

## Employer confirmation guide

### City & Guilds Construction (Level 3) - Architectural Joinery

Form A and Form B to be completed by the learner's employer.

Version	Date	Reason for change
1.0	Aug 2021	
1.1	July 2022	Generic minor updates, portfolio replaced with documented evidence.
1.2	April 2024	Set up and use transportable cutting and shaping machines (VR628) made optional (pg 13)

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## Introduction

Employers have an enhanced role in the delivery of the new apprenticeship suite of qualifications in the construction and building service engineering sector.

The employer confirmation provides guidance to employers and training providers on how the occupational competency statements set by the industry have been met. By completing the following evidence documents and all required methods of assessment, the learner is able to apply for and attain the relevant industry competency card.

The purpose of the employer confirmation is to provide centres and trade bodies with the assurance that the learner is occupationally proficient and has covered the full range of relevant standards. The collection of evidence allows the training provider to check that 'Form A Employer Confirmation' and 'Form B Employer Checklist' are both valid. Upon completion there will be an audit trail to support the decision which will then allow the learner to proceed to their final assessment, the professional discussion.

## Employer role

- They will work with and support learners throughout their apprenticeship.
- Attend an initial meeting with the training provider to identify the range of tasks required to meet industry competency statements, work-based project and completion of 'Form A Employer Confirmation' and 'Form B Employer Checklist'.
- Provide opportunities for the learner to carry out the activities outlined within the occupational competency statements set by industry.
- Meet with training providers to review and record the learner's progress throughout their apprenticeship.
- Support the learner in gathering evidence to confirm proficiency in the activities that they carried out.
- In limited circumstances simulated activities can be arranged on-site/in the workplace by the employer to gather evidence.
- Support the learner in documenting their evidence, eg through a journal or diary.
- Confirm when the apprentice has met the required standard for the trade and is ready to progress to their final assessment (the professional discussion), confirmed by completing 'Form A Employer Confirmation' and 'Form B Employer Checklist'.
- Support the learner in applying for their relevant industry competency card.

## Training provider role

- The training provider will work with employers to guide and support the learner throughout their journey.
- They will attend an initial meeting with the employer to identify the range of activities required to meet industry competency statements and the work-based project.
- Ensure the quality of 'Form A Employer Confirmation' and 'Form B Employer Checklist' which will allow the learner to progress onto their final assessment, the professional discussion.
- Ensure evidence gathered by all of their learners is appropriate and complete by carrying out and recording internal quality assurance sampling (confirmed by signing/dating section 3 of 'Form A Employer Confirmation').
- Support the employer and learner in documenting the evidence eg a journal or diary, as referenced in the occupational competency statements.

- Will provide training and support to training providers and employers through webinars and information on the Skills for Wales website.
- Ensure training providers have suitable and robust quality and assessment processes in place through our quality assurance department.
- Certify learners upon successful completion of all assessment components.

### Requirements of evidence

Compiling the learner's portfolio should only start once the employer is satisfied the learner is consistently working at or above the criteria set out in the occupational competence statements. That is to say they are deemed to have achieved occupational proficiency. In making this decision, the employer may take advice from the learner's training provider. The overall decision must ultimately be made by the employer(s).

- Learners must document their evidence during the on-programme period of the apprenticeship.
- It must contain enough evidence, gathered within the workplace, to demonstrate the occupational competency statements.
- It will typically contain 15 pieces of evidence, and could take the format of a journal or diary.
- Evidence must be mapped against the occupational competency statements
- Evidence sources might include (this is not a definitive list):
  - workplace documentation, for example job cards/job sheets, check sheets/ quality check records, accident records, equipment check/maintenance records
  - annotated specifications, for example drawings, cutting lists, work instructions
  - annotated photographs
  - video clips (maximum duration 10 mins) supported by clear timestamps detailing when key pieces of evidence occur.
- Evidence should not include any methods of self-reflection or self-assessment
- Any employer contributions should focus on direct observation (for example witness statements) of proficiency rather than opinions.
- The evidence must be authenticated by an employer and have been recently gathered. There should be enough evidence documented to show the site based performance statements have been met.
- The evidence provided must be valid and attributable to the learner; the documented evidence must be complete. The employer's signature on the confirmation document confirms this is the case.

### Simulation

Simulation can be used sparingly on-site to produce artificially generated activities to aid in the generation of evidence. Where a learner is working towards the end project and has one or two gaps in evidence which delays progression to assessment, a simulated on-site only activity can be used to help meet the required range of evidence.

- May only be used where an employer is present and simulated evidence is acceptable – as indicated in the competency statement checklist, the unit(s) and assessment criteria where simulation is permitted are shown in bold italic.
- The evidence must be valid, authentic and recently gathered. There should be enough evidence documented to show the occupational competency statements have been met.
- For additional information refer to the [Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional National Vocational Qualifications](#).

