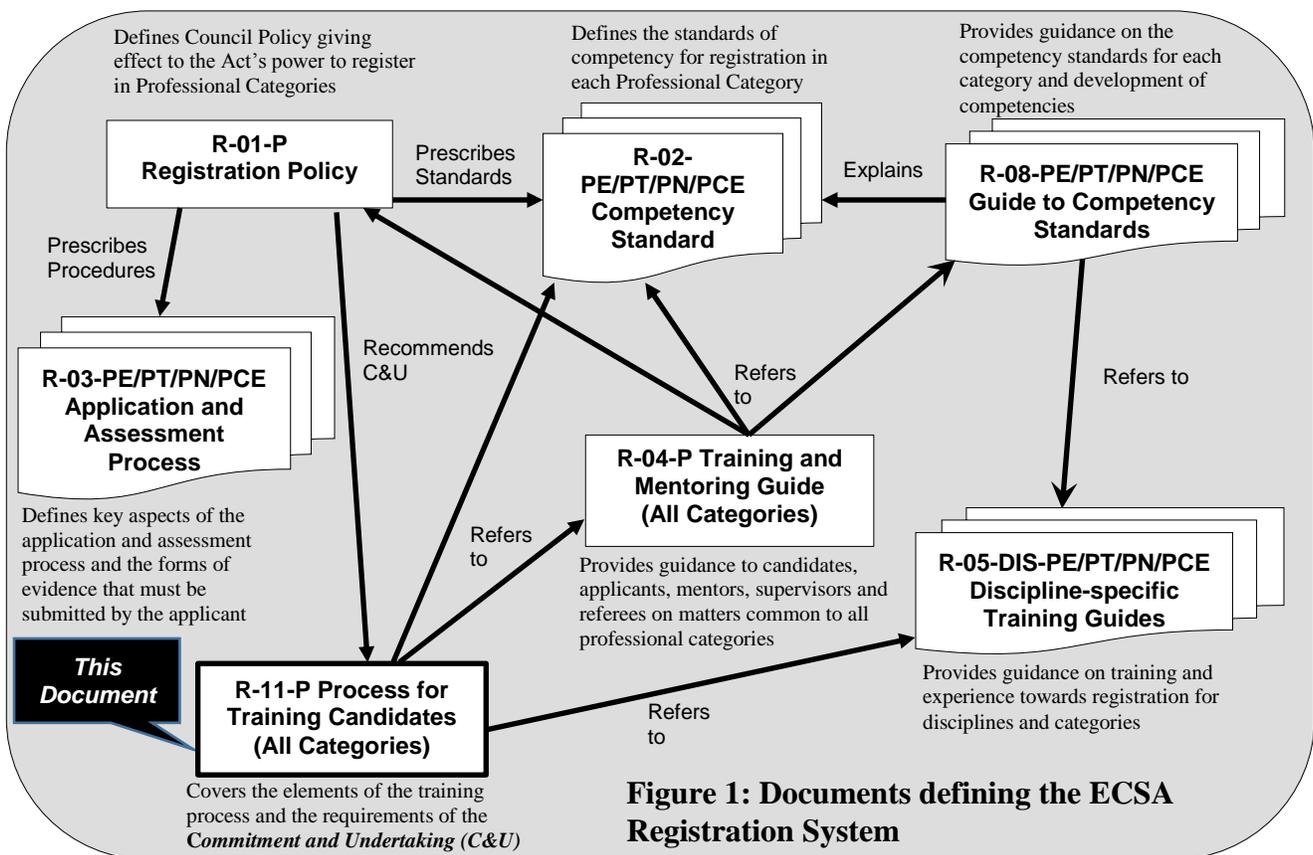


ENGINEERING COUNCIL OF SOUTH AFRICA <i>Standards and Procedures System</i>			 E C S A
Process for training engineering candidates towards professional registration under a Commitment and Undertaking			
Status: Approved by Council			
R-11-P	Version 1.1	26 November 2015	

Background: the ECSA Registration System Documents

The documents that define the Engineering Council of South Africa (ECSA) system for registration in professional categories are shown in Figure 1. These cover the entire process including education requirements, competency standards, the requirements of a candidacy programme, the process for applying for registration and the process for being assessed.



