



Federal Ministry of Education



Regulatory Body



Sector Skills Council

# NIGERIA SKILLS QUALIFICATION FRAMEWORK

## NATIONAL OCCUPATIONAL STANDARDS FOR HOSPITALITY TRAVEL AND TOURISM SECTOR

HOSPITALITY TRADE

CRAFTSMAN CADRE

ASSISTANT LAUNDRY AND DRY CLEANER

LEVEL 1

REVIEWED BY

HOSPITALITY & TOURISM SECTOR, SKILLS COUNCIL OF NIGERIA  
(HTSSCN)

Federal Republic of Nigeria

27-28 AUGUST 2024

## MEMBERS IN ATTENDANCE

LIST OF NOS REVIEWERS				
S/N	NAME	DESIGNATION	ORGANISATION/ ASSOCIATION/UNION	POSITION
1.	Prof. Bassey Esu	Trainer	Institute of Tourism Professionals of Nigeria (ITPN)	Chairman
2.	Nura Sani Kangiwa	Director General/CEO	NIHOTOUR/ HT Sector Skills Council Secretariat	Member
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19.	Muhammad Bilyaminu Musa	NSQF Regulatory Agency personnel	National Board for Technical Education (NBTE)	Observer
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## **GENERAL INFORMATION**

### **1.0 GENERAL INFORMATION**

#### **1.1 The NSQ Framework**

The Nigeria Skills Qualifications Framework (NSQF) was approved by the Federal Executive Council in April 2013. The framework is a learning outcome-based qualifications encompassing all education and training sectors and all forms of learning. It comprises about nine (9) levels, each being identified by a unique set of Level Descriptors. Each qualification has defined learning outcomes (LO), with each unit comprising the qualification mapped against the Level Descriptors. The Level Descriptors are in turn, classified into three separate strands (categories) covering Knowledge, Skills and Competence.

#### **1.2 Context and Goals**

The decision of the Hospitality and Tourism Sector Skills Council of Nigeria (HTSSCN) to review and develop new occupational trade standards based on the Nigeria Skills Qualifications Framework (NSQF) in Nigeria was driven by a number of challenges including:

- links and gaps between qualifications and the labour market is not strong
- lack of consistency in qualifications
- absence of a system for comparing qualifications to each other
- pathways of progression between qualifications is unclear
- value of qualifications to employers and learners is unclear
- update the original standards with new innovations in the occupational trade standards

#### **1.3 Vision of the Occupational Trade Standards**

The vision is for these challenges to be addressed through the development of a comprehensive NSQF that will cut across all sectors of education and training, irrespective of the nature or form of learning. The NSQF is envisaged to:

- provide a stronger basis for the understanding, comparison and recognition of national and foreign qualifications, thereby improving the understanding of employers, parents, and learners of the value of qualifications
- provide fit-for-purpose qualifications that have stronger linkages with labour market and learner needs
- increase the accountability of education and training institutions towards maintaining high-quality standards in their provisions
- improve the opportunities for mobility and progression of learners within and across higher education, vocational, and general education sectors
- promote the concept of lifelong learning through the recognition of all types of learning: formal, non-formal, and informal.

#### **1.4 Aim of the Occupational Trade Standards**

The standards are to produce learners with acquired skills and competence capable of carrying out hospitality, travel tourism and trade operational tasks with stand-alone occupational trade career path skills for both training standards and frameworks at levels accordingly.

#### **1.5 Design, Level, and Credit of the Occupational Trade Standard**

The design and development of occupational trade standards are generally undertaken by the Hospitality and Tourism Sector Skills Council of Nigeria. The Council also has the responsibility for developing, maintaining and updating the standards. The awarding body classifies the qualifications, approves and monitors deliveries at centres and issues qualifications to competent learners.

#### **1.6 Validation of Occupational Standards**

All occupational standards placed on the NSQ are to be validated the Council stakeholders to ensure that they are fit-for-purpose and meet validation standards and the needs of learners or the labour market. It also ensures that the validation standards, process and roles of validators are defined and transparent.

As a matter of policy, a Validation Panel of practising employers, professional experts and educators/trainers ensure that each occupational standards meet the Validation Standards which the regulatory body oversees. Panel members were selected in a transparent and objective manner and the Validation Panel only judge the validity of occupational standards using the Validation Standards published as provided in the NSQ Handbook. The Panel assigned a Validity Period of three (3) years for every valid standard.

### **1.7 Enabling Learners with Special Needs**

As a matter of policy, the developed standards creates the environment that enables learners with special needs to be integrated into the education and training systems and recognizing their achievements on the NSQ. By these, the workplaces and centres to handle training must provide equal and suitable opportunities for the integration and access of learners with special needs and recognition of their achievements. Learners with special needs are to be provided with suitable support and resources, and ensure their integration and recognition of achievements.

### **1.8 Promoting Lifelong Learning**

The Council pursuant to the NSQF guideline develop the occupational standards to promote Lifelong Learning which aims to recognize prior learning, and to further enhance progression pathways between education and training sectors. This is by developing a common understanding of Recognition of Prior Learning (RPL) in the context of the NSQ to be on equal terms with formal learning. With guidance, the training centre are to provide mechanisms for RPL in accordance with the NSQ education and training regulations.