## Form A Employer confirmation

This form is split into three sections and has been contextualised for each trade within the construction and building services engineering sectors. It is the responsibility of the employer to complete this form in collaboration with the training provider and learner.

### Section 1

- Completed at the start on the learner journey following an initial meeting with the training provider.
- Identifies the range of activities required to meet the industry competency statements and work-based project.

### Section 2

- Identifies the unit headings of the occupational competency statements that the learner will have to complete.
- The employer will tick and initial the occupational competency unit a learner achieves while under their guidance.
- Provision has been made to allow for more than one employer to complete this section. This is to allow provision when a learner is employed through the shared apprenticeship scheme and more than one employer becomes involved.
- When more than one employer is involved with the same learner, this section will be completed by the employer who confirms the final activity in Form B has been carried out.
- When simulation has been carried out with an employer present, and is acceptable for a unit(s), the occupationally competent assessor will complete this section to confirm the activities in Form B have been completed.

### Section 3

- This section is to be completed where a change of employer has occurred.
- This section is completed by each of the employers involved in supporting and guiding the learner, as well as the training provider, internal quality assurer and learner.
- When simulation is acceptable the occupationally competent assessor will complete this section.
- Upon completion the learner can be entered for their final assessment (the professional discussion).

## Form B Employer checklist

This form has been contextualised for each trade within the construction and building service engineering sectors. The occupational competency statement log highlights the occupational competency units that a learner will have to complete for their trade. It is the responsibility of the employer(s) to complete Form B in collaboration with the training provider and learner.

- Each unit consists of a title, activity and provision for the employer(s) to confirm the learner is proficient by placing a tick within the corresponding employer box.
- Each occupational competency statement unit has provision for up to four employers to provide confirmation that the learner is proficient within each criteria.
- When a learner has more than one employer, the employer who signs as employer one will continue as employer one when completing documentation. Additional employers will complete the corresponding sections for additional employers.
- Employers are making judgements that in their view the learner can complete the activity to a satisfactory industry standard and in a timely and safe manner.
- Different employers may confirm the learner is proficient on the same activity which is acceptable.
- When simulation is acceptable for a unit(s), the occupationally competent assessor will make a judgement that in their view the learner can complete the activity to a satisfactory industrial standard and in a timely manner.
- The learner will gather and retain evidence to demonstrate how they have achieved the activity criteria inline with the occupational competency statement.

## Employer and Provider 8 Step Delivery Guide

This 8 step guide gives employers and providers an overview of the learner support that will be required for the delivery of the Level 3 apprenticeship suite of Construction and Building Services Engineering qualifications in Wales.



### Step 1

Learner secures employment and starts their learning journey.



### Step 2

Provider meets with employer to identify the range of tasks required to meet the industry competency statements and work based project.



### Step 3

Develop and agree quality assurance checks for employer confirmation process.



### Step 4

Periodic reviews of learner's progress and quality checks of evidence from industry.



### Step 5

Observation of practical industry project.



### Step 6

Final review meeting with employer and learner. Employer completes confirmation documentation, learner completes their documented evidence.



### Step 7

Learner progresses to the final assessment. (Professional discussion.)



### Step 8

Upon successful completion of all components City & Guilds | EAL will certificate and the learner can apply for industry competency card.

# Form A Employer confirmation

Employer confirmation is confirming the learner is occupationally proficient and has met all the occupational competency statements and can now continue to their final assessment, the professional discussion.

- The confirmation document is the responsibility of the employer with the support of the training provider.
- Quality assurance of the process will be the responsibility of the internal quality assurer.
- The awarding body will check the process as part of external quality assurance.

## Section 1: Learner details

Learner name

Learner registration number

Qualification title and number

Centre name

## Section 2: Occupational competency statements

Occupational competency statements met for	Yes	Employer initial
Conform to general workplace, health and safety and welfare VR641		
Conform to productive practices VR642		
Move, handle and store resources VR643		
Mark out from setting out details for routine products VR15		
Produce setting out details for routine products VR14		
Manufacture routine products VR16		
Manufacture bespoke products VR632		
Set up and use fixed machinery VR633		
Produce setting out details for bespoke products VR634		
Attitudes and behaviours		
Documented evidence complete		
Optional unit: Set up and use transportable cutting and shaping machines VR628		
Optional unit: Conserve or restore timber-based products VR553		

## Form A Continued

Upon completion the learner can now be entered for their final assessment, the professional discussion..