1. Purpose

To ensure that candidates achieve the level of competence required for professional registration in as short a time as possible, employers should provide candidates appropriate training and experience and should provide for regular interaction between candidates and their mentors to plan and monitor progress. The level of commitment on the part of the candidate, mentor and employer towards achieving the required competencies generally determines the rate of progress towards professional registration. To this end, it is expected that employers and mentors sign a Commitment and Undertaking (C&U) with ECSA as an expression of their intent to train candidates towards professional registration in an optimum manner. The elements of the training process and the requirements of the C&U are covered in this document.

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2. Definitions

The following definitions are relevant to this document:

Commitment: refers to the expressed resolve on the part of employers and mentors as an indication of their alignment with, and substantive support for, one of the ideals of the profession, namely that every possible opportunity, support and guidance should be afforded to candidate engineers during their period of training and professional development;

Mentor: a professionally registered person who guides the competency development of a candidate in an appropriate category;

Supervisor: a professionally registered or competent person who oversees, controls and takes responsibility for engineering work performed by a candidate; and

Undertaking: refers to employers' and mentors' expressed resolve to give effect to their commitment to the best of their ability.

3. The Engineering Professional Development Process

As outlined in R-04-P, clause 3, there are four stages in the development of an engineering professional. Stage 3 refers to the *Candidacy Phase* which is a programme of training and experience in the workplace that builds on the higher education qualification to develop the competencies required for registration.

Clause 7.1 of R-04-P draws the distinction between training and experience as follows:

- *Training* is a process of learning specific practical knowledge, skills, attitudes and values under the direction of competent persons. Training may be supported by formal courses and other learning activities. The majority of training time is spent in engineering work.
- *Experience* is a process of gaining competence by active involvement in the work environment.

4. A Candidacy Programme¹

A candidacy programme as outlined in clause 7.5 of R-01-P, is a framework for employers to plan and execute training towards registration in a professional category. A candidacy programme is one means of implementing a Commitment and Undertaking (C&U). A candidacy programme has the following components:

- The candidate is employed in a candidacy programme by the employer who will provide the training and experience. The objective of the programme is for the candidate to become registered with ECSA in the appropriate category.
- The competency standards generated by ECSA are used as workplace standards. They define the exit level outcomes of the training programme; the employer must define the process to build up competence to the required level. The employer must make specific reference to the workplace standards in its workplace skills plan. In addition, context-specific training guides generated by the sector may be used. These must not conflict with the generic competencies but rather provide amplification in the particular work context.
- If not already registered, the trainee should register in the appropriate candidate category with ECSA as early as possible in the training period.
- The employer provides supervisors internal to the company and a mentor who should preferably be internal but may be external. While supervisor and mentor may change from time to time, employers must ensure continuity of supervision and mentoring.
- Structured work experience is provided by the employer to the candidate. This work is managed using a standard format training record. The candidate's progress is assessed on an ongoing basis by supervisors and mentors, also using the training and experience report for documentation.
- When the candidate is considered to be ready for registration, he or she applies to ECSA for registration. Evidence of competence is provided as required by ECSA, including the training record. The summative assessment of competence is performed by ECSA.

¹ R-01-series

- Success in attaining registration is considered to be evidence of the quality of the training programme. The workplace learning programme is not subject to formal quality assurance.

