

## Employer confirmation guide

### City & Guilds Construction (Level 3) - Painting and Decorating

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	November 2025	Updated guidance relating to simulation.

## Contents

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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

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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 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 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.

## City & Guilds | EAL

- 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.



## 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		
Erect and dismantle access/working platforms VR250		
Prepare surfaces for painting and/or decorating VR332		
Apply surface coatings by brush and roller VR333		
Hang wall coverings (Standard and Foundation Papers) VR336		
Attitudes and behaviours		
Documented evidence complete		
Optional unit: Prepare and paint surfaces on conservation or restoration projects VR 551		

## 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 (which may be typed)	Initial	Date
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Learner

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Employer 1

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Employer 2

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Employer 3

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Employer 4

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Internal Quality Assurer

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## Form B Employer checklist

### Occupational competency statement checklist: Painting and Decorating

Learner Name

Occupational competency statement	Employer	Employer			
		E1	E2	E3	E4
Conform to General Workplace Health, Safety & Welfare (VR641)					
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

Erect and dismantle access/working platforms (VR250)	Employer			
	E1	E2	E3	E4
<p><b>The Painter and Decorator must be able to:</b></p>				
<p>Demonstrate the work skills to move, position/erect, secure, check, dismantle and remove access/working platforms</p>				
<p>Use and maintain hand tools and ancillary equipment to erect, dismantle and store at least two of the following access equipment to given access regulations:</p>				
<p>Ladders/crawler boards</p>				
<p>Stepladders/platform steps</p>				
<p>Proprietary towers</p>				
<p>Trestle platforms</p>				
<p>Mobile scaffold towers</p>				
<p>Proprietary staging/podiums</p>				

Prepare surfaces for Painting and Decorating (VR332)	Employer			
	E1	E2	E3	E4
<p><b>The Painter and Decorator must be able to:</b></p>				
<p>Demonstrate work skills to wash, strip and/or scrape, abrade and key, mix, fill, level and/or flatten and brush-down</p>				
<p>And use and maintain hand and power tools and associated equipment to:</p>				
<p>Prepare, prime and seal exterior and/or interior surfaces for industrial and/or non-industrial situations to given working instructions for the following:</p>				
<p>Bare substrates and previously painted and/or decorated surfaces in sound condition including surface defects</p>				
<p>Removal of existing covering and/or material where required</p>				

## Form B Continued

Apply Surface Coatings by Brush and Roller (VR333)	Employer			
	E1	E2	E3	E4

The Painter and Decorator must be able to:

Demonstrate work skills to match, mix, pour, dilute, load, lay-on, lay-off and cut-in

And use and maintain hand and power tools and associated equipment to apply water-borne and/or solvent-borne coatings to:

Internal and/or external surfaces

For industrial and/or non-industrial situations

To given working instructions for trim, broad areas and

Structural and architectural work by brush and/or roller

Hang Wallcoverings – Standard and Foundation Papers (VR336)	Employer			
	E1	E2	E3	E4

The Painter and Decorator must be able to:

Demonstrate work skills to shade, measure, match and cut, mix, and apply, fold, position, fix, trim and clean-off

Use and maintain hand tools and ancillary equipment to:

Establish start and finish point and hang standard papers of substantial length to given working instructions to the following areas:

*Ceilings with any type of paper*

*Walls with both internal and external angles using foundation papers (cross)*

*Textured and/or relief and patterned finishing papers*

Structural and architectural work by brush and/or roller

## Form B Continued

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

Employer	E1	E2	E3	E4
Prepare and paint surfaces on conservation or restoration projects (VR551)				

The Heritage Painter and decorator must be able to:

Demonstrate work skills to wash, scrape, strip, hack, fill, abrade and brush or roll

Use and maintain hand tools and ancillary equipment

Conserve previously painted interiors to given working instructions, relating to the following:

Preparation of existing painted surfaces ready for paint applications.

Application of paint to broad areas by appropriate methods to match the existing colour and finish

Cutting-in around edges

Removal and replacement of fittings

## Form B Continued

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

Employer	E1	E2	E3	E4
Prepare and paint surfaces on conservation or restoration projects (VR551)				
Application of knowledge for safe work practices, procedures, and skills, relating to the method/area of work and materials used, to:				
Fill and make good interior and exterior surfaces				
Prepare and restore interior painted doors, windows, timber mouldings, walls, ceilings, and metal work (to replicate the finish and style of the original)				
Prepare and restore exterior painted doors, windows, timber finishing's, walls, and metal work (to replicate the finish and style of the original or existing)				
Apply paint by brush and roller including lead paints, soft/oil-bound distemper, flat oil emulsion and lime wash.				
Recognise sensitive areas				
Maintain heritage and archaeological integrity				
Maintain the principles 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				
Integrate existing and new constructional components or finishes				
Store salvageable materials and structural components				

## 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				

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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.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds/EAL's products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time.  
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