### **1.9 Placement of Occupational trade standard on the NSQ**

The occupational trade standards are developed in accordance with the NSQ process for 'Qualification Placement'. These are with the aim of ensuring that Training Provider/ roles and responsibilities in the 'Qualification Placement' process are clear, transparent and the arrangements for placing occupational trade standard on the NSQ.

### **1.10 Method of Assessment**

As validated by the Council, the assessment tasks and activities are designed to ensure that individual learners have the opportunity to demonstrate their achievement of different learning outcomes. One way of ensuring this is directly linking the assessment to the learning outcomes, making the purpose of assessment clear and transparent, including to individual learners. Assessment involves gathering, evaluating, analysing and judging evidence in order to decide whether a learner has achieved the predefined learning outcomes. It relies on a broad range of formative and summative assessment tools and processes the former providing an insight into learner progress while the latter is rather more formal and provides evidence for future credits and awards upon achieving competences on desired trade standards.

In the course of training, assessment often relies on the use of a number of tools and instruments. Assessment tools and instruments can include, but are not limited to:

- Case Studies
- Observed Practical Exercises
- Observed Performance at Work
- Role-play and/or other targeted Group Activity
- Oral, Audio and Visual Processes and Presentations
- Long-Answer Questions (reports, proposals for action, specialist articles)
- Short Answer Questions and Structured Questions for oral (Skills based and Written for knowledge-based criteria)
- Selected-Response Items (e.g. multiple-choice).

Assessment processes is both fit-for-purpose, rigorous and fair, and should be aligned with the level and type of learning provided by the occupational trade standards for qualifications. With assessment practices managed and delivered across a broad range of education and training institutions, it is important to ensure that quality assurance mechanisms are in place with a view to ensuring that

assessment is efficiently, effectively and consistently delivered, and that internal and external assessment moderation and verification processes exist.

#### **1.12 Assessment/evidence requirements for Occupational Trade Standards**

The general assessment method of generating evidences are as follows:-

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

**SECTOR: HOSPITALITY TRAVEL AND TOURISM**

**OCCUPATIONAL TRADE: HOSPITALITY**

**CADRE: CRAFTSMAN**

**CAREER PATH: ASSISTANT LAUNDRY AND DRY CLEANING  
OPERATOR**

**NSQ LEVEL: 1**

**TABLE OF STANDARDS AND CREDIT LOAD**

<b>S/N</b>	<b>UNIT TITLE</b>	<b>UNIT REFERENCE NUMBER</b>	<b>CREDIT VALUE</b>	<b>GUIDED LEARNING HOURS</b>
<b>MANDATORY UNIT</b>				
1.	Occupational Health and safety	HTTGP001L1	2	20
2.	Team Work	HTTGP002L1	1	10
3.	Communication	HTTGP003L1	1	10
4.	Observe washing processes within the textile care service	HTTGP004L1	3	30
<b>OPTIONAL UNIT</b>				
5	Collect Oiled items and deliver laundered and cleaned items to customers	HTTLA001L1	1	10
6	Classify items and makeup loads for cleaning	HTTLA002L1	1	10
7	dry cleaning processes within the textile care service	HTTLA003L1	2	20
8	Remove stains by dry-cleaning	HTTLA004L1	1	10
9	Provide Customer care service in the textile	HTTLA005L1	1	10
10	tumble-dry items	HTTLA006L1	1	10
11	process cabinet roller towels in one stage	HTTLA007L1	1	10
12	in finishing processes within the textile care service	HTTLA008L1	2	20
13	Garment and item finish using the ironing table/free steam press after dry-cleaning	HTTLA009L1	2	20
14	Press and finish garments following laundry	HTTLA010L1	1	10
15	Assist form-finish and garments using steam and/or air  Abbreviation: HTT= Hospitality Travel and Tourism Sector GP= General Practice LA= LAUNDRY/ DRY CLEANING /VALET ASSISTANT ATTENDANT II	HTTLA011L1	1	10



	001= Unit Number L1= Level 1			
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#### UNIT 01: OCCUPATIONAL HEALTH AND SAFETY

Unit reference number: HTTGP001L1

NSQ level: 1

Credit value: 2

Guided learning hours: 20

Unit Purpose:

To enable trainee acquire knowledge, skills and competence to observe and maintain safe, hygienic and secure ethics while functioning at working place

#### Unit assessment requirements/evidence requirements

1. Direct Observation (DO/OBS)
2. Personal statement (PS)
3. Question and Answer (QA)
4. Assignment (ASS)
5. Witness Testimony (WT)
6. Learning journal [LJ]
7. Work Product (WP)
8. Recognition of Prior learning (RPL)

#### Unit 01:

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO2  Take action in the event of fire, emergencies or accidents	1.1	Carry out necessary actions in the event of fire incidents and current Health and Safety at Work legislation								
	1.2	Take immediate action for health and safety within job description								
	1.3	Look out for any completed risk assessment and supplier's instructions for the safe use of machines, tools, equipment and substances that may be used in their job role								