5. Overview of Competency Standards²

The competency standards for engineering professionals as outlined in the R-02 series of documents are defined as eleven outcomes clustered into 5 groups. As summarised in clause 4.1 of R-04-P, candidates must be competent to demonstrate:

Group A: Knowledge-based engineering problem solving

Outcome 1: Define, investigate and analyse *[level]*³ *engineering problems*

Outcome 2: Design or develop solutions to *[level]* *engineering problems*

Outcome 3: Comprehend and apply *[level]* knowledge: principles, specialist knowledge, jurisdictional and local knowledge

Group B: Manage Engineering Activities

Outcome 4: Manage part or all of one or more *[level]* *engineering activities*

Outcome 5: Communicate clearly with others in the course of his or her engineering activities

Group C: Impacts of Engineering Activity

Outcome 6: Recognise and address the reasonably foreseeable social, cultural and environmental effects of *[level]* *engineering activities*

Outcome 7: Meet all legal and regulatory requirements and protect the health and safety of persons in the course of his or her *[level]* *engineering activities*

Group D: Exercise judgement, take responsibility and act ethically

Outcome 8: Conduct engineering activities ethically

Outcome 9: Exercise sound judgement in the course of *[level]* *engineering activities*

Outcome 10: Be responsible for making decisions on part or all of *[level]* *engineering activities*

Group E: Continuing Professional Development

Outcome 11: Undertake professional development activities sufficient to maintain and extend his or her competence

Outcomes 1 and 2 require a level descriptor for the level of *problem solving*. This descriptor takes into account the knowledge required for analysis and design or development of solutions, the degree to which the problem is defined, factors that may make the solution difficult and the uncertainty and consequences of the problem and solution.

Outcomes 4, 6, 7, 9 and 10 require a level descriptor for the demands of *engineering activities* for each category. These level descriptors are defined for the three categories in the competency standards R-02-PE/PN/PT/CE. The candidate should also be familiar with the content of the appropriate discipline-specific training guideline (R-05-series) for appropriate engineering activities and approaches to workplace training.

² R-04-series

³ The level of engineering problems and activities are: Complex for Engineers; Broadly defined for Technologists; Well-defined for Technicians

6. Evidence Required for Competent Performance⁴

As outlined in clause 7.5.3 of R-04-P, while competence is specified by eleven outcomes to be demonstrated at a particular level, the applicant for registration must demonstrate **integrated performance against outcomes**. This reflects the reality that an engineering task or function is unlikely to require only one outcome, for example problem analysis seldom stands alone; it will require the use of knowledge, the analysis of impacts and must lead seamlessly into the solution phase.

Different engineering functions and activities will have different mixes of demand. An applicant for registration is expected to provide evidence of working at the required level of problem-solving in engineering activities at the specified level of demand as part of the application for registration.

As outlined in Clause 4.2 of R-04-P, the applicant for registration must document evidence for the registration applications and must undergo documentary interactive assessment by engineering professionals who judge the demonstrated competency against the defined standards. Details of evidence required to demonstrate outcomes achieved are specified in the R-03-series.

Elements of a candidacy programme as outlined above are expanded in sections 7 to 10.

7. The Process of Training and Experience

Candidates are required to gain structured workplace training and experience with the support of a mentor (registered professional) at an employer over a period of usually three to five years against ECSA prescribed competency standards, as outlined in the R-02 series of documents and summarized in section 5 of this document.

The focus of candidacy programmes is not on attending courses but on gaining work experience in a team delivering engineering solutions. As outlined in clause 7.1 of R-04-P, candidates should engage in a sequence of activities that may be the completion of a particular aspect of training or unit of work as shown as a development phase in Figure 2.

