

## Employer confirmation guide

### City & Guilds Construction (Level 3) - Solid Plastering

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

Version	Date	Reason for change
1.0	Aug 2021	
1.2	April 2024	Lay screed floors (VR314) made optional (pg 14); update to requirements for completion of either Install install mechanically fixed plasterboard (VR71) or Install direct bind linings (VR68) (pg15).

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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 learner 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 evidence 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 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 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		
Apply finishing plaster to prepared surfaces VR65		
Produce internal solid plastering finishes VR66		
Apply solid render to background surfaces and produce finishes VR67		
Produce complex internal solid plastering finishes VR76		
Produce complex external rendering finishes VR77		
Install plasterboard Mechanically VR71		
Install direct bond dry linings VR68		
Attitudes and Behavior's		
Documented evidence Complete		
Optional unit – Lay floors screeds VR314		
Optional unit – Produce plastering finishes on conservation or restoration projects VR556		

## 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: Solid Plastering

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

Employer

Apply finishing plaster to prepared surfaces (VR65)

E1

E2

E3

E4

The plasterer (Solid) must be able to:

Demonstrate work skills to check, apply and finish.

Use and maintain hand tools, portable power tools and ancillary equipment to check surface, mix, and apply finishing plasters to at least two of the following to given working instructions:

Pre-plastered surfaces

Plasterboard

Finished concrete

Employer

Produce internal solid plastering finishes (VR66)

E1

E2

E3

E4

The plasterer (Solid) must be able to:

Demonstration of work skills to measure, mark out, prepare, mix, apply

Use and maintain hand tools, portable power tools and ancillary equipment to prepare background surfaces, mix, and apply internal plasters to given working instructions relating to the following:

One-coat work

Two-coat work

90° internal and external angles

Reveals, cills and soffits (door and/or windows)

Walls and ceilings

## Form B Continued

Employer

Apply solid render to background surfaces and produce finishers. (VR67)

E1

E2

E3

E4

**The plasterer (Solid) must be able to:**

Demonstrate work skills to measure, mark out, mix, apply and finish

Use and maintain hand tools, portable power tools and ancillary equipment

Apply Base Coats, reinforcing mesh and stress patches

**Prepare background surfaces, mix, and apply solid render to bellcasts, internal and external angles, walls, reveals and soffits, and to at least one of the following background surfaces to given working instructions:**

Brick

Block

Concrete

Rubble stone masonry

Expanded metal lath (EML)

External insulation

**And produce a plain-faced finish coat to external walls and/or external insulation plus at least one of the following finishes to given working instructions:**

Dash

Rough-cast (harling, wet dash)

Synthetic or non-synthetic renders

Proprietary pre-cast

## Form B Continued

Apply solid plaster to complex internal surfaces (VR76)	Employer			
	E1	E2	E3	E4
<b>The plasterer (Solid) must be able to:</b>				
Demonstrate work skills to plumb, measure, mark out, mix, apply and finish one-, two- and three-coat plaster				
<b>Use and maintain hand tools, portable power tools and ancillary to prepare background surfaces, mix plaster, and apply internal solid plaster to at least six of the following to given working instructions:</b>				
Internal and external angles other than 90°				
Splayed walls				
Round or arched windows				
Round or square columns				
Attached piers				
Beams				
Inclined walls or ceilings				
Curved surfaces				
Lath walls or ceilings				
Expanded metal lath (EML)				

## Form B Continued

Produce complex external render finishes (VR77)	Employer			
	E1	E2	E3	E4
<b>The plasterer (Solid) must be able to:</b>				
Demonstrate work skills to measure, mark out, apply and finish two and three coat render				
<b>Use and maintain hand tools, portable power tools and ancillary to prepare background surfaces, mix render and produce four of the following external render finishes to given working instructions:</b>				
Tyrolean				
Dash				
Ashlar joint				
Rough cast (harling, wet dash)				
Scraped				
Textured				
Simulated stone				
Decorative				

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

Lay Screed floors (VR314)	Employer			
	E1	E2	E3	E4
<b>The plasterer (Solid) must be able to:</b>				
Demonstrate work skills to measure, mark out, locate, secure, form, fix, mix, transport, lay, test, compact, protect and cure				
Use and maintain hand tools, portable power tools and ancillary to lay screeds to floors and stairs to given working instructions using sand and cementitious screeds or flowable screeds				

# Form B Continued

Learners must complete one of the following, either Install install mechanically fixed plasterboard (VR71) or Install direct bond linings (VR68)

Install mechanically fixed plasterboard (VR71)	Employer			
	E1	E2	E3	E4
<b>The plasterer (Solid) must be able to:</b>				
Demonstrate work skills to measure, mark out, cut, apply, fit, finish, position and secure				
<b>Use and maintain hand tools, portable power tools and ancillary equipment to And Install of plasterboard to given working instructions to</b>				
Cladding to timber and/or metal				
Forming openings with reveals				

Install direct bond linings (VR68)	Employer			
	E1	E2	E3	E4
<b>The plasterer (Solid) must be able to:</b>				
Demonstrate work skills to measure, mark out, cut, apply, fit, finish, position and secure				
<b>Use and maintain hand tools, portable power tools and ancillary equipment to Prepare back ground surfaces, mix bonding components and install dry lining systems to given working instructions to include:</b>				
Direct bonding to solid backgrounds				
Form openings with reveals				
Form seals around perimeter and services				
Fit around services				

## Form B Continued

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

Produce plastering finishes on conservation or restoration projects (VR556)	Employer			
	E1	E2	E3	E4
<b>The Heritage plasterer must be able to:</b>				
Demonstration of work skills to measure, mark out, plumb, level, apply, spread, run, finish, position and secure.				
Use and maintain hand tools and ancillary equipment.				
<b>Produce internal or external plasterwork finishes to given working instructions relating to the following.</b>				
Preparation of background surface.				
Apply one, two and three coat work to vertical, inclined, curved, horizontal and ceiling surfaces.				
Apply and form internal and external surfaces				
Replicate textured finishes				
Moulded sections				
<b>Application of knowledge for safe working practice, procedures, and skills, relating to specialist heritage and historical conservation/restoration skills to sample, select, prepare, match, maintain or repair the following occupational areas to given working instructions.</b>				
Prepare background surface appropriate to plaster finish				
Prepare clay, coarse stuff, lime putty, plaster, cement, and aggregate.				
Geometrically develop moulding profiles.				
Correct use of access equipment				
Replicate textured finishes				
Maintain existing structure (honest repair)				
Validate appropriate ways in which the work should be carried out				
Recognise sensitive areas				
Integrate existing and new construction components				
Maintain heritage and archaeological integrity				



## Form B Continued

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

Produce plastering finishes on conservation or restoration projects (VR556)	Employer			
	E1	E2	E3	E4
<b>Application of knowledge for safe working practice, procedures, and skills, relating to specialist heritage and historical conservation/restoration skills to sample, select, prepare, match, maintain or repair the following occupational areas to given working instructions.</b>				
Maintain the principals of minimum intervention and reversible alterations				
Stop work at the point when conjecture begins and report findings				
Record work carried out (written, photographic and digital)				
Recognise and/or report endangered/protected flora and fauna.				
Remove deteriorated and/or inappropriate materials				
Store salvageable fabric, materials, and structural 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				

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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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