## UNIT 02: TEAMWORK

**Unit reference number:** HTTGP002L1

**NSQ level:** 1

**Credit value:** 1

**Guided learning hours:** 10

**Unit Purpose:**

This unit deals with fulfilling trainee roles when working in a team in the workplace to contribute to the team's effectiveness. 'Team' here includes your line manager or immediate supervisor as well as other people there working at the same level as the learner. The unit focuses on carrying out instructions accurately, working at a good pace so as not to slow down the work of others, communicating with the people you work with, and receiving constructive feedback for improvement. This unit is appropriate for a person at a basic level of engagement in the laundry and dry cleaning of the hospitality sector.

**Unit assessment requirements/evidence requirements:**

1. Direct Observation (DO/OBS)
2. Personal statement (PS)
3. Question and Answer (QA)
4. Assignment (ASS)
5. Witness Testimony (WT)
6. Learning journal [LJ]
7. Work Product (WP)
8. Recognition of Prior learning (RPL)

**Unit 02:**

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Plan and Organise own work	1.1	Ensure that one understands what is required for own work								
	1.2	Adhere to instructions accurately								
	1.3	Plan and organize place one's tasks in order of importance								
	1.4	Place everything needed for work within reach								

[illegible]

LO (Learning outcome)			Criteria:-				Evidence Type				Evidence Ref Page number			
LO 4 Know Work Management	4.1	State why it is important to understand what is required of you at work												
	4.2	Explain how you can organize your work to avoid distractions and use time effectively												
	4.3	State the benefits of being organized and having work tools close at work before starting jobs												
	4.4	Explain why it is important to clean up your work area while working												
	4.5	Explain why it is important to minimize waste												

[illegible]

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

### UNIT 03: COMMUNICATION

Unit reference number: HTTGP003L1

NSQ level: 1

Credit value: 1

Guided learning hours: 10

**Unit Purpose:** This unit deals with basic communication that is effective and timely in such a way that one contributes to the team's effectiveness. It focuses on using words, body language, and symbols to communicate with the people in own's work place, identifying sources of information needed for an efficient work-flow and passing on information clearly and effectively. This unit is appropriate for a learner at a basic level of engagement in the Hospitality Industry.

#### Unit assessment requirements/evidence requirements:

1. Direct Observation (DO/OBS)
2. Personal statement (PS)
3. Question and Answer (QA)
4. Assignment (ASS)
5. Witness Testimony (WT)
6. Learning journal [LJ]
7. Work Product (WP)
8. Recognition of Prior learning (RPL)

#### Unit 03: Communication System in a Work Environment

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Use a Non- complex Communication System in a Work Environment	1.1	Use simple verbal means to pass on necessary information								
	1.2	Use non-verbal means to pass on necessary information								
	1.3	Interpret symbols and signs appropriately								
LO2										



## UNIT 04: COLLECT SOILED ITEMS AND DELIVER LAUNDERED AND CLEANED ITEMS TO CUSTOMERS

**Unit reference number:** HTTGPOO4L1

**NSQ level:** 1

**Credit value:** 1

**Guided learning hours:** 10

**Unit Purpose:**

This unit gives learners knowledge, understanding, and assisting skills of the laundry and dry cleaning service in areas of loading the delivery vehicle with clean items according to company procedures handling items carefully; in ways that maintain their cleanliness and without contamination; handling payments, where appropriate; containing soiled items and loading them onto the vehicle; keeping clean and dirty loads separate in the delivery vehicle; reporting any identified hazards whilst delivering and collecting; delivering dirty items to the designated location; vehicle cleanliness and pre-delivery checks and linen to be strapped on to protect drivers from the load weight

**Unit assessment requirements/evidence requirements**

1. Observation (OBS)
2. Personal statement (PS)
3. Question and Answer (QA)
4. Assignment (ASS)
5. Recognition of Prior learning (RPL).
6. Witness Testimony (WT)
7. Learning journal [LJ]

**UNIT 04:**

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Collect soiled items and deliver laundered and cleaned items to customers	1.1	Collect soiled items appropriately								
	1.5	Load the vehicle with clean items								
	1.6	Handle the items carefully								
	1.7	Deliver them to the agreed delivery point on the customer's premises								
	1.8	Obtain the customer's acceptance of the delivery								
	1.2	Collect soiled items from customers keep clean and dirty loads separate on the delivery vehicle								
	1.3	Handle and bag soiled items in ways that protect you from any hazards								
	1.4	Obtain and complete any required documentation								
	1.9	Observe any site regulations on the customer's premises								
LO 2 Assist Load the delivery vehicle with clean items according to company procedures										
	2.1	Load the delivery vehicle with clean items according to company procedures								
	2.2	Handle items carefully in ways that maintain their cleanliness and without contamination								



