laws. - Have <i>risks</i> and <i>consequences</i> that are locally important but are specifically defined. <i>Outcomes 3 ,5, 8 and 11 do not require level descriptor.</i>

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APPENDIX B: Sources of evidence against outcomes

Notes: 1. Specifically defined is the level identifier defined for the Specified Category Practitioner in document R-02-STA-SC.

No	Outcome	Training and Experience Reports	Engineering Report incl. claim to competency	Referee Reports (2)	IPD Report		Presentation	PR Interview	
A1	Define, investigate and analyse <i>specifically defined engineering problems</i> .	Factual/ Verified	Factual/ Verified	Evaluative		Information to the left is considered in the Experience Appraisal		Evaluative/ Verified	All information is used by Interview Panel when making their recommendation to the Registration Committee
A2	Design or develop solutions to <i>specifically defined engineering problems</i> .	Factual/ Verified	Factual/ Verified	Evaluative				Evaluative/ Verified	
A3	Comprehend and apply the knowledge embodied in established engineering practices and knowledge specific to the jurisdiction in which he/she practices.	Factual/ Verified	Factual/ Verified	Evaluative	Factual: Knowledge Enhancement			Evaluative/ Verified	
B4	Manage part or all of one or more <i>specifically defined</i> engineering activities.	Factual/ Verified	Factual/ Verified	Evaluative				Evaluative/ Verified	
B5	Communicate clearly with others in the course of his or her engineering activities.	Tests Concise Writing.	Factual/ Verified	Evaluative			Test, synthesis, oral, graphics	Evaluative/ Verified	
C6	Recognise and address the reasonably foreseeable impacts of <i>specifically defined</i> engineering activities.	May not be covered	Factual/ Verified	Evaluative				Evaluative/ Verified	
C7	Meet all legal and regulatory requirements and protect the health and safety of persons in the course of <i>specifically defined</i> engineering activities.	Factual/ Verified	Factual/ Verified	Evaluative				Evaluative/ Verified	

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No	Outcome	Training and Experience Reports	Engineering Report incl. claim to competency	Referee Reports (2)	IPD Report		Presentation	PR Interview	
D8	Conduct engineering activities ethically.	May not be covered	Factual/ Verified	Evaluative				Evaluative/ Verified	
D9	Exercise sound judgement in the course of <i>specifically defined engineering activities</i> .	Factual/ Verified	Factual/ Verified	Evaluative				Evaluative/ Verified	
D10	Be responsible for making decisions on part or all of <i>specifically defined engineering activities</i> .	Factual/ Verified	Factual/ Verified	Evaluative				Evaluative/ Verified	
E11	Undertake professional development activities sufficient to maintain and extend his or her competence.		Factual/ Verified	Evaluative/ Verified	Factual			Evaluative/ Verified	

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APPENDIX C: Training and Experience Summary – Form R-03-TES-SC

Training and Experience Reports and/or the Training and Experience Outlines.

Surname and Initials:

First complete a Training and Experience Report Form R-03-TER-SC, or a Training and Experience Outline Form R-03-TEO-SC for each period.

No	From	To	Weeks	Work Details		Responsibility A–E
1				Employed by:	Post held:	
				Type of Work:		
2				Employed by:	Post held:	
				Type of Work:		
3				Employed by:	Post held:	
				Type of Work:		
4				Employed by:	Post held:	
				Type of Work:		
5				Employed by:	Post held:	
				Type of Work:		
6				Employed by:	Post held:	
				Type of Work:		
7				Employed by:	Post held:	
				Type of Work:		
8				Employed by:	Post held:	
				Type of Work:		
9				Employed by:	Post held:	
				Type of Work:		
n				Employed by:	Post held:	
				Type of Work:		

When an applicant is not engaged in training and experience towards registration, the period must be reflected as follows:

X				Employed by: Not active	Post held:	
				Type of Work: Insert reason here		
Total years, months:						

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APPENDIX D: Training and Experience Report – Form R-03-TER-SC

Training and Experience Report				
As part of the Application for Registration as a Specified Category Practitioner				
Period No:	Start date:	End date:	No of weeks:	Position held:
Employer's Name and Address for this period: (This is the employer and site at which the work took place, e.g. the site the applicant has been seconded to).				
Supervisor's Name and Address:				Supervisor's Signature:
ECSA Registration No. (If not registered, qualify):				Date:
Specified Category: (e.g. LMI, Lift Inspector, Clinical Technician, Laboratory Technician, Engineering Manager, etc.)				
Organogram showing supervisor (person signing this report), co-workers and those the applicant supervised (if any). Show two levels above and below, if these exist. Give names, positions, qualification and registration (if any)*. Please do not colour in blocks.				
Report: (Write in proper paragraphs in the first person singular in less than 225 words)				
Nature of training or experience (stated in 15-25 words)*				
Nature of problem(s) addressed in this period; method of analysis, developing solution and evaluation (stated in 100- 120 words)*				
Interaction with clients, stakeholders and other disciplines (stated in 30-40 words)				
Describe role and responsibility (in 30-40 words)*	Degree of responsibility:			Tick one only*
	A. Being exposed, under full supervision			
	B. Assisting, responsibility limited			
	C. Participating, supervision limited			
	D. Contributing, performs work, detailed approval			
E. Performing, limited guidance				

