



Federal Ministry of Education



Regulatory Body



Sector Skills Council

NIGERIA SKILLS QUALIFICATION FRAMEWORK

NATIONAL OCCUPATIONAL STANDARDS FOR HOSPITALITY TRAVEL AND TOURISM SECTOR

ACCOMMODATION OPERATIONS TRADE

ARTISAN CADRE

SUPPORT OPERATOR LAUNDRY AND DRYCLEANING

LEVEL 2

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				
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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: LAUNDRY AND DRYCLEANING OPS
CAREER PATH: SUPPORT OPERATOR
NSQ LEVEL: 2 - ARTISAN LEVEL

TABLE OF STANDARDS AND CREDIT LOAD

S/N	UNIT TITLE	UNIT REFERENCE NUMBER	CREDIT VALUE	GUIDED LEARNING HOURS
MANDATORY UNIT				
1.	Occupational Health and safety	HTTGP001L2	3	30
2.	Team Work	HTTGP002L2	2	20
3.	Communication	HTTGP003L2	1	10
4.	Quality standards within the textile care service	HTTGP004L2	2	20
5	Resource conservation within the textile care service	HTTGP005L2	2	20
OPTIONAL UNIT				
6	Dry cleaning processes within the textile care service	HTTSL001L2	4	40
7	Washing processes within the textile care service	HTTSL002L2	4	40
8	provide Customer care in the textile care service	HTTSL003L2	2	20
9	Finish processes within the textile care service	HTTSL004L2	4	40
10	Repair, alteration and maintenance of textiles within the textile care service	HTTSL005L2	3	30
11	Stock control, receipt and storage systems within the textile care service	HTTSL006L2	2	20
12	Collect soiled items and deliver laundered and cleaned items to customers	HTTSL007L2	2	20
13	Classify items and make up	HTTSL008L2	1	10

	loads for cleaning			
14	Remove stains by dry-cleaning	HTTSL009L2	1	10
15	Tumble-dry items	HTTSL010L2	1	20
16	Process cabinet roller towels in one stage	HTTSL011L2	1	10
17	Garment and item finish using the ironing table/free steam press after dry-cleaning	HTTSL012L2	2	20
18	Press and finish garments following laundry	HTTSL013L2	1	10
19	Form-finish and garments using steam and/or air	HTTSL014L2	1	10
20	Check and pack finished goods within the textile care service	HTTSL015L2	2	20

UNIT 01: OCCUPATIONAL HEALTH AND SAFETY

Unit reference number: HTTGP001L2

NSQ level: 2

Credit value: 3

Guided learning hours: 30

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. 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 01:

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Know about current health and safety at work legislation and own responsibilities in the work place	1.1	Describe the main principles and facts about the current Health and Safety at Work legislation								
	1.2	Outline own responsibilities for health and safety within own job description								
	1.3	Identify 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								
LO2 select and use personal protective equipment applicable to the textile care										
	2.2	Pick personal protective equipment used within the textile care service								
	2.1	Describe the correct use and maintenance of personal protective								

service	2.3	equipment used within the textile care service Select and use personal protective equipment applicable to the textile care service										
LO3 Know about infection and its risks within the textile care service	3.1	Describe infection risks related to the textile care service										
	3.2	Describe how to prevent cross infection within the textile care service										
LO4 lift and handle heavy loads	4.1	Describe the correct methods for lifting and handling heavy loads										
	4.2	Apply process before lifting heavy load										
	4.3	Handle heavy heavy loads										
LO 5 Understand how to lift and handle heavy loads	5.1	Describe the action that needs to be taken in an emergency										
	5.2	Identify the person to report to in the case of an emergency										
	5.3	Describe the organisation's procedures for responding to, recording and reporting accidents										
LO 6 Observe statutory rights and responsibilities in employment within the textile care service	6.1	Know employee statutory rights and responsibilities when employed within the textile care service										
	6.2	Observe employee statutory rights and responsibilities when employed within the textile care service										
	6.3	Observe standards of behaviour expected within the textile care service										

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 02: TEAM WORK

Unit reference number: HTTGP002L2

NSQ level: 2

Credit value: 2

Guided learning hours: 20

Unit Purpose:

This unit deals with fulfilling one's own roles when working in a team, that is the people working with you in your workplace, in such a way that one contributes 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 Hospitality Industry.