### Section 3: Employers confirmation

Role	Company name	Employee name	Position in company	Signature <small>(which may be typed)</small>	Initial	Date
Learner						
Employer 1						
Employer 2						
Employer 3						
Employer 4						
Internal Quality Assurer						



# Form B Employer checklist

## Occupational competency statement checklist: Architectural Joinery

Learner Name

Conform to General Workplace Health, Safety & Welfare (VR641)	Employer			
	E1	E2	E3	E4
<b>Demonstrate personal behaviour which shows active responsibility for general workplace health, safety, and welfare in the context of complying with organisational policies and procedures:</b>				
Consideration of others				
Interpretation of given instructions to maintain safe systems of work				
Contributing to discussions (offer and provide feedback)				
Maintain quality working practices				
Contributing to the maintenance of workplace welfare facilities				
Storage and use of equipment provided to keep people safe				
Disposal of waste and/or consumable items				
<b>In accordance with organisational requirements with regards to:</b>				
Dealing with accidents and emergencies associated with the type of work being undertaken and the work environment				
Methods of receiving or sourcing information				
Reporting				
Stopping work				
Evacuation				
Fire risks and safe exit procedures				
Consultation and feedback				

## Form B Continued

Conform to Productive Work Practices (VR642)	Employer			
	E1	E2	E3	E4
<b>The learner must be able to:</b>				
Communicate with line management, colleagues, or customers to ensure work is carried out productively				
Respect the needs of others when communicating				
Interpret procedures and use resources to plan the sequence of work, so that it is completed productively				
Complete documentation as required by the organisation				
Work productively with line management, colleagues, customers, or other people				
Apply the principles of equality and diversity				

Move, Handle or Store Resources (VR643)	Employer			
	E1	E2	E3	E4
<b>The learner must be able to:</b>				
Use skills to move, position, store, secure and/or use lifting aids and kinetic lifting techniques				
<b>Move, handle or store occupational resources to meet product information and organisational requirements relating to at least three of the following:</b>				
Sheet material				
Loose material				
Bagged or wrapped material				
Fragile material				
Tools and equipment				
Components				
Liquids				

## Form B Continued

Mark out from setting out details for routine products (VR15)	Employer			
	E1	E2	E3	E4
<b>The Architectural Joiner must be able to:</b>				
Demonstrate work skills to measure, mark out, draw, and use hand and powered tools				
<b>Use and maintain marking and testing tools (setting out rods or templates), to mark out routine products to given working instructions for at least two items from the following:</b>				
Doors				
Windows with opening lights				
Units and/or fitments (panelling or cladding)				
Staircases				

Produce setting out details for routine products (VR14)	Employer			
	E1	E2	E3	E4
<b>The Architectural Joiner must be able to:</b>				
Demonstrate work skills to measure, mark out, draw, and use hand and powered tools				
<b>Produce setting out details and cutting lists for routine products to given working instructions for at least 2 from the following:</b>				
Side hung doors				
Door				
Windows with opening lights				
Units and/or fitments (panelling or cladding)				
Staircases				

## Form B Continued

Manufacture routine products (VR16)	Employer			
	E1	E2	E3	E4
<b>The Architectural Joiner must be able to:</b>				
Demonstrate work skills to measure, mark out, fit, finish, position and secure				
Use and maintain hand and power tools				
<b>Fit and assemble routine manufactured products to given working instructions. At least two items from the following:</b>				
Doors				
Windows with opening light				
Units and/or fitments				
Panelling and cladding				
Staircases				

## Form B Continued

This is an optional unit containing skills that an employer may wish their employee to obtain beyond the mandatory vocational skills.

Set up and use transportable cutting and shaping machines (VR628)	Employer			
	E1	E2	E3	E4
<b>The Architectural Joiner must be able to:</b>				
Demonstrate work skills to measure, mark out, fit, fix, finish, position and secure and operate powered tools				
<b>Use and maintain hand and power tools to, Set up and use at least three of the following powered cutting machines to given working instructions:</b>				
Drill				
Planer				
Biscuit jointer				
Disc cutter				
Morticer				
Saw (at least three from the following: circular, chop, mitre, bench or table, jig, reciprocating, oscillating)				
<b>And set up and use at least two of the following powered shaping machines to given working instructions:</b>				
Thicknesser				
Sander (orbital, belt, disc)				
Router				
Laminate				

## Form B Continued

Manufacture bespoke products (VR632)	Employer			
	E1	E2	E3	E4
<b>The Architectural Joiner must be able to:</b>				
Demonstrate work skills to measure, mark out, fit, finish, position and secure				
<b>Use and maintain hand and power tools to fit and assemble to form bespoke manufactured products to given working instructions. At least three items from the following:</b>				
Door sets				
Doors				
Opening windows				
Units and/or fitments				
Panelling or cladding				
Joinery products incorporating any of the following:				
- Glass				
- Metal				
- Fabrics				
- Veneers and laminate				
Staircases (straight and with turns)				
Handrails and balustrades				
Joinery products with single curvature features				
Joinery products with double curvature features				

