



Federal Ministry of Education



Regulatory Body



Sector Skills Council

## NIGERIA SKILLS QUALIFICATION FRAMEWORK

### NATIONAL OCCUPATIONAL STANDARDS FOR HOSPITALITY TRAVEL AND TOURISM SECTOR

#### LAUNDRY AND DRY-CLEANING OPERATIONS TRADE

#### SUPERVISOR LAUNDRY AND DRY CLEANING

#### LEVEL 4

#### SUPERVISORY CADRE

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
3.	Chief Abiodun Odusanwo	Operator/Employer (Chairman BoD HT Sector Skills Council of Nigeria	Institute of Tourism Professionals of Nigeria (ITPN	Member
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5.	Katto Ola Emmanuel	Operator/Employer	Mastermind Catering and Culinary Institute, Abuja FCT	Member
6.	Amos Opoola	Operator/Employer	Hospitality & Tourism Management Association of Nigeria (HATMAN)	Member
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8.	Aturu Samson	Operator/Employer	Hospitality & Tourism Management Association of Nigeria (HATMAN)	Member
9.	Chef Fatima Haruna	Operator/Employer	Chef Fatima Culinary Academy	Member
10.	Libabatu Timohy Avong	Operator/Employer	Event Worth, Abuja	Member
11.	Abinbola Ogunlusi	Operator/Employer	QMDCI Hospitality	Member
12.	Florence Oyelade Adedayo-Tayo	Operator/Employer	QMDCI Hospitality	Member
13.	Babayomi Omojola	Operator/Employer	Institute of Tourism Professionals of Nigeria (ITPN)	Member
14.	Ibrahim Baba	Trainer	National Institute for Hospitality & Tourism, Abuja FCT	Member
15.	Foluke Okoroma	Trainer	National Institute for Hospitality & Tourism, (NIHOTOUR) Abuja FCT	Member

16.	Asufi Stella	Trainer	National Institute for Hospitality & Tourism (NIHOTOUR) Abuja FCT	Member
17.	Kazeem Kayode	Trainer	National Institute for Hospitality & Tourism, (NIHOTOUR) Abuja FCT	Member
18.	Tina Ejiofor Ogonna	Trainer	National Institute for Hospitality & Tourism, (NIHOTOUR) Abuja FCT	Member
19.	Muhammad Bilyaminu Musa	NSQF Regulatory Agency personnel	National Board for Technical Education (NBTE)	Observer
20.	Maryam Yusha'u Abubakar	NSQF Regulatory Agency personnel	National Board for Technical Education (NBTE)	Observer
21.	Elijah Dabak Sheleph	Trainer	NIHOTOUR/ HT Sector Skills Council Secretariat	Member
22.	Philip Egga Maga	Council Under-Secretary	NIHOTOUR/ HT Sector Skills Council Secretariat	Member/Secretary

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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 Witten 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 DRY CLEANING OPERATIONS**  
**CADRE: SUPERVISORY**  
**CAREER PATH: SUPERVISOR LAUNDRY AND DRYCLEANING**  
**NSQ LEVEL: 4**

**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	HTTGP001L4	3	30

2.	Team Work at laundry and dry-cleaning workplace	HTTGP002L4	2	20
3.	Communication at work environment	HTTGP003L4	1	10
<b>OPTIONAL UNIT</b>				
4	Analyse dry clean processes within the textile care service	HTTLV001L4	4	40
5	Analyse washing processes within the textile care service	HTTLV002L4	4	40
6	Managing customer care in the laundry system	HTTLV003L4	3	30
7	Managing the finishing process within the textile care service	HTTLV004L4	4	40
8	Supervised repair, alteration, and maintenance of textiles within the textile care service	HTTLV005L4	4	40
9	Manage stock control, receipt, and storage systems within the textile care service	HTTLV006L4	4	40
10	Plan collection of soiled items and deliver laundered and cleaned items to customers	HTTLV007L4	5	50
11	Categorise items and make up loads for cleaning	HTTLV008L4	5	50
12	Formulate removal of stains by dry-cleaning	HTTLV009L4	5	50
13	Design tumble-dry items	HTTLV010L4	4	40
14	Execute cabinet roller towels in one stage	HTTLV011L4	2	20
15	Supervise garment and item finish using the ironing table/free steam press after dry-cleaning	HTTLV012L4	3	30
16	Supervision of press and finish garments following laundry	HTTLV013L4	5	50
17	Manage form-finish and garments using steam and/or air	HTTLV014L4	4	40
18	Execute check and pack finished goods within the	HTTLV015L4	3	30



	textile care service			
19	Managing quality standards within the textile care service	HTTLV016L4	4	40
20	Plan resource conservation within the textile care service	HTTLV017 L4	4	40