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 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 owns 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								
	1.5	Keep work areas clean and tidy								
	1.6	Keep waste to a minimum								
	1.7	Seek assistance if in need and from the relevant person								
	1.8	Provide work output in due time as agreed								
LO2										

Work effectively with Members of own team	2.1	Assist team members when they ask									
	2.2	Ensure that any assistance given is within limits of own responsibilities									
	2.3	Manage time well in spite of assisting others									
	2.4	Ensure information transmitted to others in the team is timely									
	2.5	Maintain cordial working relations with team mates									
	2.6	Report any misunderstandings or incidences in relating with team mates to the relevant person									
	2.7	Communicate clearly and effectively with team members									
LO3 Develop own skills											
	3.1	Seek feedback on your work and be able to use the feedback constructively									
	3.2	Identify with appropriate persons what aspects of your work that are up to standard and what areas to improve									
	3.3	Agree on what you have to do to improve your work									
	3.4	Agree on a learning Plan with the appropriate person									
	3.5	Seek opportunities to review and develop your learning plan									

LO (Learning outcome)		Criteria:-	Evidence Type					Evidence Ref Page number			
LO 4 Knowledge of 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									
	4.6	Explain in which cases you need to ask for help and who is the appropriate person(s) to ask									
LO 5 Importance of Team work											
	5.1	State the importance of working effectively with others in a team									
	5.2	List the persons who are part of your team and their roles									

	5.3	State what is required of your team in the Whole Organization and why											
	5.4	Explain how you can work cordially and avoid conflicts with another											
	5.5	Explain why work conflicts with another person should be reported to an authority											
	5.6	Explain in what cases you can assist others and when you cannot so as to complete own work in time											
	5.7	Explain why important information should be communicated to others in your team in good time											
	5.8	Explain how to communicate effectively and why											
LO 6 Importance of own Skills development	6.1	Explain why it is important to develop your own skills											
	6.2	Explain ways of getting feedback from own teammates and how to use it positively											
	6.3	Explain the importance of a learning plan in your own work and development											
	6.4	Explain why your learning plan should be improved frequently											

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 03: COMMUNICATION

Unit reference number: HTTGP003L2

NSQ level: 2

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. 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 03:

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 Develop the ability to identify the source of information in a Work Environment										
	2.1	Locate the Source of information in an Organization or Work Environment								
	2.2	Relate appropriately with the source of information								
	2.3	Use the various information flow systems in a work environment								
	2.4	Use information to avoid challenges in a Work situation								
	2.5	Report findings in accordance to procedure in a Work environment								
LO3 Demonstrate the										
	3.1	Locate the various communication								

various use of means of communication in a work environment		equipment in the Work environment										
	3.2	Use effectively the various communication equipment in a work environment										
	3.3	Pass information effectively to the right personnel										
	3.4	Pass information effectively using symbols, signs and codes										
	3.5	Follow instructions in line with ethics of the work environment										

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 04: DRY CLEANING PROCESSES WITHIN THE TEXTILE CARE SERVICE

Unit reference number: HTTGPOO4L2

NSQ level: 2

Credit value: 4

Guided learning hours: 40

Unit Purpose:

This unit gives learners knowledge and support skills 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, identification and classification of items presented for dry cleaning, understanding and interpretation of care symbols and textiles terminology, determining the appropriate dry-cleaning process, machine operations, components and cycles.