## Form B Continued

Set up and use fixed machinery (VR633)	Employer			
	E1	E2	E3	E4
<b>The Architectural Joiner must be able to:</b>				
Demonstrate work skills to measure, mark out, fit, finish, position and secure				
<b>Use and maintain hand and power tools and safety aids to set up and operate at least six of the following machines:</b>				
Circular saw				
Planer				
Thicknesser				
Bandsaw				
Morticer				
Tenoner				
Spindle moulder				
Drill				
Grinder				
Sander				
Overhead router				

## Form B Continued

Produce setting out details for bespoke products (VR634)	Employer			
	E1	E2	E3	E4
<b>The Architectural Joiner must be able to:</b>				
Demonstrate work skills to measure, mark out and draw				
<b>Use and maintain hand marking and testing tools, and power tools to produce setting out details, marking out and cutting lists for bespoke products to given working instructions. At least three items from the following:</b>				
Door sets				
Doors				
Opening windows				
Units and/or fitments				
Panelling or cladding				
Staircases (straight and with turns)				
Handrails and balustrades				
Joinery products incorporating any of the following:				
- Glass				
- Metal				
- Fabrics				
- Veneers				
- Laminate				
Joinery products with single curvature features				
Joinery products with double curvature features				



## Form B Continued

This is an optional unit containing skills that an employer may wish their employee to obtain beyond the mandatory vocational skills.

Conserve or restore timber-based products (VR553)	Employer			
	E1	E2	E3	E4
<b>The Heritage Architectural Joiner must be able to:</b>				
Demonstrate work skills to measure, mark out, cut, shape, fit, finish, position and secure				
<b>Application of knowledge for safe work practices, procedures, and skills, relating to the method/area of work and materials used, to prepare, install, repair, or refurbish timber-based products to given working instructions for at least eight of the following:</b>				
Load bearing components				
Non-load bearing components				
Walls				
Floors				
Roofs				
Joist coverings				
Frames (including windows)				
Panelling/cladding				
Units/fitments				
Doors				
Mouldings				
Staircases				

## Form B Continued

Conserve or restore timber-based products (VR553)	Employer			
	E1	E2	E3	E4
<b>Prepare, repair, and refurbish timber-based products and their associated components after removal and in situ for at least eight of the following:</b>				
Install timber –based products				
Determine bevels for rake to rake and rake to level mouldings				
Form joints appropriate to the method of construction				
Validate appropriate ways in which work should be carried out				
Recognise sensitive areas maintain heritage and archaeological integrity				
Recognise and/or report endangered/protected flora and fauna				
Stop work at the point when conjecture begins and report findings				
Maintain the principles of minimum intervention and reversible alterations				
Remove deteriorated and/or inappropriate materials				
Maintain existing structure				
Integrate existing and new constructional components or finishes				
Record work carried out (written, photographic or digital)				
Store salvageable materials and components				

## Form B Continued

Attitudes and behaviours	Employer			
	E1	E2	E3	E4
<b>The learner in their day to day execution of their role, demonstrated the following Personal Based Attitudes and Behaviours:</b>				
Apply professional judgement and support				
Assertive and challenge unsafe behaviours/activities				
Confident and demonstrate innovation through the identification of areas for improvement and suggestion and/or development of innovative solutions				
Identify and manage risks to self and others				
Keep work area clean and tidy				
Punctual and manage own time effectively				
Think logically and accordance with the demands of the situation using clear and valid reasoning when making decisions to undertake the work instructions				
Reliable and work effectively individually and in a team				
Work in accordance with quality requirements				
Work productively and be respectful (in terms of equality, diversity and inclusion)				
Dressed appropriately and work safely and ensure safety of others				
Work within own level of competence and know when to seek advice from others				

Employer	Company name	Employee name	Employee initial	Date
Employer 1				
Employer 2				
Employer 3				
Employer 4				

## Contact us

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### About City & Guilds | EAL

City & Guilds and EAL are two awarding bodies who have come together to collaborate on the development of a suite of construction and building services engineering qualifications for Wales.

We bring over 140 years' experience of developing qualifications and assessments in the construction and built environment sector. City & Guilds and EAL have always shared a great relationship, so this really is a proven partnership that is truly focused on supporting the sector to meet the opportunity that the future holds.

We strongly believe in empowering people with opportunities for the future, and our aims of this new suite of qualifications are to help people get into a job, get on in the job and go further.

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