Employer confirmation guide
City & Guilds Construction (Level 3) - Civil Operations – Groundworks

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	Update to requirements for completion of either Operate powered units, tools and pedestrian plant, machinery, or equipment (VR400) or Prepare and mix construction related materials (VR363) (pg11).
1.3	November 2025	Updated guidance relating to simulation.

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Contents

Introduction	3
Employer role	3
Training provider	3
City & Guilds | EAL	4
Portfolio of evidence requirements	4
Simulation	4
Form A - Employer confirmation information	5
Form B - Employer checklist information	5
Employer and Provider - 8 Step Delivery Guide	6
Form A - Employer confirmation	7
Form B - Employer checklist	9

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 take place in a workshop environment to gather evidence subject to the criteria listed below being fully met.
- 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 leraner 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.

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- 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.
- Certificate 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

Simulated evidence is only acceptable where indicated in the **competency statement checklist**. Units and assessment criteria where simulation is permitted are shown in ***bold italic***.

All simulated evidence must be:

- authentic and recently gathered.
- sufficiently documented to demonstrate that the occupational competency statements have been met.

Where permitted, simulation can take place in a **workshop environment.** The simulated activity and setting must, as far as possible, reflect the conditions found on site, including:

- PPE
- supervision
- safety protocols
- realistic timescales; as would be reasonably expected on the job
- quality standards

For additional information refer to the Consolidated Assessment Strategy for Construction and the Built Environment

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 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 sign off 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	
Learner 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	☐	
Operate powered units, tools or pedestrian plant, machinery, or equipment VR400	☐	
Set out secondary dimensional work control VR401	☐	
Install, maintain and remove temporary excavation support VR370	☐	
Prepare and mix construction related materials VR363	☐	
Install drainage VR369	☐	
Attitudes and behaviours	☐	
Documented evidence complete	☐	

Form A Continued

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

Section 3: Employers confirmation

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

Form B Employer checklist

Occupational competency statement checklist: Civil Operations – Groundworks

Learner Name

Conform to General Workplace Health, Safety & Welfare (VR641)	Employer E1	E2	E3	E4
Demonstrate personal behaviour which shows active responsibility for general workplace health, safety and welfare in the context of complying with organisational policies and procedures:				
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	☐	☐	☐	☐
In accordance with organisational requirements with regards to:				
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
The learner must be able to:				
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
The learner must be able to:				
Use skills to move, position, store, secure and/or use lifting aids and kinetic lifting techniques	☐	☐	☐	☐
Move, handle or store occupational resources to meet product information and organisational requirements relating to at least three of the following:				
Sheet material	☐	☐	☐	☐
Loose material	☐	☐	☐	☐
Bagged or wrapped material	☐	☐	☐	☐
Fragile material	☐	☐	☐	☐
Tools and equipment	☐	☐	☐	☐
Components	☐	☐	☐	☐
Liquids	☐	☐	☐	☐

Form B Continued

Learners must complete one of the following, either Operate powered units, tools and pedestrian plant, machinery, or equipment (VR400) or Prepare and mix construction related materials (VR363)

Operate powered units, tools or pedestrian plant, machinery, or equipment (VR400)	Employer			
	E1	E2	E3	E4
The Groundworker must be able to:				
Demonstrate work skills to start, stop, replenish, control clean and use and maintain powered units, tools, and ancillary equipment to:	☐	☐	☐	☐
Operate and monitor powered unit, tools or pedestrian plant, machinery or equipment to given working instructions, relating to:				
Continual running	☐	☐	☐	☐
Closing down	☐	☐	☐	☐
Cleaning	☐	☐	☐	☐
Return powered units' tools or pedestrian plant, machinery, or equipment to a safe operational condition on completion of work	☐	☐	☐	☐
Disassemble and/or clean powered unit, tools or pedestrian plant, machinery, or equipment	☐	☐	☐	☐

Learner construction related materials (VR363)	Employer			
	E1	E2	E3	E4
The Groundworker must be able to:				
Demonstrate work skills to measure, gauge, stir, mix, agitate and blend	☐	☐	☐	☐
Use and maintain hand tools, power tools and equipment to prepare at least two of the following materials for use to given working instructions				
Cementitious	☐	☐	☐	☐
Plasters	☐	☐	☐	☐
Resins	☐	☐	☐	☐
Adhesives	☐	☐	☐	☐
Bonding agents	☐	☐	☐	☐
Colourings	☐	☐	☐	☐
Waterproof coatings	☐	☐	☐	☐
Grouts	☐	☐	☐	☐
Pre-mixed compounds	☐	☐	☐	☐

Set Out secondary dimensional work control (VR401)	Employer E1	E2	E3	E4
The Groundworker must be able to:				
Demonstrate work skills to transfer, transpose, level, measure, mark, position, fix and secure	☐	☐	☐	☐
Use and maintain hand tools, measuring and marking equipment and ancillary equipment to:				
Set out secondary dimensional control for the work to given working instructions for any three of the following:	☐	☐	☐	☐
Line	☐	☐	☐	☐
Level	☐	☐	☐	☐
Depth	☐	☐	☐	☐
Area	☐	☐	☐	☐
Height	☐	☐	☐	☐
Angle	☐	☐	☐	☐

Install, maintain and remove temporary excavation support (V370)	Employer E1	E2	E3	E4
The Groundworker must be able to:				
Demonstrate work skills to measure, mark out, prepare, position, fit, support, fix, secure, dismantle and remove	☐	☐	☐	☐
Use and maintain hand tools, power tools and ancillary equipment to install, maintain and remove temporary excavation support to given working instructions relating to at least one of the following:				
Proprietary systems e.g. drag box, trench box, manhole box	☐	☐	☐	☐
Open and closed support systems	☐	☐	☐	☐
Piling systems e.g. diaphragm wall, trench sheets, sheet piles, secant	☐	☐	☐	☐
Bespoke support systems	☐	☐	☐	☐

Form B Continued

Install drainage (369)	Employer E1	E2	E3	E4
The Groundworker must be able to:				
Demonstrate work skills to measure, check, measure, mark out, cut, lay, position, fit, join, level, plumb, align, secure and test	☐	☐	☐	☐
Use and maintain hand tools and ancillary equipment to lay bedding materials, install, and test pipework (e.g. clay, concrete, metal, or plastic) for new and/or replacement, foul and/or surface water drainage for at least one of the following:				
Inspection chambers (e.g. brick, concrete, metal, or plastic)	☐	☐	☐	☐
Surface water systems (e.g. cells, culverts, high capacity, linear, balancing ponds, interceptors, recycling equipment, soak-a-ways, sustainable urban drainage systems)	☐	☐	☐	☐
Foul water systems (e.g. cess pools, septic tanks, reed beds, treatment plants)	☐	☐	☐	☐
Surround pipe with specified materials	☐	☐	☐	☐
Place backfill to trench using given work instruction for both compacted and free drainage materials	☐	☐	☐	☐

Form B Continued

Attitudes and behaviours	Employer E1	E2	E3	E4
The learner in their day to day execution of their role, demonstrated the following Personal Based Attitudes and Behaviours.				
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

City & Guilds
E: skillsforwales.customer@cityandguilds.com

EAL
E: skillsforwales.customer@eal.org.uk
T: 01924 930800
Lines open: Monday to Friday 08.00 to 18.00 GMT

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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Registered in England and Wales number 02700780
Registered office: EAL, Unit 2, The Orient Centre, Greycaine Road, Watford, Herts, WD24 7GP

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