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 04:

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 identify how to successfully clean materials, fibres and fabrics	1.1	Describe the characteristics and properties of materials, fibres and fabrics								
	1.2	Describe the factors that affect successful cleaning of materials, fibres and fabrics								
LO2 Identify how to handle items presented for dry cleaning										
	2.1	Describe how to receive and inspect items presented for dry cleaning								
	2.2	Describe how to classify and mark items presented for dry cleaning								
	2.3	Outline why the items need to be inspected and the importance of identifying stain types and origin								

	2.4	Outline why clear accurate marking is required										
LO3 handle and use the solvents/detergents within the dry- cleaning process												
	3.1	assemble the correct solvents/detergents										
	3.2	handle and store the solvents/detergents safely										
	3.3	Identify the function of the solvents/detergents used in the dry cleaning process										
	3.4	Use appropriate properties of the solvents/detergents in the dry cleaning process										
	3.5	Apply solvent appropriate to a given care label										
LO4 Support spot and provide care For textiles under supervision												
	4.1	Describe the meaning of care symbols										
	4.2	Spot textiles for use										
	4.3	Spot labels and textiles by instructions										
LO 5 Identify care symbols and textiles care terminology	5.1	Describe the processes required for the different types of dry cleaning classifications										
	5.2	Describe how to determine the correct stain removal technique for the different types of dry cleaning classifications										
LO how to identify poorly constructed items, dye defects and required actions	6.1	Describe the characteristics of poorly constructed items and the relevant action required										
	6.2	Describe common dye defects and the relevant action required										
LO 7 operate the spotting table and use ancillary equipment safely and efficiently	7.1	Describe how to operate the spotting Table										
	7.2	Identify the ancillary equipment required when using the spotting table and describe how to use them safely										

		operate the spotting Table										
LO 8 operate the dry cleaning machines safely and efficiently	8.1	operate the dry cleaning machines safely and efficiently										
	8.2	Use dry cleaning machines in Cycles										
	8.3	Outline the dry cleaning machines features and their purpose										

2 Know how to handle items presented for dry cleaning

2.1 Receive and inspect items

- reception process (identify item, check for damage, check pocket, type and level of staining)

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.
- time-lines, eg same day, several days, weekly

3 Know how to determine, handle and use the solvents/detergents within the dry cleaning process

3.1 Determine the correct solvent/detergent

- difference between solvent and detergent
- solvents and detergents to use with different care labels, soil types, soil level, temperature, fabric content, colour

3.2 Handle and store solvents/detergents safely

- COSHH
- Solvent Emissions Directive
- PPE
- Manufacture's instructions
- organisations policy and procedure

3.3 Functions of solvents and detergents

- solubilise fat
- carry water
- solubilise water-based staining
- reduce risk of damage to fibre and fabric construction

3.4 Properties of solvents/detergents

- difference between solvents and detergents
- Kauri Butanol (KB) value
- boiling point

- flammability
- flash point
- viscosity
- surface tension

3.5 Solvent appropriate to given care label

- matching appropriate solvent to care label
- care labels (do not dry clean, solvent to use)

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 05: WASHING PROCESSES WITHIN THE TEXTILE CARE SERVICE

Unit reference number: HTTGP005L2

NSQ level: 2

Credit value: 4

Guided learning hours: 40

Unit Purpose:

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

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 05:

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Know how to successfully clean materials, fibres and fabrics	1.1	Describe the characteristics and properties of materials, fibres and fabrics								
	1.2	Describe the factors that affect successful cleaning of materials, fibres and fabric								
	1.3									
	1.4									
	1.5									
LO2 Identify how to handle soiled items and determine the cleaning process										
	2.1	Describe how to receive soiled items								
	2.2	Describe how to sort and classify soiled items								
	2.3	Describe how to assess items and determine the appropriate cleaning process								
LO3										

- 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)

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 06: PROVIDE CUSTOMER CARE IN THE TEXTILE CARE SERVICE

Unit reference number: HTTSLOO1L2

NSQ level: 2

Credit value: 2

Guided learning hours: 20

Unit Purpose:

The purpose of this unit gives learners knowledge 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. 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 06: Customer care in the textile care service