LO 3 Assist handle and report cleaning cases	2.3	Handle payments, where appropriate									
	2.4	Separate items containing soil and load them onto the vehicle									
	3.1	Keep clean and dirty loads separate in the delivery vehicle									
	3.2	Report any identified hazards whilst delivering and collecting									
	3.3	Deliver dirty items to the designated location									
	3.4	Ensure vehicle cleanliness and pre-delivery checks									
	3.5	Strap linen to be on to protect drivers from the load weight									

#### Regulations, rules and guidelines

- i. The organisation's rules, guidelines and standards
- ii. Relevant legal, local and organisational regulations affecting security, safety, driving and delivery of goods and materials
- iii. Equipment operating procedures
- iv. Security dog procedures, where appropriate
- v. Relevant responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health)
- vi. Manufacturer's instructions
- vii. Customer site regulations
- viii. Relevant sections of the Road Traffic Act as and where appropriate
- ix. NSQ of Professional Competence

**Learners Signature:**

**Date:**

Assessors Signature:

Date:

IQA Signature (if sampled)

Date:

**EQA Signature (if sampled)**

**Date:**

## UNIT 05: CLASSIFY ITEMS AND ALSO MAKEUP LOADS FOR CLEANING

Unit reference number: HTTLA001L1

NSQ level: 1

Credit value: 1

Guided learning hours: 10

### Unit Purpose:

This unit gives learners knowledge and skills related to handling items with care and removing those which are unsuitable for the cleaning process; Checking for foreign objects and dealing with them according to correct procedures; Assist in sorting items according to the appropriate classifications; Making up loads of the correct weight; Assist labeling them clearly and prioritizing loads and storing them carefully

### Unit assessment requirements/evidence requirements

1. Observation (OBS)
2. Personal statement (PS)
3. Question and Answer (QA)
4. Assignment (ASS)
5. Witness Testimony (WT)
6. Learning journal [LJ]
7. Work Product (WP)
8. Recognition of Prior learning (RPL)

### Unit 05:

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
LO1 classify items and make up loads for cleaning	1.1	Select items for classification	
	1.2	Assist to classify items and make up loads	
	1.3	Redirect items unsuitable for the cleaning process and deal with foreign objects	
LO 2 handle items and make up loads for cleaning	2.1	Handle items carefully	
	2.2	Make up, label and store loads	
	2.3	Deal with foul and infected items and identify items requiring stain removals	
	2.4	Comply with written instructions, company policies and procedures	

LO 3 Know how to handle items and make up loads for cleaning	3.1	Explain how to identify and handle items									
	3.6	State the importance of removing items unsuitable for cleaning									
	3.2	Mention classification of loads									
	3.4	Describe making up correct weight loads for the weight capacity of machines									
	3.3	Explain different types of items need different weight loads									
	3.5	how to prioritise loads									
	3.7	Explain how to care for labels									
	3.8	Explain what fibres and fabrics are									
	3.9	Explain work priorities/sequencing									
	3.10	State how to deal with discrepancies in documentation									
	3.11	Explain how to deal with lost property as per organisations' guidelines									

#### Regulations, rules and guidelines

- i. the organisation's rules, codes, guidelines and standards
- ii. equipment operating procedures
- iii. relevant responsibilities under the Health and Safety at Work Act and COSHH (Control of Substances Hazardous to Health)
- iv. manufacturers' instructions

- v. HSG (Health Service Guidance)
- vi. HACCP (Hazard Analysis and Critical Control Points)

<b>Learners Signature:</b> Assessors Signature: IQA Signature (if sampled)	<b>Date:</b> Date: Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## UNIT 06 : DRY CLEANING PROCESSES WITHIN THE TEXTILE CARE SERVICE

Unit reference number: HTTLA002L1

NSQ level: 1

Credit value: 2

Guided learning hours: 20

### Unit Purpose:

This unit gives learners basic knowledge related to the dry-cleaning process, covering analysis of items presented for dry cleaning and the identification and implementation of the correct process. This will include textiles, fibre and construction analysis; recognise items presented for dry cleaning; understanding and interpretation of care symbols and textiles terminology; use the appropriate dry-cleaning process; Machine operations, components and cycles.

### Unit assessment requirements/evidence requirements

1. Observation (OBS)
2. Personal statement (PS)
3. Question and Answer (QA)
4. Assignment (ASS)
5. Recognition of Prior learning (RPL).
6. Witness Testimony (WT)
7. Learning journal [LJ]
8. Work Product (WP)

### Unit 06:

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 clean materials, fibres and fabrics	1.1	Apply appropriate properties of materials, fibres and fabrics								
	1.2	Carry out successful cleaning of materials, fibres and fabrics								
LO2 handle items presented for dry cleaning										
	2.1	Receive and inspect items presented for dry cleaning								
	2.2	Separate and mark items presented for dry cleaning								
	2.3	Look out for stain types and origin								
	2.4	Carry out accurate marking is required								
LO3 Determine how to handle and use the solvents/detergents within the dry cleaning process										
	3.2	Apply the correct solvents/detergents								
	3.3	Handle and store the solvents/detergents safely								
	3.4	Apply correct solvents/detergents used in the dry cleaning process								



## 2.2 Classify and mark items

- classify (care labels/symbols, type and level of soiling, fibre content, colour)
- mark, eg pinned, tagger gun, bar code
- handling items, eg PPE, company procedure for contaminated, infected, heavily blood stained
- sharp/dangerous, eg knives, needles
- personnel items

## 2.3 Why the items need inspecting

- identify damage, eg broken zips, colour loss, shrinkage, tears, holes, moth damage
- identify stain type, eg protein, vegetable, synthetic, built-up, absorbed, compound, age
- lost property (personal items left in pockets, eg credit cards, money)
- importance of identifying stain type (to ensure appropriate cleaning process, stain removal technique, detergent/solvent)
- importance of identifying stain origin (to help determine appropriate cleaning process, stain removal technique, detergent/solvent)

## 2.4 Clear, accurate marking

- correct cleaning process used, eg type of stain
- returning the correct item to the correct customer
- identify additional services, eg repair, hand finish, re-proof, stay crease.
- timelines, eg same day, several days, weekly

## UNIT 07: REMOVE STAINS BY DRY-CLEANING

Unit reference number: HTTLA003L1

NSQ level: 1

Credit value: 1

Guided learning hours: 10

### Unit Purpose:

This unit gives learners knowledge, understanding and skills of the laundry and dry-cleaning service in areas of working on the spotting table; Selecting garments and detecting stains; Using chemicals; Applying stain removal procedures; spotting stains

### Unit assessment requirements/evidence requirements

1. Observation (OBS)
2. Personal statement (PS)
3. Question and Answer (QA)
4. Assignment (ASS)
5. Witness Testimony (WT)
6. Learning journal [LJ]
7. Work Product (WP)
8. Recognition of Prior learning (RPL)

### Unit 07:

LO (Learning outcome)			Criteria:-				Evidence Type				Evidence Ref Page number			
LO1 handle removal of stains by dry-cleaning	1.1	Set up and close down work stations as per company procedures												
	1.2	Protect items during treatment												
	1.3	Remove stains												
	1.4	Deal with soiling and staining												
LO (Learning outcome)			Criteria:-				Evidence Type				Evidence Ref Page number			
LO1 handle removal of stains by dry-cleaning	2.1	Set up and close down work stations for stain treatment and/or removal, garment inspection and pre- spotting												
	2.2	Protect delicate items and accessories during treatment procedures												
	2.3	Identify wet side and dry side staining												
	2.4	Identify protein, albumin and tannin staining												
	2.5	Use mechanical action, dissolving, softening and lubrication, digestion and chemical reaction												
	2.6	Flush out applied chemicals												
	2.7	Deal with heavy soiling, staining content, added on trims and buttons, manufacturer's faults, wear damage, and other damage caused by previous treatments												



	2.8	Use stain removal equipment to remove stains without damaging fabric									
	2.9	Carry out garment inspection and stain detection and identify staining type or possibilities using feel, odour, colour, appearance and location, in a safe and appropriate manner									
<b>LO 3</b> handle contaminated blood or unpleasant soiled items in a safe and appropriate manner	3.1	handle contaminated blood or unpleasant soiled items in a safe and appropriate manner									
	3.2	Test to ascertain colour fastness to spotting reagents and chemicals									
	3.3	Apply and treat using wet side and dry side proprietary chemicals									
	3.4	Use acid and alkali wet treatment									
	3.4	with Systematic inspection all staining/soiling									

#### Regulations, rules and guidelines

- i. The organisation's rules, codes, guidelines and standards
- ii. Equipment operating procedures
- iii. Relevant responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health)
- iv. Personal protection measures when using hazardous chemicals
- v. Duty of care regulations and requirements where appropriate
- vi. Hazardous substances warning labels
- vii. Manufacturer's instructions

**Learners Signature:**

**Date:**

Assessors Signature:

Date:

IQA Signature (if sampled)

Date:

**EQA Signature (if sampled)**

**Date:**

## UNIT 08: PROVIDE CUSTOMER CARE IN THE TEXTILE CARE SERVICE

Unit reference number: HTTLA004L1

NSQ level: 1

Credit value: 1

Guided learning hours: 10

### Unit Purpose:

The purpose of this unit gives learners knowledge and skills related to customer service within the Textile care services, including customer reception, interaction and communication skills; organisation's features, benefits and promotional offers; dealing with customer complaints and problems.

### Unit assessment requirements/evidence requirements

1. Observation (OBS)
2. Personal statement (PS)
3. Question and Answer (QA)
4. Assignment (ASS)
5. Witness Testimony (WT)
6. Learning journal [LJ]
7. Work Product (WP)
8. Recognition of Prior learning (RPL)

### Unit 08: Customer care in the textile care service

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 customer Service textile care industry	1.1	Show excellent and avoid unsatisfactory customer service								
	1.2	Carry out excellent and avoid unsatisfactory customer service on the textile care service								
	1.3	Exhibit excellent and avoid unsatisfactory customer service on the customer								
LO2 Know how to maintain and increase customer loyalty	2.1	Apply customer care methods used by textile care services to maintain and increase customer loyalty								
LO 3 identify and care for textile products and services	3.1	Apply methods of questioning and listening techniques for identifying customer requirements								
	3.2	in confirming and recording customer requirements								
	3.3	Apply textile care organisations' products and services								
	3.4	Apply current promotions and benefits offered by textile care company								

	3.5	handle complaints and problems to the satisfaction of the customer and the organisation								
	3.6	the key stages in resolving complaints to the satisfaction of the customer and the organisation								

## 2 Know how to maintain and increase customer loyalty

### 2.1 Customer care methods used by textile care services to maintain and increase customer loyalty

- methods (listening techniques, questioning techniques, problem analysis, recording techniques, customer interaction, eg in person, by phone, written)

**Learners Signature:**

**Date:**

Assessors Signature:

Date:

IQA Signature (if sampled)

Date:

**EQA Signature (if sampled)**

**Date:**

## UNIT 09: TUMBLE-DRY ITEMS

Unit reference number: HTTLA005L1

NSQ level: 1

Credit value: 1

Guided learning hours: 10

### Unit Purpose:

This unit gives learners knowledge, understanding and skills of the laundry and dry-cleaning service in areas of assist in preparing machinery and items for tumble-drying; Assist in Work required for tumble-drying; Assist in the tumble-drying process

### Unit assessment requirements/evidence requirements

1. Observation (OBS)
2. Personal statement (PS)
3. Question and Answer (QA)
4. Assignment (ASS)
5. Witness Testimony (WT)
6. Learning journal [LJ]
7. Work Product (WP)
8. Recognition of Prior learning (RPL)

### Unit 09: Tumble dry items

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Prepare tumble dry items	1.1	make machinery and equipment ready to use								
	1.2	Select the work								
	1.3	Remove any items not suitable for tumble-drying								
	1.4	Select the correct programme and operate machines								
	1.5	Load and unload items								
	1.6	Deal with items that are not satisfactorily dried or damaged								
	1.7	Identify any problems that may arise								
	1.8	Communicate with colleagues and check								
	1.9	They understand what work they must do understand the work to be done								
	1.10	Carry out the work as instructed								
LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO 2 Assist in tumble drying operations	2.1	Get machinery and equipment ready for use								
	2.2	recognising faults and malfunctions and the actions to take								
		Perform services required to make								

	2.3	machines work										
LO 2	2.1	Carry out routine maintenance										
	2.2	Check loads are ready for tumble-drying										
	2.3	Select the programme and operate the machine										
	2.4	Load and unload items										
	2.5	Pass items to the next process										
LO 3 Know how the tumble-drying process works	3.1	Communicate with colleagues on what they must do and check that they have understood their brief										
	3.2	understanding fibres and fabrics										
	3.3	what hazards are associated with the tumble-drying process, i.e. spontaneous combustion										
	3.4	how the tumble-drying process works										
	3.5	why it is important to identify any possible problems at the planning stage and why these should be reported										

#### Regulations, rules and guidelines

- i. the organisation's rules, codes, guidelines and standards
- ii. equipment operating procedures
- iii. machine and equipment capabilities
- iv. relevant responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health)
- v. manufacturer's instructions

<b>Learners Signature:</b> Assessors Signature: IQA Signature (if sampled)	<b>Date:</b> Date: Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## UNIT 10 : PROCESS CABINET ROLLER TOWELS IN ONE STAGE OPERATION

Unit reference number: HTTLAO06L1

NSQ level: 1

Credit value: 1

Guided learning hours: 10

### Unit Purpose:

This unit gives learners knowledge, understanding and skills of the laundry and dry cleaning service in areas of Assist preparing machinery, equipment and supplies for continuous processing; Washing, drying and finishing cabinet roller towels; Setting up continuous processing operations

### Unit assessment requirements/evidence requirements

1. Observation (OBS)
2. Personal statement (PS)
3. Question and Answer(QA)
4. Assignment (ASS)
5. Witness Testimony (WT)
6. Learning journal [LJ]
7. Work Product (WP)
8. Recognition of Prior learning (RPL)

### UNIT 10:

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
LO1 Assist carry out cabinet roller towel operation	1.1	Assist prepare machinery and supplies	
	1.2	Carry out routine machine maintenance	
	1.3	Select the correct machine programmes	
	1.4	Operate the machine according to the manufacturer's instructions	
	1.5	Clean, dry and roll towels	
	1.6	Unload and separate towels prepare towels for dispatch	
	1.7	Store towels so that they do not become contaminated	
	1.8	Select the work required	
	1.9	Identify any problems that may arise	
	1.10	Communicate with colleagues to understand what work they must do	
	1.11	Identify and deal with unsatisfactory towels	
	1.12	Identify and deal with faults in the process	



- iv. manufacturers' instructions
- v. other legislation as necessary

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>



## UNIT 11: FINISH PROCESSES WITHIN THE TEXTILE CARE SERVICE

Unit reference number: HTTLA007L1

QCF level: 1

Credit value: 2

Guided learning hours: 20

### Unit Purpose:

This unit gives learners knowledge and skills of the different finishing processes within the textile care service industry. This will include finishing processes for different textile classifications; identifying and dealing with common textile faults; Machine operational and maintenance procedures.

### Unit assessment requirements/evidence requirements

1. Observation (OBS)
2. Personal statement (PS)
3. Question and Answer (QA)
4. Assignment (ASS)
5. Witness Testimony (WT)
6. Learning journal [LJ]
7. Work Product (WP)
8. Recognition of Prior learning (RPL)

### Unit 11: Assist in finishing processes within the textile care service

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 finish processes required for different textile classifications	1.1	finish process								
	1.2	Classify textiles								
	1.3	Assist in finishing processes required for different textile classifications								
LO2 recognise textile faults and know the action required following identification of a fault										
	2.1	identify common textile faults and explain the required action following identification of a fault								
	2.2	Look out for possible consequences should the correct action not be taken								
LO3 operate and maintain finishing machines safely and efficiently										
	3.1	operate finishing machines safely and efficiently								
	3.2	identify common machinery faults and the actions required								
	3.3	Report correct action not taken								

### 2 Recognise textile faults and know the action required following identification of a fault

#### 2.1 Common textile faults

- textile fault (creases, mis-folding, tears, holes, seam puckering, residual staining,
  - impression marks, glazing)
  - actions (follow company procedures, eg reprocess, record, report to appropriate person)
- Match action to identified fault

#### 2.2 Consequences of not taking correct action

- permanent damage to item, eg torn, dye loss, holes
- customer complaints

### 3 Know how to operate and maintain finishing machines safely and efficiently

#### 3.1 Operate finishing machines safely and efficiently

- finishing machinery, eg tumble dryers, professional ironing table, tunnel finisher,

Calender/ironer, form finish/rotary cabinet, free steam press, hot head press, towel Folder, continuous roller towel processing machine

- operate (manufacturer's instructions, health and safety requirements, safety features, Company procedures)
  - safe systems of work (PPE, assessing risks, COSHH)
  - manufacturer's instructions
  - regular maintenance
  - machine capacity, controls, components, eg loading weight, programmes, steam, air, Vacuum, switching on/off
  - safe use of machine controls
  - machine components, eg safety devices, alarms
- Efficient use of machine, eg correct programme, steam/vacuum times, correct finishing Techniques

### 3.2 Common machinery faults and actions required

- machinery faults (lack of steam, no vacuum, routine maintenance)
- actions required (report to appropriate person, seek engineering assistance)

### 3.3 Consequences of not taking correct action

- damage to the machine
- textile damage
- no longer meeting quality standard
- invalidate manufacturer's guarantee

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## UNIT 12: GARMENT AND ITEM FINISH USING THE IRONING TABLE/FREE STEAM PRESS AFTER DRY-CLEANING

Unit reference number: HTTLAO08L1

NSQ level: 1

Credit value: 2

Guided learning hours: 20

### Unit Purpose:

This unit gives learners basic knowledge, skills and competence related to textile alteration and repair within the textiles care service. This will include Assist pressing garments and items using a flat-bed finishing table or free steam press; Assist inspecting pressed garments and items for quality

### Unit assessment requirements/evidence requirements

1. Observation (OBS)
2. Personal statement (PS)
3. Question and Answer(QA)
4. Assignment (ASS)
5. Witness Testimony (WT)
6. Learning journal [LJ]
7. Work Product (WP)
8. Recognition of Prior learning (RPL)

### Unit 12: Assist in garment and item finish using the ironing table/free steam press after dry-cleaning

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1 carry out basic garment and item finish	1.1	bring out equipment in safe and ready to use									
	1.2	press garments to the companies finishing specification									
	1.3	check items for satisfactory pressing as per company procedures									
	1.4	deal with any items that are not satisfactory according to company requirements									
		select thermostat settings									
LO 2 undertake basic garment and item finish											
	2.1	set up and close down the work station equipment for garment pressing and finishing									
	2.2	start up and close down boiler systems and air compressors, where appropriate									
	2.3	use of the ironing table/press and ancillary equipment									



### UNIT 13: PRESS AND FINISH GARMENTS FOLLOWING LAUNDRY

Unit reference number: HTTLAO09L1

NSQ level: 1

Credit value: 1

Guided learning hours: 10

**Unit Purpose:**

This unit gives learners knowledge related to stock control, receipt and storage in a textile care service system. This will include assist pressing garments and items on rotary presses, scissor presses, iron and rotary iron

**Unit assessment requirements/evidence requirements**

- 1) Questioning (QA)
- 2) Direct Observation (DO)
- 3) Personal Statement (PS)
- 4) Work Product (WP)
- 5) Witness Testimony (WT)
- 6) Assignment (ASS)
- 7) Learning Journal (LJ)
- 8) Recognition of Prior Learning (RPL)