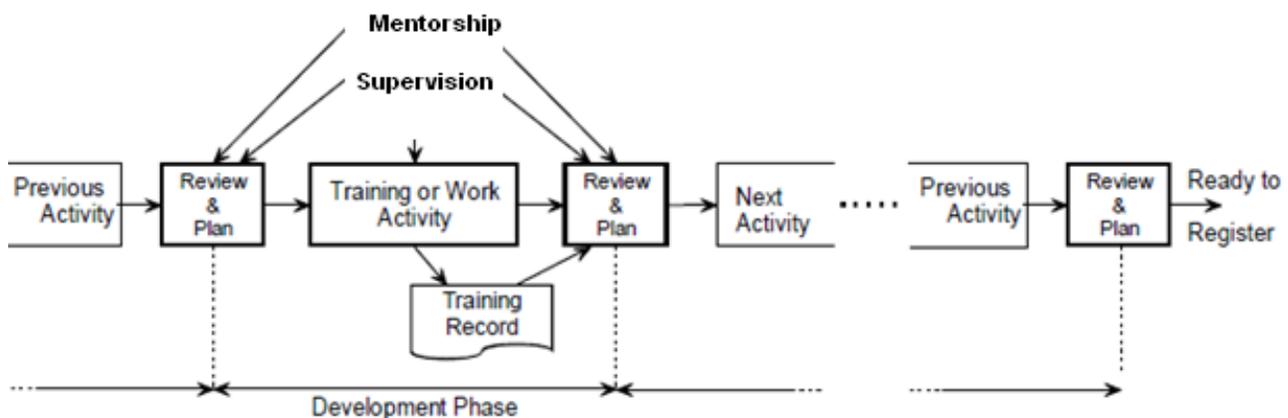


Figure 2: Main elements of the professional development process through a candidacy programme

⁴ R-04-series

Each of the development phases consists of the following sequenced activities:

- Planning;
- Working in a team (including training);
- Recording and reporting; and
- Reviewing and assessing.

The training process is governed by standards, policies and procedures. For each of the development phases, the candidate, working with the supervisor and mentor, sets and documents the competency development objectives of the phase. At the end of the phase, they review the achievements of the just-completed phase against the objectives that were set for the phase. Objectives are then set for the next phase.

7.1 Planning principles

When selecting engineering activities and agreeing on activities for candidates to work on during each phase, the following three principles, as outlined in clause 7.3.3 of R-04-P must be considered:

1. The activities must focus on the **competencies** to be developed;
2. A **variety of work activities** is necessary for the proper development of a candidate. The object of having a variety of work is to broaden the experience of the candidate and to ensure that all aspects of competency are developed and ultimately assessed. Variety may be obtained in different ways, singly or in combination:
 - The suggested **variety of engineering work** as outlined in the R-02 series includes but is not limited to: design; planning; investigation and problem resolution; improvement of materials, components, systems or processes; implementation, manufacture or construction; engineering operations; maintenance; closure or disposal; project management; research, development and commercialisation.
 - Clause 7.3.3. in R-04-P makes further suggestions in relation to the **lifecycle of an engineering activity** such as involvement in: conceptualisation, planning, design, construction/implementation, operation and withdrawal and specific functions including commissioning, testing, improving, trouble-shooting. The candidate should experience several stages in the lifecycle of an engineering project or projects.
 - Variety may also involve **different aspects of a discipline** (or cross-disciplinary fields)
3. **Increasing responsibility and accountability** within the organisation must be imposed on and accepted by the candidate until he or she is capable of accepting professional responsibility in making and executing decisions at the exit level. The descriptors defined in Table 4 of R-04-P should be used to ensure increased levels of responsibility.

The training process may involve structured activities including induction and training courses on specific skills or technologies. The candidate should also participate in self-initiated professional development activities, termed *initial professional development (IPD)* activities.

When the candidate has achieved the exit level, the mentor and candidate may determine that sufficient evidence of competence has been accumulated to apply for registration, provided that the three-year minimum period has elapsed. The candidate then prepares and submits an application for registration, setting out evidence of competency.

7.2 Transfers or secondments

Depending on where the candidate is employed, there may be situations where opportunities within the department or organisation are not sufficiently diverse to develop all the competencies required. In such cases candidates should be transferred to other departments or units which can support their training and experience requirements. Where opportunities within the organisation are inadequate, secondment to another employer should be considered.

7.3 Increasing levels of responsibility⁵

As outlined in clause 7.3.4 of R-04-P, the main learning process is through working with competent engineering personnel. Considering Table 1, the candidate would first *assist* with engineering work, doing defined tasks under close supervision. The candidate progresses to making contributions individually and as a team member to the work. By the end of the training period, the candidate must perform individually and as a team member at the level of problem solving and engineering activity required for registration and exhibit the exit degree of responsibility E. This level of work provides evidence of competency against the standards. Over time, the emphasis on *training*, that is, learning through inputs of others, gives way to learning by doing engineering work and reflecting on observations and achievements, that is *experience*.