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Know what excellent customer service is in the textile care industry	1.1	Describe the differences between excellent and unsatisfactory customer service								
	1.2	Describe the effects of excellent and unsatisfactory customer service on the textile care service								
	1.3	Describe the effects of excellent and unsatisfactory customer service on the customer								
LO2 maintain and increase customer loyalty										
	2.1	Describe the customer care methods used by textile care services to maintain and increase customer loyalty								
	2.2	Apply customer care methods to maintain and increase customer loyalty								
	2.3	Maintain and increase customer loyalty								
LO 3										

identify and confirm customer requirements	3.1	Apply methods of questioning and listening techniques for identifying customer requirements									
	3.2	Describe methods of confirming and recording customer requirements									
LO4 promote products and services used within the textile care service											
	4.1	Describe textile product in organisations' products and services									
	4.2	Support carry out current promotions and benefits offered by own textile care company									
	4.3	Provide care organisations' products and services									
LO 5 Support handle customer complaints and problems	5.1	Handle complaints and problems to the satisfaction of the customer and the organisation									
	5.2	mention key stages in resolving complaints to the satisfaction of the customer and the organisation									
	5.3	apply key stages in resolving complaints to the satisfaction of the customer and the organisation									

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 07: FINISHING PROCESSES WITHIN THE TEXTILE CARE SERVICE

Unit reference number: HTTSLOO2L2

NSQ level: 2

Credit value: 4

Guided learning hours: 40

Unit Purpose:

This unit gives learners knowledge and awareness 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. 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 07: Finishing processes within the textile care service

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Identify the finishing processes required for different textile classifications	1.1	Describe the finishing processes required for different textile classifications								
		matching finishing process to textile classifications								
		processes (tumble dry, calender/iron, fold, press, tunnel finish, roll, form finish)								
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	Take action to correct faults (Under Supervision)								
	2.3	Recognise textile faults and know the action required following identification of a fault								
LO3 operate and maintain finishing machines safely										
	3.1	operate finishing machines safely and efficiently (under supervision)								

and efficiently	3.2	rectify common machinery faults and the actions required (under supervision)									
	3.3	maintain finishing machines safely and efficiently (under supervision)									

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

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 08: SUPPORT REPAIR, ALTERATION AND MAINTENANCE OF TEXTILES WITHIN THE TEXTILE CARE SERVICE

Unit reference number: HTTSLOO3L2

NSQ level: 2

Credit value: 3

Guided learning hours: 30

Unit Purpose:

This unit gives learners knowledge, skills and competence related to textile alteration and repair within the textiles care service. This will include: textiles alteration, repair and maintenance techniques. alterations and repair to quality standards. machine operation and maintenance.

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 08: SUPPORT Repair, alteration and maintenance of textiles within the textile care service

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Know the basic sewing techniques required to alter and repair textiles	1.1	Describe the difference between an alteration and a repair								
	1.2	Describe the basic sewing techniques required to alter and repair textiles								
	1.3	Explain how to alter and repair textiles								
LO2 repair and alteration procedures										
	2.1	Inspect and determine a repair procedure								
	2.2	apply the appropriate repair procedure								
	2.3	determine an alteration procedure								
LO3 use supplementary equipment for specific sewing	2.4	apply the appropriate alteration procedure								
	3.1	Identify supplementary equipment which may be used for specific sewing operations								

UNIT 09: STOCK CONTROL, RECEIPT AND STORAGE SYSTEMS WITHIN THE TEXTILE CARE SERVICE

Unit reference number: HTTSLOO4L2

NSQ level: 2

Credit value: 2

Guided learning hours: 20

Unit Purpose:

This unit gives learners knowledge and skills related to stock control, receipt and storage in a textile care service system. This will include: stock control and maintenance, receiving, handling and storing stock, recording stock

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 09:

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Understand the purpose of stock control in the textile care service	1.1	Describe the purpose of stock control								
	1.2	Define the importance of maintaining stock levels								
	1.3	Describe the possible consequences of not carrying the right levels of stock								
	1.4									
	1.5									
LO2 Handle documentation for stock control in the textile care service										
	2.1	Describe the documentation required for stock control in the organisation								
	2.2 2.3	Handle documentation for stock control in the textile care service Describe the possible consequences of lack of or inaccurate documentation relating to stock control								
LO3 Received goods by a textile care service organisation										
	3.1	Describe how stock is received by a textile care service organisation								
	3.2	Describe the importance of receiving stock when it is due to arrive								

	3.3	Receive stock of textile for care service										
LO4 Report and recording quantity and quality variations												
	4.1	Describe the procedure for reporting and recording quantity and quality variations										
	4.2	Report and record quantity and quality variations										
	4.3	Record quantity and quality variations										
LO 5 Handle and store stock	5.1	Describe how stock should be stored to prevent damage or loss										
	5.2	Describe stock-handling techniques which prevent damage and loss										
	5.3	Handle stock										
	5.4	store stock										

2 Know the documentation for stock control in the textile care service

2.1 Stock control documentation

- despatch notes
- receipt book
- stock-take sheet

2.1 Stock control documentation

- delivery and despatch documentation, eg despatch notes, delivery notes, receipt book, stock-take sheet, labels, recording discrepancies
- quality and quantity of stock, eg recording goods refusal, faults, stock levels, progress of goods, pre-delivery advice

2.2 Consequences of inaccurate or lack of stock control documentation

- managing stock levels
- risk of over stock
- risk of under stock
- cost implications
- no audit trail
- inaccurate invoicing
- cannot plan stock arrival and storage
- insufficient storage space

3 Know how goods are received by a textile care service organisation

3.1 How stock is received

- company goods inwards procedure

3.2 Importance of knowing what stock is expected and when it is due to arrive

- sufficient storage space
- continuity of production
- staffing level
- handling equipment required
- special arrangements required, eg qualified folk lift driver, safety considerations for storing hazardous chemicals

3.3 Checking quality and quantity of stock

- checking methods, eg inspection of items, counting, visual checks, scanning, matching to documentation

- reasons for checks (identify damage, breakages, incorrect items, incorrect number of items, stock levels, eg use by dates, availability)

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 10: COLLECT SOILED ITEMS AND DELIVER LAUNDERED AND CLEANED ITEMS TO CUSTOMERS

Unit reference number: HTTSLOO5L2

NSQ level: 2

Credit value: 2

Guided learning hours: 20

Unit Purpose:

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

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 10: Collect soiled items and deliver laundered and cleaned items to customers

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO 1 Know how to Collect soiled items and deliver laundered and cleaned items to customers										
	1.1	Explain how to load the vehicle with clean items								
	1.2	handle the carefully								
	1.4	State how to deliver them to the agreed delivery point on the customer's premises								
	1.3	State how to obtain the customer's acceptance of the delivery collect soiled items from customers keep clean and dirty loads separate on the delivery vehicle								
	1.6	Mention how to handle and bag soiled items in ways that protect you from any hazards								

5. relevant responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health)
6. manufacturer's instructions
7. customer site regulations
8. relevant sections of the Road Traffic Act as and where appropriate
9. NSQ of Professional Competence

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 11: CLASSIFY ITEMS AND MAKE UP LOADS FOR CLEANING

Unit reference number: HTTSLOO6L2

NSQ level: 2

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 sorting items according to the appropriate classifications; Making up loads of the correct weight; Assist labeling them clearly; Prioritizing loads and storing them carefully

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 11: Classify items and make up loads for cleaning

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1 Classify items and make up loads for cleaning	1.1	prepare items for classification									
	1.2	assist classify items of									
	1.3	loads Assist make up loads									
LO 2 Know how to handle items and make up loads for cleaning	2.1	Explain how to handling items carefully									
	2.2	State how to redirect items unsuitable for the cleaning process deal with foreign objects									
	2.3	Explain make up, label and store loads									
	2.4	Explain how to deal with foul and infected items identify items requiring stain removal									