*Mandatory fields

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APPENDIX E: Training and Experience Outline – Form R-03-TEO-SC

Training and Experience Outline				
As part of the Application for Registration as a Specified Category Practitioner				
Period No:	Start date:	End date:	No of weeks:	Position(s) held:
Employer's and Supervisor Name and Address:				
ECSA Registration No. (If not registered, qualify):				
ext Review Date: 18/05/2027				
Specified Category: (e.g. LMI, Lift Inspector, Clinical Technician, Laboratory Technician, Engineering Manager, etc.)				
Organogram identifying the applicant, supervisor and persons supervised. Please do not colour in blocks*.				
Outline Report: (Use bulleted form, using 7-9 bullets)				
Nature of training or experience in the period(s) stated in bulleted format*				
Nature of problem(s) addressed in this period; method of analysis, developing solution and evaluation (stated in bulleted format)*				
Management responsibilities (stated in bulleted format)				
Interaction with clients, stakeholders and other disciplines (stated in bulleted format)*				
Describe role and responsibility (stated in bulleted format)*	<u>Degree of responsibility:</u>			Tick one <u>only</u> *
	A. Being exposed, under full supervision			
	B. Assisting, responsibility limited			
	C. Participating, supervision limited			
	D. Contributing, performs work, detailed approval			
E. Performing, limited guidance				

*Mandatory fields

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Training and Experience Outline					
As part of the Application for Registration as a Specified Category Practitioner					
Applicant's Name		Applicant's Signature		Date:	
Period No:	Start date:	End date:	No of weeks:	Position(s) held:	
Employer's and Supervisor Name and Address:				Did the applicant train under a Commitment and Undertaking (C&U)?	Yes
ECSA Registration No. (If not registered, qualify):					No
				If yes, provide number of C&U:	No:
Discipline of Engineering: (Aeronautical, Agricultural, Chemical, Civil, Electrical, Industrial, Mechanical, Metallurgical, Mining)					
Sub Discipline Specific Field: (e.g. LMI, Lift Inspector, Clinical Technician, Laboratory Technician, Engineering Manager, etc.)					
Organogram identifying the applicant, supervisor and persons supervised. Please do not colour in blocks*.					
Outline Report: (Use bulleted form, using 7–9 bullets)					
Nature of training or experience in the period(s) stated in bulleted format*					
Nature of problem(s) addressed in this period; method of analysis, developing solution and evaluation (stated in bulleted format)*					
Management responsibilities (stated in bulleted format)					
Interaction with clients, stakeholders and other disciplines (stated in bulleted format)*					
Describe role and responsibility (stated in bulleted format)*			Degree of responsibility:		Tick one <u>only</u>*
			A. Being exposed, under full supervision		
			B. Assisting, responsibility limited		
			C. Participating, supervision limited		
			D. Contributing, performs work, detailed approval		
			E. Performing, limited guidance		

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APPENDIX F: Engineering Report – Form R-03-ER-SC

Use this form to report in about 100 words per criterion under Outcomes 1 to 11 below on a recent engineering task, part of a project or complete project to which the applicant has made a significant contribution. The report may cover conceptualisation, design and analysis, specification, tendering and adjudication, manufacturing, project and construction management, commissioning, maintenance, measurement and testing or planning at a *specifically defined* level. Please also provide sample relevant calculations, drawings, etc. as an addendum which is limited to two A4 pages. Use Appendix A of the Discipline-specific Training Guide R-05-Nnnn-SC to assist in the interpretation of the criteria.

Detail of Equipment Applicable and/or Work Responsibility: (<30 words)	
Date of Work Done:	
Engineering brief and objective: (< 30 words)	
Environment: Industry, Laboratory, Theory, Simulation, etc. (in <15 words)	
Short Summary: (State engineering/ management problems; solutions (in < 30 words)	
Budget: (<10 words)	
<i>Specifically defined engineering problems have the following characteristics:</i> • can be solved mainly by specific practical engineering knowledge, underpinned by related theory <i>and one or more of:</i> • are largely defined but may require feedback • are discrete, specifically focused tasks within engineering systems • are routine, frequently encountered and in familiar specified and sustainable context <i>and one or more of:</i> • can be solved by standardised or prescribed ways • are encompassed by specific standards, codes, legislation and documented procedures; requires authorisation to work outside limits	

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- information is concrete specific and largely complete, but requires checking and possible supplementation
 - involve specific issues but few of these imposing conflicting constraints and a specific range of interested and affected parties
- and one or both of:*
- requires practical judgement in specific practice area in evaluating solutions, considering interfaces to other role players;
 - have consequences which are locally important but within a specified category (wider impact are dealt with by others).
- Specifically defined engineering activities have several of the following characteristics:**
- *Scope* of specific practice area is defined by specific techniques applied; change by adopting new specific techniques into current practice
 - Practice area is located within a wider, complex *context*, with specifically defined working relationships with other parties and disciplines
 - Work involves specific familiar *resources*, including people, money, equipment, materials, technologies
 - Require resolution of *interactions* manifested between specific technical factors with limited impact on wider issues
 - Are *constrained* by operational context, defined work package, time, finance, infrastructure, resources, facilities, standards and codes, applicable laws
 - Have *risks* and *consequences* that are locally important but are generally not far reaching.