Table 1: Progression through the candidacy period

Degree of Responsibility	Nature of work: the Candidate	Responsibility of Candidate to Supervisor	Extent of Supervisor/Mentor Support
A: Being Exposed	... undergoes induction, observes processes, work of competent practitioners	No responsibility	Mentor explains challenges and forms of solution
B: Assisting	... performs specific processes under close supervision	Limited responsibility for work output	Supervisor/Mentor coaches, offers feedback
C: Participating	... performs specific processes as directed with limited supervision	Full responsibility for supervised work	Supervisor progressively reduces support, but monitors outputs
D: Contributing	... performs specific work with detailed approval of work outputs	Full responsibility to supervisor for immediate quality of work	Candidates articulate own reasoning and compares it with those of supervisor
E: Performing	... works in team without supervision, recommends work outputs, responsible but not accountable	Level of responsibility to supervisor is appropriate to a registered person, supervisor is accountable for candidates decisions	Candidate takes on problem solving without support, at most limited

As outlined in clause 7.4 of R-04-P, the requirement that the candidate demonstrates that he/ or she is able to take responsibility for the engineering work performed requires careful management by the supervisor. Within the training process, it is necessary to manage the conflicting requirements between a candidate not being allowed to take responsibility but nevertheless being required to show that he or she can perform engineering work and take responsibility at a professional level.

⁵ R-04-series

It is helpful to identify two aspects of responsibility:

- Taking *due care* to ensure that the objectives of engineering work are achieved and that impacts and risks are addressed; and
- Being *accountable* for the work, in particular that due care was taken to deal with risks.

Supervisors and mentors must implement strategies to ensure that the candidate can demonstrate the ability to exercise due care without having to make decisions that require accountability; the supervisor must be accountable. Taking due care requires the candidate to exercise the defined competencies: problem solving, management, impact identification and mitigation, ethical behaviour, acting responsibly and applying judgement. Working within the limits of those competencies is a clear requirement. In such as a mode of working the candidate would be required by the supervisor to express judgements and propose decisions and recommendations; these may be at the level that a registered person would normally perform. The candidate, while not carrying any legal accountability, is accountable internally within the employer organisation. The supervisor must check the judgements, decisions and recommendations as he/she bears ultimate responsibility for the work.

7.4 Documenting Training and Experience

Phase-by-phase planning and review of the candidates training must be supported by documentation, both for the immediate purpose of managing training and for compiling evidence when the candidate comes to apply for registration.

Training and experience is generally arranged in discrete activities, tasks or phases. Each phase of activity is designed to develop specific aspects of competency (outcomes) at an agreed level of problem solving and engineering activity with an appropriate degree of responsibility. Such a unit typically ranges from several weeks to several months in duration. For each task or phase, the candidate, together with the supervisor and mentor, should use a suitable format for recording the planned outcomes and level to be achieved and the results of the previous phase. Suitable templates are the Training and Experience Report (TER) forms included in the application forms for professional engineering applicants. These forms allow particular aspects of competency to be identified as being amenable to development in this task or phase. In addition, the level at which competency is to be demonstrated is identified as well as the nature of the candidate's responsibility.

When the task or phase is complete, the candidate, supervisor and mentor must assess the level of competence learned and displayed. Level descriptors for problem solving and the demands of engineering work should be consulted to determine progress to the exit level. Such achievement (or shortfall) may influence the planning for subsequent tasks or phases. The assessment at the end of one phase should form an input to the planning of the next and/or future phases.

The process continues until the candidate is working at the level required for registration in each outcome and as a whole.

Each activity is described in company and generic terms. Company terms include the names of specific plants, processes, sites etc while generic descriptions would include terms such as design, trouble shooting, construction, commissioning.

8. Roles and Responsibilities

As outlined in clause 7.2 of R-04-P, the goal of the training process is to allow the candidate to develop his or her competency 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. Key players in the training of candidates are supervisors and mentors. The roles are outlined below, and are described in terms of roles because an individual may perform more than one player's function.