	2.5	Describe how to comply with written instructions, company policies and procedures										
LO 3 Handle items and make up loads for cleaning	3.1	redirecting items unsuitable for the cleaning process deal with foreign objects										
	3.2	make up, label and store loads										
	3.3	deal with foul and infected items identify items requiring stain removal										

1. **Regulations, rules and guidelines**

2. the organisation's rules, codes, guidelines and standards
3. equipment operating procedures
4. relevant responsibilities under the Health and Safety at Work Act and COSHH (Control of Substances Hazardous to Health)
5. manufacturers' instructions
6. HSG (Health Service Guidance)
7. HACCP (Hazard Analysis and Critical Control Points)

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 12: REMOVE STAINS BY DRY-CLEANING

Unit reference number: HTTSLOO7L2

NSQ level: 2

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; Look after garments and detecting stains; Applying chemicals; Applying stain removal procedures; Identifying stains

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 12:

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			
LO2 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												
		identify and spot wet side and dry side staining												
	2.4	identify protein, albumin and tannin staining												

UNIT 13: TUMBLE-DRY ITEMS

Unit reference number: HTTSLO08L2

NSQ level: 2

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 Preparing machinery and items for tumble-drying, Organizing the work required for tumble-drying, Controlling the tumble-drying process

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 13:

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1 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	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									
	1.10	carry out the work as instructed									
LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref			

							Page number			
LO 2 tumble drying operations	1.1	get machinery and equipment ready for use								
	1.2	carry out routine maintenance								
	1.3	check loads are ready for tumble-drying								
	1.4	select the programme and operate the machine								
	1.5	load and unload items								
LO 3 Support deal with unsatisfactory items		identify and deal with unsatisfactory items								
		identify and deal with faults and hazards								
		pass items to the next process								
		communicate with colleagues on what they must do and check that they have understood their brief								

Regulations, rules and guidelines

1. the organisation's rules, codes, guidelines and standards
2. equipment operating procedures
3. machine and equipment capabilities
4. relevant responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health)
5. manufacturer's instructions

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 14: PROCESS CABINET ROLLER TOWELS IN ONE STAGE

Unit reference number: HTTSLO09L2

NSQ level: 2

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 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. 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 14:

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
LO1 Support carry out cabinet roller towel operation	1.1	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	check that colleagues understand what work they must do	

[illegible]

UNIT 15: SUPPORT GARMENT AND ITEM FINISH USING THE IRONING TABLE/FREE STEAM PRESS AFTER DRY-CLEANING

Unit reference number: HTTSLO10L2

NSQ level: 2

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 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. 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 15:

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1 carry out garment finish	1.1	bring out equipment in safe and ready to use									
	1.2	press garments to the companies specification									
	1.3	check items for satisfactory pressing as per company procedures									
	1.4	deal with any garment that are not satisfactory according to company requirements									
		select thermostat settings									
LO 2 item finish											
	2.1	Identify laundry and dry cleaning items									
	2.2	set up and close down the work station equipment for garment pressing and finishing									

UNIT 16: PRESS AND FINISH GARMENTS FOLLOWING LAUNDRY

Unit reference number: HTTSLO11L2

NSQ level: 2

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. 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 16: Support Press and finish garments following laundry

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1 Demonstrate knowledge of how to press and finish garment following laundry	1.1	Describe how to make sure that equipment is safe and ready to use									
	1.2	Mention how to select thermostat settings									
	1.3	Describe how to press garments to the finishing specification									
	1.4	Mention how to select garments to ensure that they are pressed to company standards, i.e. stains, repairs, creasing, shrinkage etc.									
	1.5	State how to select unsatisfactorily pressed garments									
	2.6	Explain how to select items that are not satisfactory and direct them to the appropriate locations									
LO 2	2.1	make sure that									

4. relevant responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health)
5. manufacturer's instructions

