



<b>STUDENT - FULL NAME</b>	
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<b>CONTACT NUMBER</b>	
<b>EMAIL ADDRESS</b>	

<b>STUDENT NUMBER</b>	
<b>CAMPUS</b>	

<b>TRAINING PERIOD</b>	<b>FROM</b>		<b>TO</b>	
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<b>COMPANY DETAILS &amp; PHYSICAL ADDRESS</b>	

## TYPE OF PLACEMENT (TO BE COMPLETED BY LEARNER OR MENTOR)

Based on the student's work activities, which of these provide the best description of the nature of the In-service training placement. You may select more than one (1) option. Please use the space provided for additional options that are not on the list.

PLACEMENT TYPE	CHECK
Operational – Industrial Engineering Process Plant Operator / Technician	
Operational – Industrial Engineering Process Plant Operator / Process plant trainer.	
Process Plant trainee	
Operational – Industrial Engineering Process Plant Operator	
Operational – Industrial Manufacturing Process Plant Operator / Technician	
Operational – Industrial Process Plant Maintenance	
Operational – Industrial Process Plant Maintenance	
Operational – Pilot Plant Operator	
Operational – Manual Labour	
Laboratory – Analytical Engineer / Operator / Technical (Analysing data)	
Engineering Design – Process Design Calculations and Activities	
Project Engineering – Project Initiation, Execution and Management	
Other: (if none of the above is applicable please give a short description)	

**EVALUATION OF TASKS FOR WORK INTEGRATED LEARNING  
(TO BE COMPLETED BY MENTOR)**

Explanation of evaluation scale:

<b>POOR</b>	<b>UNSATISFACTORY</b>
<40%	40% - 49%
<b>FAIL</b>	

<b>SATISFACTORY</b>	<b>GOOD</b>	<b>EXCELLENT</b>
50% - 59%	60% - 75%	85% - 100%
<b>PASS</b>		

<b>Tasks</b>	<b>Time spend on Task</b>	<b>Mentor Evaluation (%)</b>	<b>Task not available at workplace</b>	<b>Mentor Signature</b>
<b>Problem-solving</b> <b>Learning Outcome:</b> Apply engineering principles to systematically diagnose and solve well-defined engineering problems.				
<b>Application of scientific and engineering knowledge</b> <b>Learning outcome:</b> Apply knowledge of mathematics, natural science and engineering sciences to defined and applied engineering procedures, processes, systems and methodologies to solve <i>well-defined</i> engineering problems.				
<b>Engineering Design</b> <b>Learning outcome:</b> Perform procedural design of components, systems, works, products or processes to meet requirements, normally within applicable standards, codes of practice and legislation.				
<b>Investigations, experiments and data analysis</b> <b>Learning outcome:</b> Conduct investigations of <i>well-defined</i> problems through locating and searching relevant codes and catalogues, conducting standard tests, experiments and measurements				

Tasks	Time spend on Task	Mentor Evaluation (%)	Task not available at workplace	Mentor Signature
<p><b>Engineering methods, skills and tools, including Information Technology</b></p> <p><i>Learning outcome:</i> Use appropriate techniques, resources, and modern engineering tools including information technology for the solution of <i>well-defined</i> engineering problems, with an awareness of the limitations, restrictions, premises, assumptions and constraints.</p>				
<p><b>Professional and technical communication</b></p> <p><i>Learning outcome:</i> Communicate effectively, both orally and in writing within an engineering context</p>				
<p><b>Sustainability and Impact of Engineering Activity</b></p> <p><i>Learning outcome:</i> Demonstrate knowledge and understanding of the impact of engineering activity on the society, economy, industrial and physical environment, and address issues by defined procedures.</p>				
<p><b>Individual, team and multidisciplinary working</b></p> <p><i>Learning outcome:</i> Demonstrate knowledge and understanding of engineering management principles and apply these to one's own work, as a member and leader in a team and to manage projects.</p>				
<p><b>Independent learning ability</b></p> <p><i>Learning outcome:</i> Engage in independent and life-long learning through well-developed learning skills</p>				
<p><b>Engineering Professionalism</b></p> <p><i>Learning outcome:</i> Comprehend and apply ethical principles and commit to professional ethics, responsibilities and. Understand and commit to professional ethics, responsibilities</p>				

## EVALUATION REPORT (TO BE COMPLETED BY MENTOR/SUPERVISOR)

Explanation of evaluation scale:

<b>POOR</b>	<b>UNSATISFACTORY</b>
<40%	40% - 49%
<b>FAIL</b>	

<b>SATISFACTORY</b>	<b>GOOD</b>	<b>EXCELLENT</b>
50% - 59%	60% - 75%	85% - 100%
<b>PASS</b>		

<b>PLACEMENT</b>	<b>EVALUATION %</b>	<b>SIGNATURE</b>
1. Dexterity		
2. Knowledge of techniques, procedures and materials.		
3. Safety Awareness		
4. Willingness to learn new skills		
5. Initiative		
6. Human Relations		
7. Attitude		
8. Efficiency as employee / standard of work		
9. Neatness		
10. Proficiency		

**TO BE COMPLETED BY MENTOR/SUPERVISOR**

Remarks on the student's professional growth and development

**FINAL MARK:**

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It is hereby declared that the information contained in this document is correct and that the student has done the prescribed training for the period indicated.

<b>Name</b>		<b>Official Stamp</b>
<b>Designation</b>		
<b>Qualification</b>		
<b>Signature</b>		
<b>Date</b>		
<b>ECSA Category</b>		
<b>ECSA Reg. No.</b>		

**UNIVERSITY USE ONLY: (TO BE COMPLETED BY WIL COORDINATOR)**

**FINAL MARK: MENTOR:**

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**FINAL MARK: DEPARTMENT:**

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Remarks:


**FINAL MARK (MODERATED):**

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\_\_\_\_\_  
WIL COORDINATOR  
(ECSA Reg: \_\_\_\_\_)

\_\_\_\_\_  
DATE

\_\_\_\_\_  
MODERATOR  
(ECSA Reg: \_\_\_\_\_)

\_\_\_\_\_  
DATE