8.1 Candidate

Candidates should appreciate that the onus rests on them to ensure that the training received will culminate in the competency defined in the standards. Council prefers that they follow a training programme under a Commitment and Undertaking Agreement (C&U), which has been registered by Council and which, as is required, has at least one mentor registered in terms of the C&U. Should candidates experience difficulties with their training, they should attempt to resolve them through the normal channels, for example with the mentors responsible for their guidance.

8.2 Supervisor

The supervisor is the person who directs and controls the engineering work of the candidate and who takes responsibility for the work in terms of section 18(4) of the EPA. The supervisor should preferably be a registered professional but, if not registered, must be of adequate engineering competence. Supervision may not be direct, but must be performed on an adequately informed base. Intermediaries between the candidate and the supervisor should preferably be registered but, if not registered, must be of adequate engineering competence. The supervisor is expected, together with the mentor and candidate, to plan the workplace experience, task by task, to develop the candidate's competence and to review the achievements of each task.

8.3 Mentor

The mentor must be professionally registered in the appropriate category or another category if specifically agreed to by Council in the particular case. The mentor's role is to guide and facilitate the professional development of the candidate.

Where opportunities for training and experience are inadequate, the mentor should alert management in order to remedy the situation. Challenges could include inadequate facilities or resources, work experiences not being sufficiently complex or demanding, or a suitable variety of experience not being available within a particular department, or the organisation as a whole.

Should the services of a mentor internal to the organisation not be available to an employer, the employer may use the services of an external mentor. Mentors thus appointed should be sensitive to any limitations which the employer may wish to set in any given situation.

The supervisor may also fulfil the function of the mentor described above.

9. Employer Commitment and Undertaking

It is clear from the above that considerable onus rests on the employer to provide all the elements required to support candidates with training and experience towards professional registration. As outlined in policy R-01-P, clause 7.4, employers should enter into a Commitment and Undertaking (C&U) with ECSA. Under a C&U the employer commits to train candidates to the standard required for registration in an identified professional category. In entering a C&U, the employer signifies the intent to:

- a) Structure and execute training of candidates in accordance with the competency statements, policies and guidelines laid down by ECSA for the applicable category of registration;
- b) Ensure adequate supervision of candidates by registered persons;
- c) Register mentors with ECSA and ensure adequate mentoring of candidates; and
- d) Provide regular guidance to the candidates through competent supervisors and mentors.

The benefit to the employer will be the development of professionals in the shortest possible time after graduation, thus increasing the organisation's capacity, and attractiveness in terms of attracting high caliber graduates.

The Employer Commitment and Undertaking agreement is included in Appendix A for reference purposes. Employers should complete the separate C&U agreement available from ECSA and published on www.ecsa.co.za. Employers should include their logo in the top left block. In signing this agreement employers should note the following:

9.1 Signatories

- a) ECSA requires an employer's Chief Executive Officer to register the C&U. Since ECSA views these "expressions of intent" in a very serious light, it must be satisfied that they not only represent corporate policy, but also that top management assumes ultimate responsibility for the proper implementation of this policy. It will accordingly be expected that CEOs issue the necessary directives to those charged with this responsibility.
- b) Details of the mentor champion and human resource personnel responsible for coordinating candidate training and experience should also be recorded.
- c) Signed Mentor Commitment and Undertakings must be submitted as part of the Employer Commitment and Undertaking.

9.2 Duration

An Employer Commitment and Undertaking is valid for 5 years from the date of signing.

9.3 Registration number

Once signed, each C&U is allocated a registration number, which should be quoted by all persons when applying for registration as professional engineers.

9.4 Training programmes

Employers are encouraged to draw up detailed training programmes appropriate to their own circumstances as these represent an internal management tool to achieve the outcomes.

9.5 Deregistration

The credibility of employers' C&Us will be measured through an ongoing verification process where the quality of applicants' training and experience and the level of their professionalism will be assessed. The reward will normally be that candidates become registered in the shortest possible time after graduation (i.e. three to four years). In the case of an employer's consistent failure, or inability, to honour its C&U, the situation can arise where ECSA may have no alternative but to deregister such employer's C&U. Prior to deregistration of an employer, ECSA shall have given reasonable notice of its intention to do so and shall have given the employer reasonable time in which any deficiencies should be rectified.