Outcomes and Criteria

Outcome 1: Define, investigate and analyse specifically defined engineering problems encountered in the applicant's work:	
1.1 State how <u>the applicant</u> understood the activity as agreed to with the client (or your supervisor).	
1.2 Describe how <u>the applicant</u> analysed and clarified information, drawings, codes, procedures, etc.	
Outcome 2: Design, develop, plan or practise solutions to specifically defined engineering problems (tasks) encountered in the applicant's work:	
2.1 Describe how <u>the applicant</u> developed and analysed alternative approaches to do the work. Impacts and sustainability checked. (Calculations attached.)	
2.2 State what the final solution to perform the work was, client or the applicant's supervisor in agreement.	

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Outcome 3: Comprehend and apply knowledge embodied in established specific engineering practices and knowledge specific to the field in which the applicant practice:

3.1 State what Higher Certificate level engineering standard procedures and systems the applicant used to execute the work, and how Higher Certificate level theory was applied to understand and/or verify these procedures.

3.2 Give the applicant's own Higher Certificate level theoretical calculations and/or reasoning on why the application of this theory is considered to be correct (Actual examples attached.)

Outcome 4: Manage part or all of one or more specifically defined engineering activities embodied in the applicant's work:

4.1 State how the applicant managed him or herself, priorities, processes and resources in doing the work (e.g. bar chart).

4.2 Describe the applicant's role and contribution in the work team.

Outcome 5: Communicate clearly with others in the course of the applicant's engineering activities (specifically defined engineering work):

5.1 State how the applicant presented his or her point of view and compiled reports after completion of the work.

5.2 State how the applicant compiled and issued instructions to subordinates working on the same task.

Outcome 6: Recognise the reasonably foreseeable social, cultural, environmental and sustainability effects of the applicant's specifically defined engineering activities generally:

6.1 Describe the social, cultural, long term sustainability and environmental impact of this engineering activity.

6.2 State how the applicant communicated mitigating measures to affected parties and acquired stakeholder engagement.

Outcome 7: Meet all legal and regulatory requirements, protect the health and safety of persons and adhere to sustainable practices in the course of the applicant's specifically-defined engineering activities:

7.1 List the major laws and regulations, safety requirements, standards and sustainability practices applicable to this particular activity.

7.2 State how the applicant did risk management and used safe and

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sustainable materials, components and systems, obtaining advice if necessary.	
Outcome 8: Conduct engineering activities ethically in executing the applicant's work:	
8.1 State how <u>the applicant</u> identified ethical issues and affected parties and their interest and what you did about it when a problem arose.	
8.2 Confirm that <u>the applicant</u> is conversant and in compliance with ECSA's Code of Conduct and why this is important in his or her work.	
Outcome 9: Exercise sound judgement in the course of specifically defined engineering activities encountered in the applicant's work:	
9.1 State the factors applicable to the work, their interrelationship and how <u>the applicant</u> applied the most important factors.	
9.2 Describe how <u>the applicant</u> foresaw work consequences and evaluated situations in the absence of full evidence.	
Outcome 10: Be responsible for making decisions on part or all of one or more specifically-defined engineering activities included in the applicant's work:	
10.1 Show how <u>the applicant</u> used Higher Certificate level theoretical calculations to justify decisions taken in doing engineering work. (Attach actual calculations).	
10.2 State how <u>the applicant</u> took responsible advice on any matter falling outside your own education and experience.	
10.3 Describe how <u>the applicant</u> took responsibility for your own work and evaluated any shortcoming in his or her output.	
Outcome 11: Undertake independent learning activities sufficient to maintain and extend the applicant's competence.	
11.1 State what strategy <u>the applicant</u> has independently adopted to enhance his or her own development.	
11.2 State the philosophy of <u>the applicant's</u> employer in regard to your development.	
Evidence of the applicant's competency development plan and independent learning ability must be given in the Initial Professional Development Report, Form R-03-IPD-SC .	

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APPENDIX G: INITIAL PROFESSIONAL DEVELOPMENT REPORT – FORM R-03-IPD-SC

INITIAL PROFESSIONAL DEVELOPMENT REPORT (IPD)						
As part of the Application for Registration as a Specified Category Practitioner						
Itemise courses, workshops, conferences, symposia or congresses attended. List these under the separate headings of engineering, management and computer courses.						
Name or subject of item	Course Provider	Dates attended	SAQA NQF level if available	Duration in hours	Credits	For use of Assessor
Engineering Courses						
Management Courses						
Computer Courses						

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