**\*Abbreviations:**

HTT= Hospitality Travel and Tourism Sector

GP= General Practice

LV= Laundry/ Dry Cleaner Attendant/ Valet

L4= Level 4

**UNIT 01: OCCUPATIONAL HEALTH AND SAFETY**

Unit reference number: HTTGP001L 4

NSQ level: 4

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)

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								



		service											

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

## UNIT 02: TEAMWORK

**Unit reference number:** HTTGP002L 4

**NSQ level:** 4

**Credit value:** 2

**Guided learning hours:** 20

### Unit Purpose:

This unit deals with fulfilling one's 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)

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 one's own work								
	1.2	Adhere to instructions accurately								
	1.3	Plan and organize one's tasks in order of								

[illegible]

LO (Learning outcome) Criteria:-			Evidence Type					Evidence Ref Page number			
LO 4 Knowledge of Work Management	4.1	Explain 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									

[illegible]

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

### UNIT 03: COMMUNICATION IN WORK ENVIRONMENT

Unit reference number: HTTGP003L 4

NSQ level: 4

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.

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#### 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)

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



#### UNIT 04: ANALYSE DRY CLEANING PROCESSES WITHIN THE TEXTILE CARE SERVICE

Unit reference number: HTTLV001L 4

NSQ level: 4

Credit value: 4

Guided learning hours: 40

##### Unit Purpose:

This unit gives learners knowledge and support skills related to the ability as supervisors to analyse 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 Analyse how to successfully clean materials, fibres and fabrics	1.1	Analyse the characteristics and properties of materials, fibres and fabrics								
	1.2	Analyse the factors that affect successful cleaning of materials, fibres and fabrics								



LO2 Analyse how to handle items presented for dry cleaning													
	2.1	Analyse e how to receive and inspect items presented for dry cleaning											
	2.2	Analyse how to classify and mark items presented for dry cleaning											
	2.3	Reflect why the items need to be inspected and the importance of identifying stain types and origin											
	2.4	Reflect why clear accurate marking is required											
LO3 Analyse the use of solvents/detergents within the dry cleaning process													
	3.1	Analyse the correct solvents/detergents											
	3.2	Examine the solvents/detergents safely											
	3.3	Identify the function of the solvents/detergents used in the dry cleaning process											
	3.4	Analyse the properties of the solvents/detergents in the dry cleaning process											
	3.5	formulate solvent appropriate to a given care label											
LO4 Analyse care provided for spotting textiles													
	4.1	Reflect on the meaning of care symbols											
	4.2	examine spots on textiles											
	4.3	reflect spotting labels for textiles by instructions											
LO 5 Analyse care symbols and textiles care terminology	5.1	Analyse the processes required for the different types of dry cleaning classifications											
	5.2	examine how to determine the correct stain removal technique for the different types of dry cleaning classifications											
LO 6 Analyse how to identify poorly constructed items, dye defects	6.1	Analyse the characteristics of poorly constructed items and the relevant action required											

and required actions	6.2	Examine 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									

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

## UNIT 05: ANALYSE WASHING PROCESSES WITHIN THE TEXTILE CARE SERVICE

Unit reference number: HTTLV002L4

NSQ level: 4

Credit value: 4

Guided learning hours: 40

### Unit Purpose:

This unit gives learners knowledge and skills related to the analysis of :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)

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Analyse how to successfully clean materials, fibres and fabrics	1.1	examine the characteristics and properties of materials, fibres and fabrics								
	1.2	analyse the factors that affect successful cleaning of materials, fibres and fabric								
	1.3	explain how successful cleaning of materials, fibres and fabric								



EQA Signature (if sampled)

Date:

#### UNIT 06: MANAGING CUSTOMER CARE IN THE TEXTILE CARE SERVICE

Unit reference number: HTTLV003L4

NSQ level: 4

Credit value: 3

Guided learning hours: 30

##### Unit Purpose:

The purpose of this unit gives learners knowledge and skills related to analysing 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)

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Analyse what excellent customer service is in the textile care industry	1.1	Analyse the differences between excellent and unsatisfactory customer service								
	1.2	Examine the effects of excellent and unsatisfactory customer service on the textile care service								
	1.3	Discuss the effects of excellent and unsatisfactory customer service on								



EQA Signature (if sampled)

Date:

#### UNIT 07: MANAGING THE FINISHING PROCESSES WITHIN THE TEXTILE CARE SERVICE

Unit reference number: HTTLV004L4

NSQ level: 4

Credit value: 4

Guided learning hours: 40

##### Unit Purpose:

This unit gives learners knowledge and skills to analyse 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)

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Analyse the finishing processes required for different textile classifications	1.1	Analyse the finishing processes required for different textile classifications								
		Plan the matching finishing process to textile classifications								
		Scrutinise 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	review common textile faults and explain the required action following identification of a fault										
	2.2	Plan action to correct faults										
	2.3	Recognise textile faults and know the action required following identification of a fault										
LO3 Operate and maintain finishing machines safely and efficiently												
	3.1	operate finishing machines safely and efficiently										
	3.2	rectify common machinery faults and the actions required										
	3.3	maintain finishing machines safely and efficiently										