10. Mentor Commitment and Undertaking

As outlined in clause 7.2.3 of R-04-P, a mentor, in agreeing to assist a candidate, must commit to the following duties:

1. The mentor must participate in the planning and advise on the suitability of the programme of work and experience for the candidates development. Training tasks or phases must be planned to ensure that the candidate develops toward the competency required for registration standard for the category of registration.
2. Ensure that the candidate is exposed to increasing demands in problem solving, management, impact assessment and mitigation, consideration of ethical issues, judgement and responsibility.
3. Ensure that the candidate completes the agreed training.
4. If the mentor is not the candidate's supervisor, to liaise with the supervisor to ensure that the work assigned to the candidate is consistent with the training objectives.
5. On the completion of each agreed task or phase, the mentor must receive a report from the candidate and review the outcomes achieved in the light of the objectives.
6. The mentor must assist the candidate to decide when he or she is ready to apply for registration and assist with the actual application.

The Mentor C&U agreement is included in Appendix B. The Mentor C&U for each mentor should be signed and submitted to the employer for submission with the Employer C&U.

10.1 Duration

The Mentor C&U for the stated employer is valid for 5 years from the date of signing.

10.2 Multiple employers

Mentors acting as external mentors for more than one employer should sign a separate C&U for each employer with whom they have contracted.

10.3 Multiple categories

The mentor must be professionally registered in the appropriate category but may mentor those in other categories in the absence of other registered professionals to serve as mentors. In the case of mentors supporting more than one category of registration, each category should be listed in the Mentor C&U.

10.4 Conflict of interest

Every effort must be made to ensure that there is no conflict of professional interest. Should the mentor act as an Assessor or Reviewer linked to one of the ECSA Professional Advisory Committees, he or she should declare a conflict of interest as soon as he or she receives an application from one of his or her candidates to assess or review.

10.5 Termination

The mentor should advise ECSA should he or she cease to be a mentor for the employer. The mentor must cease offering mentoring services should his or her professional registration lapse or be withdrawn for whatever reason.

11. ECSA's Commitment

In calling on employers and mentors to commit to developing engineering professionals, ECSA commits to keeping policies, standards and guidelines relevant and up to date and offering advice and a range of support as outlined in the Employer Commitment and Undertaking.

12. Appendix A – Employer Commitment and Undertaking

Insert “Employer” logo	EMPLOYER COMMITMENT AND UNDERTAKING TO DEVELOP CANDIDATE ENGINEERING PROFESSIONALS			 E C S A
	R-11-P-CUE	June 2015	Version 1.0	

1. Parties

This Commitment and Undertaking (C&U) is made between

The Employer/Company name: _____

Postal Address: _____

E-mail: _____

Telephone: _____

and

ECSA: Engineering Council of South Africa (ECSA)

Postal Address: Private Bag X691, BRUMA, 2026

E-mail: engineer@ecsa.co.za

Telephone: 011 607 9500

2. Scope

ECSA regulates the engineering profession by ensuring that only competent, accountable persons are registered to perform engineering work at the appropriate level. ECSA therefore calls on employers to commit to train candidates to the standard required for registration in a professional category, in accordance with the ECSA’s requirements.

3. Duration

This Commitment and Undertaking is valid for 5 years from the date of signing.

4. Responsibilities

4.1 The Employer

*The **Employer** hereby confirms that it is their expressed intention, in so far as they are able, to:*

- Implement a candidacy programme as outlined in clauses 7.4 to 7.10 of R-01-P, the Training and Mentoring Guidelines outlined in R-04-P, the R-05-Px Discipline Specific Training Guidelines for the discipline(s) and category(ies) concerned and R-11-P.
- Ensure that engineering graduates register as candidates in the appropriate categories.
- Provide structured training and experience against ECSA competency standards as defined in the R-02-series and outlined in the R-05-series discipline-specific training guidelines for the categories and disciplines of engineering as supported by the mentors attached to this agreement.
- Provide a variety of engineering activities (including rotation/secondment where necessary) and ensure that candidates’ levels of responsibility increase over time.
- Ensure that candidates plan for, and are able to participate in initial professional development activities.
- Allocate professionally registered supervisors to oversee and take responsibility for the work done by a candidate in terms of section 18(4) of the Engineering Profession Act (Act No. 46 of 2000).