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 17: FORM-FINISH AND GARMENTS USING STEAM AND/OR AIR

Unit reference number: HTTSLO12L2

NSQ level: 2

Credit value: 1

Guided learning hours: 10

Unit Purpose:

This unit gives learners knowledge and skills to form and finish garments

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 17:

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
LO1 Carry out 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	inspect 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 18: CHECK AND PACK FINISHED GOODS WITHIN THE TEXTILE CARE SERVICE

Unit reference number: HTTSLO13 L2

NSQ level: 2

Credit value: 2

Guided learning hours: 20

Unit Purpose:

This unit gives learners knowledge and skills of inspection and packing processes within textile care services, covering cleanliness, presentation and packaging of finished items. This will include inspecting and packing quality standards and processes; identifying and dealing with textiles and packaging faults; item documentation.

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 18:

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Understand inspect and pack quality standards	1.1	Explain how to observe the organisation's quality standard for the inspection and packaging of textile items								
	1.2	Explain inspect processes, eg sampling, visual, odour, touch for dampness								
	1.3	Mention packing processes, eg automatic, packing notes, delivery notes, cage and bag methods, cover techniques, dispatch points and storing for dispatch								
	1.3									
LO2 pack processes required within textile care services										
	2.1	check and pack processes required within the textile care service								
	2.2	inspect processes, eg sampling, visual, odour, touch for dampness								
	2.3	packing processes, eg automatic, packing notes, delivery notes, cage and bag methods, cover techniques, dispatch points and storing for dispatch								

LO3 check and rectify textile faults, incorrect packaging identification and action required												
	3.1	check for common textile faults and incorrect packaging										
	3.2	take action for common textile faults and incorrect packaging										
	3.3	check for faulty textiles and incorrect packaging that may affect the customer										
	3.4	look out for faulty textiles and incorrect packaging on the reputation of the organisation										
LO4 documentation and Packing of garment and items												
	4.1	apply the documentation required within the inspect and pack process										
	4.2	observe the function of the documentation										
	4.3	observe the possible consequences of applying incorrect documentation										

2 Know the inspect and pack processes required within textile care services

2.1 Inspection and packing processes

- inspect processes, eg sampling, visual, odour, touch for dampness
- packing processes, eg automatic, packing notes, delivery notes, cage and bag methods, cover techniques, dispatch points and storing for dispatch

3 Know how to identify textile faults, incorrect packaging and the action required

3.1 Common faults

- textile faults (seam pucker, residual staining, impression marks, glazing, creases, misfolded, tears, holes, stains)
- incorrect packaging (presentation, incorrect labelling, incorrect quantities, creasing, overloading trolleys and bags, packing when not dry, still stained, wrong packaging, wrong item)

3.2 Required action for common textile faults and incorrect packaging

- identify fault or incorrect packaging
- report to appropriate person
- act within limits of own job role/authority

3.3 How faulty textiles and incorrect packaging affect customers

- loss of customer reputation
- increased costs
- time delays caused by process of returning faulty textiles or badly packaged items
- customer unable to fulfil their obligations to their customers

3.4 Consequences of faulty textiles and incorrect packaging on an organisation's reputation

- loss of business, eg loss of existing customers and potential customers
- loss of resources, eg new packaging required, staff time for repackaging
- litigation for contract default

4 Know the documentation required within the inspect and pack process

4.1 Documentation required

- inspect and pack documentation, eg packing note, delivery note, fault labels, identification labels, specific customer requirements

4.2 Function of documentation

- confirm order completion
- confirm packing specifications
- audit trail
- record any identified errors
- record customer requirements

4.3 Consequences of applying incorrect documentation

- items not delivered
- wrong items delivered
- items delivered to wrong customer
- items not delivered at right time
- incorrect packaging

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 19: QUALITY STANDARDS WITHIN THE TEXTILE CARE SERVICE

Unit reference number: HTTSL014L2

NSQ level: 2

Credit value: 2

Guided learning hours: 20

Unit Purpose:

This unit gives learners knowledge, understanding and skills of the quality standards associated with the textiles service industry, including required quality standards, identifying and dealing with sub-standard items, the process involved in achieving the finished products to the required standard. Within this unit, the term 'customer' refers to an organisation's direct customer, for example hotel, hospital, restaurant, individual client/member of the public.