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



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

Unit reference number: HTTLV005L4

NSQ level: 4

Credit value: 4

Guided learning hours: 40

### Unit Purpose:

This unit gives learners knowledge, skills and competence related to analysing textile alteration and repair within the textiles care service. This will include: textiles alternation, 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)

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Supervise the basic sewing techniques required to alter and repair textiles	1.1	examine 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										

Supervise repair and alteration procedures	2.1	review the repair procedure									
	2.2	Initiate the appropriate repair procedure									
	2.3	Execute e an alteration procedure									
	2.4	Execute the appropriate alteration procedure									
LO3 Execute supplementary equipment for specific sewing operations											
	3.1	Identify supplementary equipment which may be used for specific sewing operations									
	3.2	Describe the function of the supplementary equipment									
	3.3	Support use supplementary equipment for specific sewing operations									
LO4 Maintain textile properties, finishes and trimmings											
	4.1	Describe how to maintain textile properties, finishes and trimmings									
		maintain textile properties, finishes									
		Support maintain textile trimmings									
LO 5 Apply quality standards of textiles maintenance, repair and alterations	5.1	Maintain quality standard of textiles maintenance, repair and alterations expected by the organisation									
	5.2	quality standard of textiles maintenance, repair and alterations expected by the organisation									
		quality standard of textiles maintenance, repair and alterations expected by the organisation									
LO 6 Operate the sewing machine safely and efficiently	6.1	operate the sewing machine safely and efficiently									
	6.2	Carry out machine maintenance processes within own responsibility									
	6.3	operate the sewing machine safely and efficiently									

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

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

Unit reference number: HTTLV006L4

NSQ level: 4

Credit value: 4

Guided learning hours: 40

##### Unit Purpose:

This unit gives learners knowledge and skills related to managing 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)

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Manage stock control in the textile care service	1.1	Describe the purpose of stock control								
	1.2	Examine the importance of maintaining stock levels								
	1.3	Describe the possible consequences of not carrying the right levels of stock								
LO2										



## UNIT 10: PLAN COLLECTION OF SOILED ITEMS AND DELIVER LAUNDERED AND CLEANED ITEMS TO CUSTOMERS

Unit reference number: HTTLV007L4

NSQ level: 4

Credit value: 5

Guided learning hours: 50

### Unit Purpose:

This unit gives learners knowledge, understanding and skills of managing 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)

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO 1 Plan to collect soiled items and deliver laundered and cleaned	1.1	Explain delivery items								
	1.2	plan to load the vehicle with clean items								
	1.3	Inspect road worthiness of vehicle								

[illegible]

	3.6	reporting any identified hazards whilst delivering and collecting									
	3.7	delivering dirty items to the designated location									
	3.8	vehicle cleanliness and pre-delivery checks									
	3..9	linen to be strapped on to protect drivers from the load weight									

<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 11: CATEGORISATION OF ITEMS AND MAKE UP LOADS FOR CLEANING

Unit reference number: HTTLV008L4

NSQ level: 4

Credit value: 5

Guided learning hours: 50

### 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 labelling them clearly; Prioritising 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)

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 loads		
	1.3	Assist make up loads		
LO 2 Visualise items and make up loads for	2.1	Explain how to handle items carefully		



cleaning	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									
<b>LO 3</b> Review 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	Investigate foul and infected items identify items requiring stain removal									

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

## UNIT 12: FORMULATE REMOVAL STAINS BY DRY-CLEANING

Unit reference number: HTTLV009L4

NSQ level: 4

Credit value: 5

Guided learning hours: 50

### 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 10:

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 <b>Demonstrate</b> removal of stains by dry-cleaning	1.1	Manage set up and close down of work stations as per company procedures								
	1.2	explain how to protect items during treatment								
	1.3	Outline the challenges of stain removal stains								
	1.4	Manage challenges of dealing with soiling and staining								
LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			

LO2  <b>Communicate handling and removal of stains by dry-cleaning</b>	2.1	Manage set up and close down work stations for stain treatment and/or removal, garment inspection and pre-spotting									
	2.2	Support and 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									
	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									
	1.8	use stain removal equipment to remove stains without damaging fabric									
	1.9	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									
LO 3 Manage 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 systematic inspection procedures to ensure all staining/soiling is located and identified									

<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 13: DESIGN TUMBLE-DRY ITEMS

Unit reference number: HTTLV010L4

NSQ level: 4

Credit value: 4

Guided learning hours: 40

**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, Organising 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)

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
LO1 Supervise Tumble-drying items	1.1 Supervise making machinery and equipment ready to use		
	1.2 Organise the laundry work area for tumble-drying items		
	1.3 Arrange removal of any items not suitable for tumble-drying		
	1.4 Execute the correct programme and operate machines		



#### UNIT 14: EXECUTE CABINET ROLLER TOWELS IN ONE STAGE

Unit reference number: HTTLVO11L4

NSQ level: 4

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 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)

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
LO1 plan cabinet roller towel operation	1.1	prepare machinery and supplies	
	1.2	plan out routine machine maintenance	
	1.3	organise the correct machine programmes	
	1.4	Plan the operation the machine according to the manufacturer's instructions	
	1.5	Execute cleaning, drying and rolling towels	
	1.6	Execute unload and separate towels	



Scrutinise and deal with unsatisfactory items	3.2	identify and deal with faults and hazards									
	3.3	Direct pass items to the next process									
	3.4	Ensure supervisors instructions are successfully carried out, ensuring you have made appropriate plans, identified any problems, obtained and acted on necessary advice for completion of the task									
	3.5	brief colleagues on what they must do and checking that they have understood their brief									

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



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

Unit reference number: HTTLVO12L4

NSQ level: 4

Credit value: 3

Guided learning hours: 30

**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)

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
LO1 Supervise garment finish	1.1	Supervise how to bring equipment in safe and ready to use	
	1.2	Supervise how to press garments to the companies specification	
	1.3	Supervise how to check items for satisfactory pressing as per company procedures	
	1.4	Supervise to deal with any garment that are not satisfactory according to	

		company requirements											
		select thermostat settings											
<b>LO 2</b> Supervise item finish stage													
	2.1	Identify laundry and dry cleaning items											
	2.2	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											
	2.4	use of the iron, vacuum and blow facility											
	2.5	use of ancillary pressing aids											
	2.6	take precautions for the protection of the fabric, garment construction, finish and trims before steaming or ironing											
	2.7	finish garments to the required organisation's standard and service level											
<b>LO 3</b> Ensure Care for sensitive fibres, knitwear, nap and long pile fabrics	3.1	correct distortions and restore shape to items											
	3.2	care of buttons, trims, accessories and zips											
	3.3	press linings											
	3.4	avoid damage to garments											
	3.5	care for sensitive fibres, knitwear, nap and long pile fabrics											

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

#### UNIT 16: SUPERVISION OF PRESS AND FINISH GARMENTS FOLLOWING LAUNDRY

Unit reference number: HTTLVO13L4

NSQ level: 4

Credit value: 5

Guided learning hours: 50

##### Unit Purpose:

This unit gives learners knowledge and skills related to press and finish garments following laundry, storage of items, and supervision of textile care service system and 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)

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
LO1 Supervise how to press and finish garment following laundry	1.1	Supervise 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	



	3.4	Manage efficiency of the vacuum as appropriately										
	3.5	press items to the required standard of finish										
	3.6	check and redirect unsuitable items										
	3.7	select thermostat settings										
	3.8	inspect, identify and deal with unsatisfactory items										
	3.9	Ensure items are passed for packing and dispatch										

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

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

Unit reference number: HTTLVO14L4

NSQ level: 4

Credit value: 4

Guided learning hours: 40

### Unit Purpose:

This unit gives learners knowledge and skills to form and finish garments in laundry care service. The learning is required to handle challenges related to the work setting in the sector with the knowledge acquired.

### 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)

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1 Manage form finishing and garments	1.1	Ensure that equipment is safe and ready to use									
	1.2	select the work required									
	1.3	Supervise placement of 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											
	1.12	take appropriate action with any faults in the process											
LO2 plan from finish and garment operations													
	2.1	Implement to ensure that machine clothing and the equipment is safe and ready for use											
	2.2	Supervise to ensure that garments are suitable for steam/air processing											
	2.3	Scrutinise garments for faults and foreign objects											
	2.4	Plan securing, straightening and clamping garments on the former											
LO 3 Plan adjustments to steam/air pressure dependent on garment/fabric requirements	3.1	Integrate necessary adjustments to steam/air pressure dependent on garment/fabric requirements											
	3.2	identify and redirect unsatisfactory garments											
	3.3	unloading and hanging garments											
	3.4	direct garments for packing and dispatch											







## UNIT 19: MANAGING QUALITY STANDARDS WITHIN THE TEXTILE CARE SERVICE

Unit reference number: HTTLV016L4

QCF level: 4

Credit value: 4

Guided learning hours: 40

### 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)

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,								





EQA Signature (if sampled)

Date:

## UNIT 20: PLAN RESOURCE CONSERVATION WITHIN THE TEXTILE CARE SERVICE

Unit reference number: HTTLVO17L4

NSQ level: 4

Credit value: 4

Guided learning hours: 40

### Unit Purpose:

This unit gives learners knowledge and skills related to the planning of 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)

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										