- Allocate/appoint professionally registered internal or external mentors (preferably for the duration of the candidacy programme to ensure continuity) referred to in Annexure A.
- Ensure that mentors sign the Mentor C&U and attach it to this C&U.
- Maintain a register of mentors and update ECSA of any changes.
- Ensure that mentors are conversant with ECSA’s policies, standards and guidelines.
- Ensure that candidates document evidence of planning, training and experience, mentor meetings and assessment per developmental phase.
- Ensure that candidate progress is assessed on an ongoing basis by supervisors and mentors and that they sign off reports as required.
- Assist candidates to decide when they are ready to apply for registration and advise on the preparation of the actual applications.
- Create the opportunity and an environment conducive to effective liaison between candidates and their mentors.

4.2 ECSA

ECSA hereby confirms its expressed intention, in so far as it is able, to:

- Provide Training & Mentoring Guidelines.
- Provide standardised reporting tools.
- Streamline the application process for professional registration through an online system.
- Provide access to a Mentor-Connector portal.
- Encourage Voluntary Associations (VAs) to provide mentor training and external mentors where required.
- Recognise mentoring as a CPD activity for registered professionals.
- Provide a registration support helpline.
- Provide registration presentations on request.
- Provide guidelines on recommended professional development activities.
- Issue a certificate of recognition to companies entering into a C&U agreement.
- Publish details of companies who have signed a C&U agreement.
- Lobby support from government and SETAs to provide funding towards Candidacy Programmes.
- This list is not exhaustive and may be expanded from time to time to offer any additional support as required.

5. Deregistration

ECSA has the discretion to deregister this C&U should the training and experience provided by the Employer not satisfy ECSA's requirements, provided that ECSA shall have given reasonable notice of its intention to do so and have given reasonable time in which any deficiencies should be rectified.

6. Changes in mentoring

The Employer will advise ECSA of changes in mentors and provide the name(s) of any replacement(s) on the template in Annexure A, together with associated Mentor C&U agreements.

7. Execution

Signed at _____

Signed at _____

on this ____ day of _____ 20__

on this ____ day of _____ 20__

For ECSA:

For the Employer:

SIGNATURE:

SIGNATURE:

NAME:

NAME:

POSITION:

POSITION:

Revision History

Version	Date	Status/Authorised by	Nature of Revision
Draft 01	7 April 2015	JIC Working Document	Original document drafted by Dr A.
Draft 02	24 April 2015	JIC Working Document	Clauses 5.3 and 5.4 modified. Remover 's from Employer's and Mentor's C&U
Draft 03	13 May 2015	JIC Working Document	<p>Combined elements from previous guide into R-11-P and made it into a Process document. Added:</p> <ul style="list-style-type: none"> • Documenting Training and Experience • Secondments • Reporting to management • Candidate programme outline from R-01-P • Overview of Competency Standards <p>Updated:</p> <ul style="list-style-type: none"> • Mentor C&U • Employer C&U <p>Picked up cosmetic changes highlighted by JIC members.</p>
Draft 04	24 May 2015	JIC Working Document	More updates suggested by JIC relating to supervisors, training and experience.
Draft 05	8 June 2015	JIC Working Document	Name of document agreed
Version 1.0	1 July 2015	Approved by JIC	Diagram finalised
Version 1.0	27 July 2015	Approved by TC	Subject to update to supervision clause change and outlining the value of a C&U
Version 1.1	12 October 2015	Approved by JIC	TC changes adopted
Version 1.1	12 November 2015	Approved by TC via Round Robin	Submit to Council
ECSA CONTROLLED COPY		Executive: Policy Development and Standards Generation	 _____ John Cato 2016-08-17 _____ Date