**Unit 13: Press and finish garments following laundry**

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1 press and finish garment following laundry	1.1	make sure that equipment is safe and ready to use									
	1.2	Select thermostat settings									
	1.3	Press garments to the finishing specification									
	1.4	Select garments to ensure that they are pressed to company standards, i.e. stains, repairs, creasing, shrinkage etc.									
	1.5	Select unsatisfactorily pressed garments									
	2.6	Select items that are not satisfactory and direct them to the appropriate locations									
LO2 document stock control in the textile care service											
	2.1	Follow procedures to set up and close down machines									
	2.2	Check that machinery and equipment is safe									



## UNIT 14: FORM-FINISH AND GARMENTS USING STEAM AND/OR AIR

Unit reference number: HTTTLAO10L1

NSQ level: 1

Credit value: 1

Guided learning hours: 10

### Unit Purpose:

This unit gives learners knowledge and skills to :

- Assist form and finish garments
- Assist in forming and finishing garments

### Unit assessment requirements/evidence requirements

Questioning (QA)

Direct Observation (DO)

Personal Statement (PS)

Work Product (WP)

Witness Testimony (WT)

Assignment (ASS)

Learning Journal (LJ)

Recognition of Prior Learning (RPL)

### Unit 14: Form-finish and garments using steam and/or air

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1 carry out basic form finishing and garments	1.1	make sure that equipment is safe and ready to use									
	1.2	Select the work required									
	1.3	Place garments on the former									
	1.4	process garments in steam and air finishers									
	1.5	Check garments for satisfactory finishing									
	1.6	Identify any garments that are unsatisfactory or damaged									
	1.7	Unload garments									
	1.8	Place garments on hangers									
	1.9	Direct garments to the correct location for dispatch									
	1.10	Communicate that colleagues understand what work they must do									
	1.11	Identify any problems that may arise									





## UNIT 15: WASHING PROCESSES WITHIN THE TEXTILE CARE SERVICE

**Unit reference number:** HTTLAG11L1

**NSQ level:** 1

**Credit value:** 3

**Guided learning hours:** 30

**Unit Purpose:**

This unit gives learners knowledge and skills related to the classification, analysis and washing of soiled items that include textiles, fibre and construction analysis; selection and classification of soiled items; interpretation of care symbols and textiles terminology; selecting appropriate wash processes and Machine operation, components and cycles.

**Unit assessment requirements/evidence requirements**

1. Observation (OBS)
2. Personal statement (PS)
3. Question and Answer (QA)
4. Assignment (ASS)
5. Witness Testimony (WT)
6. Learning journal [LJ]
7. Work Product (WP)
8. Recognition of Prior learning (RPL)

**Unit 15:** Washing processes within the textile care service

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 clean materials, fibres and fabrics	1.1	Handle materials, fibres and fabrics by properties								
	1.2	Carry out successful cleaning of materials, fibres and fabric								
LO2 handle soiled items and determine the cleaning process										
	2.1	Receive soiled items								
	2.2	Sort and classify soiled items								
	2.3	Receive items and determine the appropriate cleaning process								
LO3 care for textiles										
	3.2	Apply Textiles care symbols								
	3.1	Apply commonly used textiles care terminology								
	3.3	Carry out labels and textiles care by instructions								
LO4 Know how to determine and use the additives appropriate to the textile and soil classification										
	4.1	Apply the additives appropriate to the textile and soil classification								
	4.2	Describe how the detergent is added to the machine								
	4.3	Handle and apply additives safely and efficiently								

LO 5 identify defects and poorly constructed items and take relevant action	5.1	Assist Look out for poorly constructed items and the relevant action required									
	5.2	Assist identify common defects and the relevant action required									
LO 6 Assist operate the washing machine safely and efficiently	6.1	Assist carry out operation of components of the washing machine									
	6.2	Assist operate the washing machine safely and efficiently									
	6.3	Assist carry out routines of washing cycle									

## 2 Know to handle soiled items and determine the cleaning process

### 2.1 Receive soiled items

- processes (reception process, sorting for appropriate wash process, identify item and soil Classifications)
- use of PPE

### 2.2 Sort and classify soiled items

- classify (care labels/symbols, type and level of soiling, fibre content, colour) mark, eg pinned, tagger gun, bar code, instructions
- handling items, eg PPE, company procedure for contaminated, infected, heavily blood stained
- sharp/dangerous, eg knives, needles

### 2.3 Assess items to determine appropriate cleaning process

- textile classifications and fibre content, eg polyester, cotton, internal codes
- soil classification, eg level low/medium/high, protein, vegetable oil,
- mineral oil, particulate, food dye, mildew, rust, potentially infected items,
- ink, paint, tar, care label

## 3 Understand care symbols and relevant textile care terminology

### 3.1 Meaning of care symbols

- interpretation of care symbols, eg iron, machine wash, dry clean, bleach, wet clean,
- drying temperature
- International Standard ISO3758

### 3.2 Commonly used textile care terminology

- terminology (press, rinse, drain, cool down, spot, care labels, blockages, rewash, towel breaks, drying, moisture removal, high/low dip)

### 3.3 Consequences of ignoring care labels and textile care instructions

- consequences (damage to item being cleaned, loss of custom, not meeting quality Standards)

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>