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 19:

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
LO1 Demonstrate understand the principles of quality standards within the textile care service industry	1.1 explain quality standards within the textile care service industry		
	1.2 State the aims (customers loyalty, customer satisfaction, consistency of service)		
	1.3 Explain the principles (methods used to monitor quality, eg national standards, company policy, international standards)		
	1.4 Mention information contained in a quality standard		

UNIT 20: MAINTAIN RESOURCE CONSERVATION WITHIN THE TEXTILE CARE SERVICE

Unit reference number: HTTSLO15L2

NSQ level: 2

Credit value: 1

Guided learning hours: 10

Unit Purpose:

This unit gives learners knowledge and skills related to the resources required to complete textile care processes, encouraging effective use of resources and raising awareness of the impact of badly-managed resources on the organisation and the environment. This will include identification and control of resources, methods of reducing resource usage, the impact and cost of badly-managed resources, environmental policies and procedures

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 20:

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Know the resources required to complete the textile care process	1.1	Describe the resources needed to complete the textile care process								
	1.2	Describe the purpose of the resources needed for the textile care process								
	1.3	Describe the quality standard and condition of the resources required to complete the textile care process								
LO2 use resources efficiently and the possible consequences of badly-managed resources										
	2.1	how to use resources Efficiently								
	2.2	Describe the factors that impact on the efficient use of resources								
	2.3	Describe the possible consequences of not using resources efficiently on the environment and the textile care process costs								

LO3 Monitor and record resources													
	3.1	identify resources for Monitoring and recording											
	3.2	Carry out basic resources monitoring											
	3.3	Carry out basic resources recording											
LO4 Observe environmental and other policies relevant to the textile care service													
	4.1	Observe organisation's environmental and other relevant policies											
	4.2	Apply environmental policy and other policies, eg Environmental Management Standard (ISO14001), internal environmental and recycling policies, safe handling and disposal of laundry policies (NHS), policies on solvent emissions, CO2 emissions											
	4.3	Apply internal environmental and recycling policies, safe handling and disposal of laundry policies (NHS), policies on solvent emissions, CO2 emissions											

2 Know how to use resources efficiently and the possible consequences of badly-managed resources

2.1 Use resources efficiently

- how to use resources efficiently, eg following company policy, following manufacturers instructions

2.2 Factors that impact on the efficient use of resources

- optimised loading (underloading, overloading)
- temperatures (too high, too low)
- waste (reduce, recycle, reuse)
- correct dose level for additive or detergent dose level (overdosing, underdosing) spillage
- efficient machine shut down (cost of full restart in comparison to leaving machine on)
- workflow sequence (efficient changes of temperature, process planning, start-up and shut-down, staff shifts, shift changes)

2.3 Consequences of not using resources efficiently

- consequences on the environment (carbon footprint, CO2 emissions, pollution)
- consequences on textile care process costs (loss of productivity, wastage, higher overheads)

3 Know how resources are monitored and recorded

3.1 How resources are monitored and recorded

- monitoring, eg metering, sampling for water costs, biological oxygen demand, pH, water flow
- records (written, technological monitoring)

3.2 Why resources are monitored and recorded

- stock and resource control, eg to help identify and prevent losses
- manage cost, eg to allow realistic costings and pricing systems
- manage environmental impact, eg carbon footprint, wastage, pollution control

4 Know about environmental and other policies relevant to the textile care service

4.1 Organisation's environmental and other relevant policies

environmental policy and other policies, eg Environmental Management Standard (ISO14001), internal environmental and recycling policies, safe handling and disposal of laundry policies (NHS), policies on solvent emissions, CO2 em

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date: