

# Specification

Edexcel NVQ based  
qualifications

Edexcel Level 2 NVQ Certificate in  
Dry Cleaning Operations (QCF)

For first registration December 2011



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Authorised by Martin Stretton

Prepared by Tom Gudgeon

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## Qualification title covered by this specification

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This specification gives you the information you need to offer the Edexcel Level 2 NVQ Certificate in Dry Cleaning Operations (QCF):

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Operational start date</b>
Edexcel Level 2 NVQ Certificate in Dry Cleaning Operations (QCF)	600/3896/2	01/12/2011

This qualification has been approved within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Reference Application (LARA), where relevant.

You should use the QCF Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF unit reference number, which are listed in this specification.

The QCF qualification title and unit reference numbers will appear on learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

For further information on the funding of 14-19 qualifications offered in England, please refer to the DfE Section 96 website.

For further information on the funding of 19+ qualifications offered in England, please refer to the SFA website.

For further information on funding in Wales, visit the DAQW website.

For further information on funding in Northern Ireland, visit the DELNI and DENI website.

# Key features of the Edexcel Level 2 NVQ Certificate in Dry Cleaning Operations (QCF)

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This qualification is:

- nationally recognised
- based on the Laundry and Dry Cleaning National Occupational Standards (NOS). The NOS, assessment principles and qualification structure are owned by Skillset.

The Edexcel Level 2 NVQ Certificate in Dry Cleaning Operations (QCF) has been approved as a component of the Intermediate Apprenticeship in Fashion and Textiles Level 2 Framework (Dry Cleaning pathway).

## What is the purpose of this qualification?

This qualification provides recognition for dry cleaning operatives working in the dry cleaning environment and covers health and safety, maintaining effective working relationships and dealing with solvent emissions. Learners have the option of completing units that focus on classifying and making up loads, using the dry cleaning process through to the finishing of garments or items. The qualification has been developed specifically for the dry cleaning workforce.

## Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

## What are the benefits of this qualification to the learner and employer?

This qualification allows learners to demonstrate competence against National Occupational Standards (NOS) which are based on the needs of the laundry and dry cleaning sector as defined by Skillset, the Sector Skills Council. As such it contributes to the development of skilled labour in the sector. This qualification contributes towards the competence element of an intermediate apprenticeship.

**What is the potential job role for those working towards this qualification?**

- Dry cleaning operative

**What progression opportunities are available to learners who achieve this qualification?**

This qualification makes up part of the Intermediate Apprenticeship in Fashion and Textiles Level 2 Framework (Dry Cleaning pathway).

Learners can progress to a range of laundry, dry cleaning and textile sector qualifications and to employment in skilled trade and dry cleaning occupations.

Further information is available in *Annexe A*.

# What is the qualification structure of the Edexcel Level 2 NVQ Certificate in Dry Cleaning Operations (QCF)

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To achieve the Edexcel Level 2 NVQ Certificate in Dry Cleaning Operations (QCF) learners must achieve a minimum of 24 credits. They must complete 14 mandatory credits from the Mandatory unit group and a minimum of 10 credits from the Option unit group. Knowledge and competence units must be taken in combination i.e. if unit H/600/8847 is chosen, unit K/600/8848 must also be completed, and vice versa.

Individual units can be found in the *Units* section.

## Mandatory unit group

Learners must achieve all six units from this group.

Unit No.	Unit reference number	Unit title	Level	Credit value
1	F/600/8841	Health, Safety and Security at Work in the Laundry and Dry Cleaning Industry	2	2
2	J/600/8842	Know and Understand Health, Safety and Security at Work in the Laundry and Dry Cleaning Industry	2	3
3	R/600/8911	Dealing with Solvent Emissions in Dry Cleaning	2	3
4	Y/600/8912	How to Deal with Solvent Emissions in Dry Cleaning	2	3
5	T/600/8917	Maintaining Effective Working Relationships at Work	2	1
6	A/600/8918	How to Maintain Effective Working Relationships at Work	2	2



## Option unit group

Learners must achieve a minimum of four units from this group. Knowledge and competence units must be taken in combination i.e. if unit H/600/8847 is chosen, unit K/600/8848 must also be completed, and vice versa.

<b>Unit No.</b>	<b>Unit reference number</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit value</b>
7	H/600/8847	Classify Items and Make up Loads for Cleaning	2	3
8	K/600/8848	How to Classify Items and Make up Loads for Cleaning	2	2
9	A/600/8871	Remove Stains by Dry Cleaning	2	3
10	F/600/8872	How to Remove Stains by Dry Cleaning	2	3
11	J/600/8873	Clean Items by Dry Cleaning process	2	2
12	L/600/8874	How to Clean Items by Dry Cleaning process	2	3
13	R/600/8875	Garment and Item Finish Using the Ironing Table/Free Stream Press after Dry Cleaning	2	2
14	Y/600/8876	How to Garment and Item Finish Using the Ironing Table/Free Stream Press after Dry Cleaning	2	3

## How is the qualification graded and assessed?

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The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualification is designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

### Assessment strategy

The assessment strategy for this qualification has been included in *Annexe D*. It has been developed by Skillset in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

### **Types of evidence (to be read in conjunction with the assessment strategy in Annexe D)**

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website [www.edexcel.com](http://www.edexcel.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

## Approval agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

## What resources are required?

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Each qualification is designed to support learners working in the laundry and dry cleaning sector. Physical resources need to support the delivery of the qualification and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment strategy*.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					The unit title is approved on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
<b>Unit reference number:</b>					This is the unit owner's reference number for the specified unit.
<b>QCF level:</b>					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	



# Units





**Unit 1:** **Health, Safety and Security at Work in the Laundry and Dry Cleaning Industry**

**Unit reference number:** F/600/8841

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 10

**Unit summary**

This unit is for those who take responsibility for their own health, safety and security in the workplace, and monitor the workplace for hazards.

**Assessment requirements/evidence requirements**

This unit should be assessed in a work environment and is subject to the requirements set out in the assessment strategy for the sector in which it is being assessed.

The assumed prerequisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment. This unit should not be taken before *Unit 2: Know and Understand Health, Safety and Security at Work in the Laundry and Dry Cleaning Industry*.

Rules and regulations which should be followed in the working environment include:

- a organisation's rules, codes, guidelines and standards relating to health, safety and security
- b equipment operating procedures
- c handling and lifting techniques
- d correct use and maintenance of any protective clothing and/or equipment
- e responsibilities under the Health and Safety at Work Act and Control of Substances Hazardous to Health (COSHH) Regulations
- f Health Service Guidance (95) 18
- g hazard analysis and critical control points
- h environmental requirements
- i manufacturer's instructions.

Procedures to be followed in the event of ONE of the following types of emergency:

- a fire
- b contamination (e.g. from leaks, spillages, gas emissions)
- c accident and injuries to personnel
- d explosions (e.g. gas).

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to contribute to the safety and security of the workplace and its contents	<p>1.1 locate alarms, emergency exits, escape routes, emergency equipment and assembly points</p> <p>1.2 store materials and equipment safely</p> <p>1.3 make arrangements to maintain security to cover personnel, public and premises</p>			
2 Be able to monitor the workplace for hazards	<p>2.1 recognise potential hazards and rectify where possible</p> <p>2.2 handle waste and debris and move them to a safe location</p> <p>2.3 identify malfunctions in machinery and equipment, correcting if possible, and report them</p> <p>2.4 note service malfunctions and chemical leaks and report them</p>			
3 Be able to take action in the event of fire, emergencies or accidents	<p>3.1 follow emergency procedures correctly and safely for the various kinds of incident which may occur</p> <p>3.2 use the appropriate emergency equipment correctly and safely</p> <p>3.3 use the appropriate protective clothing</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to raise the alarm and follow correct procedures for shut down and evacuation	4.1 raise the alarm and if necessary direct personnel to the nearest assembly point 4.2 locate and follow correct procedures for shut down and evacuation			
5 Be able to keep accurate records, complete forms, reports and other documentation	5.1 keep up to date accurate records 5.2 complete forms, reports and other documentation as required in line with the organisation's rules, guidelines and standards			
6 Be able to communicate effectively with colleagues and customers	6.1 communicate effectively with colleagues, and customers using the most appropriate form of communication			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## **Unit 2: Know and Understand Health, Safety and Security at Work in the Laundry and Dry Cleaning Industry**

**Unit reference number:** J/600/8842

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 18

### **Unit summary**

This unit is for those who take responsibility for their own health, safety and security in the workplace, and monitor the workplace for hazards.

### **Assessment requirements/evidence requirements**

This unit is subject to the requirements set out in the assessment strategy for the sector in which it is being assessed.

The assumed prerequisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

Knowledge will also be required of the following regulations, rules and guidelines:

- a organisation's rules, codes, guidelines and standards relating to health, safety and security
- b equipment operating procedures
- c handling and lifting techniques
- d correct use and maintenance of any protective clothing and/or equipment
- e responsibilities under the Health and Safety at Work Act and Control of Substances Hazardous to Health (COSHH) Regulations
- f Health Service Guidance (95) 18
- g hazard analysis and critical control points
- h environmental requirements
- i manufacturer's instructions.

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to contribute to the safety and security of the workplace and its contents	<p>1.1 identify the location of alarms, emergency exits, escape routes, emergency equipment and assembly points</p> <p>1.2 explain how to store materials and equipment safely</p>			
2 Know how to monitor the workplace for hazards	<p>2.1 describe what hazardous substances are used in the workplace and methods of making them safe or reducing their danger in the event of an accident</p> <p>2.2 explain how to handle and store hazardous substances</p>			
3 Know how to take action in the event of fire, emergencies or accidents	<p>3.1 describe the procedures to be followed in the event of ONE of the following types of emergency:</p> <ul style="list-style-type: none"> <li>a fire</li> <li>b contamination (e.g. from leaks, spillages, gas emissions)</li> <li>c accident and injuries to personnel</li> <li>d explosions (e.g. gas)</li> </ul> <p>3.2 identify the nominated first aiders</p> <p>3.3 describe what the most likely accidents and emergencies are in the workplace and how to deal with them</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to raise the alarm	4.1 describe what the alarm sounds like 4.2 explain how the alarms are activated 4.3 explain arrangements to maintain security to cover personnel, public and premises			
5 Know how to use emergency equipment correctly and safely	5.1 describe how to correctly use the various types of PPE and emergency equipment available in the premises			
6 Know how to follow correct procedures for shut down and evacuation	6.1 describe how to locate and follow correct procedures for shut down and evacuation			
7 Know how to keep accurate records, complete forms, reports and other documentation	7.1 describe what types of records are kept and the importance of completing them accurately 7.2 explain which forms and documentation are commonly used and how to complete them			
8 Be able to communicate effectively with colleagues and customers	8.1 describe the forms of communication e.g. written, oral, electronic etc and give examples of the various forms of communication			



Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_



## **Unit 3: Dealing with Solvent Emissions in Dry Cleaning**

**Unit reference number:** R/600/8911

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 10

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### **Unit summary**

This unit is for those who operate dry-cleaning machinery.

### **Assessment requirements/evidence requirements**

This unit should be assessed in a work environment and is subject to the requirements set out in the assessment strategy for the sector in which it is being assessed.

The assumed prerequisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken before *Unit 4: How to Deal with Solvent Emissions in Dry Cleaning*.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to make machine and equipment ready for use	<p>1.1 prepare and check that machine is safe and ready to use</p> <p>1.2 carry out machine maintenance and keep records of daily and weekly routine maintenance, checks for solvent leaks and repair work undertaken</p>			
2 Be able to safely store, use and control the use of solvents	<p>2.1 account for any additional solvents in the overall solvent balance for the installation</p> <p>2.2 store chemicals safely</p> <p>2.3 control solvent use and keep weekly and annual records of work processed and solvent used</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to correctly and safely operate the dry cleaning machine	3.1 start up, carry out and shut down operation safely, as per company procedures 3.2 weigh the load before loading the machine 3.3 ensure that the machine is not overloaded and use the correct programme on the machine 3.4 ensure that the door seal has not been damaged during loading 3.5 ensure that the door is not re-opened until the cycle has finished 3.6 check for problems when solvent odour is present during unloading 3.7 check that water is clear and disposed of carefully 3.8 remove residues safely which collect in the still of the dry-cleaning machine as per company procedures			
4 Be able to check for any problems which may arise	4.1 identify any problems/faults which may arise in carrying out the work 4.2 follow the appropriate procedures to report and rectify any problems which may arise			
5 Be able to take appropriate action regarding incidents likely to cause an immediate danger to health	5.1 inform supervisor and take appropriate action regarding incidents likely to cause an immediate danger to health			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to keep accurate records, complete forms and other documentation	6.1 keep up to date accurate records 6.2 complete forms, reports and other documentation in line with the organisation's rules, guidelines and standards 6.3 keep records of weights of all loads, all solvent additions and all still residues removed			
7 Be able to communicate effectively with colleagues and customers	7.1 communicate effectively with colleagues and customers using the most effective form of communication			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*

## **Unit 4: How to Deal with Solvent Emissions in Dry Cleaning**

**Unit reference number:** Y/600/8912

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 21

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### **Unit summary**

This unit is for those who operate dry-cleaning machinery.

### **Assessment requirements/evidence requirements**

This unit is subject to the requirements set out in the assessment strategy for the sector in which it is being assessed.

The assumed prerequisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to make machine and equipment ready for use	1.1 explain the risks associated with dry cleaning 1.2 describe the weekly checks that have to be carried out on parts of machine that regularly need replacement or cleaning			
2 Know how to safely store, use and control the use of solvents	2.1 describe the organic solvents used in dry cleaning 2.2 describe how the solvents used in dry cleaning should be safely stored, used and controlled			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to correctly and safely operate the dry cleaning machine</p>	<p>3.1 describe how to start up, carry out and shut down operations as per company procedures</p> <p>3.2 explain the daily leak test requirements</p> <p>3.3 explain why it is important to keep records of:</p> <ul style="list-style-type: none"> <li>- the weights of all loads</li> <li>- all solvent additions</li> <li>- all still residues removed during each cycle of the dry cleaning machine</li> </ul> <p>3.4 explain what the significance is of solvent odour being present during unloading</p> <p>3.5 explain the problem of vapour leaks in the early stage of the drying cycle</p> <p>3.6 describe relevant responsibilities under the:</p> <ul style="list-style-type: none"> <li>- Health and Safety at Work Act</li> <li>- Control of Substances Hazardous to Health (COSHH)</li> <li>- Volatile Organic Compound (VOC) Directive</li> <li>- other relevant legislation</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to check for any problems which may arise	4.1 describe common faults that occur during the process 4.2 explain the procedures to be followed to report and rectify any problems which may arise			
5 Know how to take appropriate action regarding incidents likely to cause an immediate danger to health	5.1 describe possible incidents likely to cause an immediate danger to health and the action to be taken should such an incident arise			
6 Know how to keep accurate records, complete forms and other documentation	6.1 describe what types of records are kept and the importance of completing them accurately 6.2 explain what forms and documentation are commonly used and how to complete them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know how to communicate effectively with colleagues and customers	7.1 describe the forms of communication e.g. written, oral, electronic etc. and give examples of the various forms of communication			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



## **Unit 5: Maintaining Effective Working Relationships at Work**

**Unit reference number:** T/600/8917

**QCF level:** 2

**Credit value:** 1

**Guided learning hours:** 4

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### **Unit summary**

This unit is for those who work and communicate with others in the workplace, including appropriate types of communication to keep colleagues informed, lines of reporting and communication, the need to act upon information promptly, and understanding your own role and responsibilities and those of others.

### **Assessment requirements/evidence requirements**

This unit should be assessed in a work environment and is subject to the requirements set out in the assessment strategy for the sector in which it is being assessed.

The assumed prerequisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken before *Unit 6: How to Maintain Effective Working Relationships at Work*.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to work closely with colleagues and line managers in a cooperative and helpful manner			
	1.1 identify own work role and work within the limitations of own responsibilities			
	1.2 maintain a cooperative and responsible manner with others to ensure efficient working			
2	Be able to share and pass on information to colleagues			
	2.1 share work related information promptly with colleagues and managers			
	2.2 use agreed lines of communication with colleagues and managers			
	2.3 communicate clearly and accurately in a way that is appropriate to the situation and needs of others			
3	Be able to behave in an appropriate way at work			
	3.1 follow agreed codes of conduct and behaviour within the organisation			
4	Be able to act upon instructions and information promptly and seek clarification from others when necessary			
	4.1 carry out work instructions from line manager accurately and promptly			
	4.2 seek clarification on instructions and information from others where necessary			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to report to line managers and seek to minimise difficulties and problems	5.1 report promptly to line managers and seek to minimise difficulties and problems 5.2 keep immediate manager informed of matters affecting working practices and the working environment following agreed procedures 5.3 identify misunderstandings and problems and make efforts to resolve these			
6 Be able to keep accurate records, complete forms and other documentation	6.1 keep up to date accurate records 6.2 complete forms, reports and other documentation in line with the organisation's rules, guidelines and standards			
7 Be able to communicate effectively with colleagues and customers	7.1 communicate effectively with colleagues and customers using the most effective form of communication			

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*(if sampled)*





## **Unit 6:    How to Maintain Effective Working Relationships at Work**

**Unit reference number:**    A/600/8918

**QCF level:**    2

**Credit value:**    2

**Guided learning hours:**    7

### **Unit summary**

This unit is for those who work and communicate with others in the workplace, including appropriate types of communication to keep colleagues informed, lines of reporting and communication, the need to act upon information promptly, and understanding your own role and responsibilities and those of others.

### **Assessment requirements/evidence requirements**

This unit is subject to the requirements set out in the assessment strategy for the sector in which it is being assessed.

The assumed prerequisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to work closely with colleagues and line managers in a cooperative and helpful manner	<p>1.1 define own roles and responsibilities</p> <p>1.2 describe roles and responsibilities of colleagues, immediate managers and others in the workplace</p> <p>1.3 explain the importance of effective working relationships</p>			
2 Know how to share and pass on information to colleagues	<p>2.1 describe the types of information passed between colleagues</p> <p>2.2 explain the importance of identifying problems and following organisational procedures when communications break down</p>			
3 Know how to behave in an appropriate manner at work	<p>3.1 explain the organisational rules for conduct at work</p> <p>3.2 describe the organisational grievance and disciplinary procedures</p>			
4 Know how to act upon instructions and information promptly and seek clarification from others when necessary	<p>4.1 describe the agreed lines of communication and reporting procedures</p> <p>4.2 explain the types of communication difficulties in the workplace and the importance of seeking help where necessary</p> <p>4.3 explain how to act on instructions received from immediate manager</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5	Know how to report to line managers and seek to minimise difficulties and problems	5.1 explain the importance of keeping managers informed and the types of information they require 5.2 describe the types of misunderstandings and problems that can arise and the efforts made to resolve these		
6	Know how to keep accurate records, complete forms and other documentation	6.1 describe what types of records are kept and the importance of completing them accurately 6.2 explain what forms and documentation are commonly used and how to complete them		
7	Know how to communicate effectively with colleagues and customers	7.1 describe the forms of communication e.g. written, oral, electronic etc. and give examples of the various forms of communication		

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*(if sampled)*



## **Unit 7: Classify Items and Make up Loads for Cleaning**

**Unit reference number:** H/600/8847

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 10

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### **Unit summary**

This unit is for those who prepare items and make up loads for cleaning.

### **Assessment requirements/evidence requirements**

This unit should be assessed in a work environment and is subject to the requirements set out in the assessment strategy for the sector in which it is being assessed.

The assumed prerequisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken before *Unit 8: How to Classify Items and Make Up Loads for Cleaning*.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to handle items with care and remove those which are unsuitable for the cleaning process			
	1.1 handle items carefully 1.2 redirect items which are unsuitable for the cleaning process			
2	Be able to check for foreign objects and deal with them according to the organisation's procedures			
	2.1 check for foreign objects 2.2 deal with foreign objects according to the organisation's procedures			
3	Be able to sort items according to the appropriate classifications			
	3.1 sort items according to appropriate classifications 3.2 identify items requiring stain removal 3.3 deal with foul and infected items 3.4 identify delicate/sensitive items			
4	Be able to make up loads of the correct weight and label loads clearly			
	4.1 make up correct weight loads for the weight capacity of machines and types of items 4.2 label loads clearly			
5	Be able to prioritise loads and store them carefully			
	5.1 prioritise loads 5.2 store loads carefully			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to keep accurate records, complete forms, reports and other documentation	6.1 keep up to date accurate records 6.2 complete forms, reports and other documentation as required in line with the organisation's rules, guidelines and standards			
7 Be able to communicate effectively with colleagues and customers	7.1 communicate effectively with colleagues and customers using the most appropriate form of communication			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
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*(if sampled)*





## **Unit 8: How to Classify Items and Make Up Loads for Cleaning**

**Unit reference number:** K/600/8848

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 10

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### **Unit summary**

This unit is for those who prepare items and make up loads for cleaning.

### **Assessment requirements/evidence requirements**

This unit is subject to the requirements set out in the assessment strategy for the sector in which it is being assessed.

The assumed prerequisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

Knowledge will also be required of the following regulations, rules and guidelines:

- a the organisation's rules, codes, guidelines and standards
- b equipment operating procedures.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to handle items with care and remove those which are unsuitable for the cleaning process	<p>1.1 explain how to identify and handle items with care</p> <p>1.2 explain why some items are unsuitable for cleaning and the importance of removing them</p> <p>1.3 explain own responsibilities under:</p> <ul style="list-style-type: none"> <li>- Health and Safety at Work Act and Control of Substances Hazardous to Health</li> <li>- HSG (95) 18 (Health Service Guidance)</li> <li>- HACCP (Hazard Analysis and Critical Control Points)</li> <li>- BS EN 14065 where appropriate</li> </ul>			
2 Know how to check for foreign objects and deal with them according to correct procedures	<p>2.1 describe how to check for foreign objects</p> <p>2.2 describe how to deal with foreign objects according to the correct procedures</p>			
3 Know how to sort items according to the appropriate classifications	<p>3.1 describe the different classifications of items</p> <p>3.2 explain the importance of identifying delicate/sensitive items</p> <p>3.3 describe the differences between fibres and fabrics</p> <p>3.4 describe the use of care labels</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to make up loads of the correct weight and how to label loads clearly	4.1 explain the importance of making up correct weight loads for the weight capacity of the machines in line with manufacturers' instructions 4.2 explain why different types of items need different weight loads 4.3 explain the importance of labelling loads clearly and accurately			
5 Know how to prioritise loads and store them carefully	5.1 explain how to prioritise loads and the importance of doing so 5.2 explain how to deal with lost property as per the organisation's guidelines			
6 Know how to keep accurate records, complete forms, reports and other documentation	6.1 describe what types of records are kept and the importance of completing them accurately 6.2 explain which forms and documentation are commonly used and how to complete them 6.3 explain how to deal with discrepancies in documentation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to communicate effectively with colleagues and customers	7.1 describe the various forms of communication e.g. written, oral, electronic etc. and give examples of appropriate uses of the various forms of communication			

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*(if sampled)*

## **Unit 9: Remove Stains by Dry Cleaning**

**Unit reference number:** A/600/8871

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 14

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### **Unit summary**

This unit is for those who identify and remove stains in dry cleaning.

### **Assessment requirements/evidence requirements**

This unit should be assessed in a work environment and is subject to the requirements set out in the assessment strategy for the sector in which it is being assessed.

The assumed prerequisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken prior to taking *Unit 10: How to Remove Stains by Dry Cleaning*.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to set up and close down work stations	1.1 set up and close down work stations according to company procedures			
2 Be able to carry out systematic inspection procedures safely	2.1 carry out systematic inspection procedures to ensure all staining/soiling is located and identified using feel, odour, colour, appearance and location 2.2 identify wet side and dry side staining 2.3 identify protein, albumin and tannin staining			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to remove stains using appropriate equipment/process</p>	<p>3.1 test to ascertain colour fastness to spotting reagents and chemicals</p> <p>3.2 protect delicate items and accessories during treatment procedures</p> <p>3.3 use stain removal equipment to remove stains without damaging fabric using the following methods as appropriate:</p> <ul style="list-style-type: none"> <li>- mechanical action</li> <li>- dissolving</li> <li>- softening and lubrication</li> <li>- digestion and chemical reaction</li> </ul> <p>3.4 apply and treat using wet side and dry side proprietary chemicals</p> <p>3.5 use acid and alkali wet treatment where appropriate</p> <p>3.6 deal with heavy soiling, staining content, added on trims and buttons, manufacturer's faults, wear damage and other damage caused by previous treatments</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to handle contaminated items and chemicals in a safe and appropriate manner	4.1 handle contaminated, blood or unpleasant soiled items, in a safe and appropriate manner 4.2 use stain removal chemicals correctly and in accordance with company procedures 4.3 flush out applied chemicals in accordance with company procedures			
5 Be able to keep accurate records, complete forms and other documentation	5.1 keep up to date accurate records 5.2 complete forms, reports and other documentation in line with the organisation's rules, guidelines and standards			
6 Be able to communicate effectively with colleagues and customers	6.1 communicate effectively with colleagues and customers using the most effective form of communication			

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*(if sampled)*



## **Unit 10:**                    **How to Remove Stains by Dry Cleaning**

**Unit reference number:** F/600/8872

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 21

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### **Unit summary**

This unit is for those who identify and remove stains in dry cleaning.

### **Assessment requirements/evidence requirements**

This unit is subject to the requirements set out in the assessment strategy for the sector in which it is being assessed.

The assumed prerequisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to set up and close down work stations	1.1 explain the importance of using dedicated pre spotting tables 1.2 detail the services required for the operation of stain removing equipment 1.3 explain the difference between cold spotting and steam spotting tables 1.4 describe the correct steam, water, air pressure and lighting required 1.5 describe the requirements for ventilation and air extraction			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to carry out inspection of garments to detect stains in line with company procedures</p>	<p>2.1 explain how to begin an inspection of a garment for stains</p> <p>2.2 describe simple testing that can be carried out to identify fabrics</p> <p>2.3 explain the objectives and limitations of stain removal</p> <p>2.4 describe the different fabric/fibre types and the characteristic problems when brought into contact with certain chemicals</p> <p>2.5 explain how to interpret care labels, including hazardous substances warning labels</p> <p>2.6 explain the following types of staining:</p> <ul style="list-style-type: none"> <li>- absorbed staining</li> <li>- built up staining</li> <li>- compound staining</li> </ul> <p>2.7 explain the differences in fabric construction of dyed and printed textiles</p> <p>2.8 describe the properties of the main fibre types:</p> <ul style="list-style-type: none"> <li>- protein</li> <li>- vegetable (cellulose)</li> <li>- synthetic</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to remove stains using appropriate process/equipment</p>	<p>3.1 describe tests to ascertain colour fastness to spotting reagents and chemicals</p> <p>3.2 explain the definition of 'pre-spotting' when used with items/garments for stains, ingrained soiling and marks likely to be resistant to the dry/wet cleaning process</p> <p>3.3 describe the main processes used to remove stains</p> <p>3.4 explain why certain stains need additional treatment or special precautions</p> <p>3.5 describe the risks associated with the dry cleaning of garments containing water after wet side removal treatments or slab spotting</p> <p>3.6 explain the limitations and uses of bleaching chemicals</p>			
<p>4 Know how to handle contaminated items and chemicals in a safe and appropriate manner</p>	<p>4.1 describe the safeguards for handling contaminated items in a safe manner</p> <p>4.2 describe how stain removal chemicals should be handled, used and stored safely</p> <p>4.3 describe relevant responsibilities under the:</p> <ul style="list-style-type: none"> <li>- Health and Safety at Work Act</li> <li>- Control of Substances Hazardous to Health (COSHH)</li> <li>- duty of care regulations and requirements, where appropriate</li> <li>- other relevant legislation</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to keep accurate records, complete forms and other documentation	5.1 describe what types of records are kept and the importance of completing them accurately 5.2 explain what forms and documentation are commonly used and how to complete them			
6 Know how to communicate effectively with colleagues and customers	6.1 describe the forms of communication e.g. written, oral, electronic etc. and give examples of the various forms of communication			

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(if sampled)



## **Unit 11: Clean Items by Dry Cleaning Process**

**Unit reference number:** J/600/8873

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 14

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### **Unit summary**

This unit is for those who clean items using dry-cleaning processes, and prepare the work required.

### **Assessment requirements/evidence requirements**

This unit should be assessed in a work environment and is subject to the requirements set out in the assessment strategy for the sector in which it is being assessed.

The assumed prerequisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken before *Unit 12: How to Clean Items by Dry Cleaning Process*.

Rules and regulations which should be followed in the working environment include:

- a the organisation's rules, codes, guidelines and standards
- b equipment operating procedures
- c machine and equipment capabilities
- d manufacturer's instructions.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to make machinery and equipment ready for use	<p>1.1 prepare and check that the machinery is safe and ready to use</p> <p>1.2 fill solvent tanks on the machine to be used</p> <p>1.3 maintain the equipment in accordance with company procedures</p> <p>1.4 brief colleagues and check they understand the work they must do</p>			
2 Be able to select the work required	<p>2.1 select and classify work for dry cleaning</p> <p>2.2 plan the work to make best use of resources available to comply with solvent emission legislation</p> <p>2.3 identify and remove items which are unsuitable for dry cleaning</p> <p>2.4 identify any potential problems which may arise when carrying out the work</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to correctly and safely operate the dry cleaning machine	3.1 follow procedures to start up and shut down machine 3.2 select appropriate machine programmes 3.3 load and unload machine 3.4 operate and monitor the machine according to manufacturer's instructions 3.5 handle and use solvents and chemicals safely 3.6 deal with spillages and fume leaks and dispose of solvents and waste materials as per company procedures 3.7 clean out button traps, lint filters and check water separators			
4 Be able to identify any problems which may arise	4.1 identify any problems/faults which may arise in carrying out the work 4.2 follow the appropriate procedures to report and rectify any problems which may arise			
5 Be able to check that work has been carried out as planned	5.1 inspect, identify and deal with items that are unsatisfactory or damaged 5.2 check solvent consumption as per legislation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to keep accurate records, complete forms and other documentation	6.1 keep up to date accurate records 6.2 complete forms, reports and other documentation in line with the organisation's rules, guidelines and standards			
7 Be able to communicate effectively with colleagues and customers	7.1 communicate effectively with colleagues and customers using the most effective form of communication			

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(if sampled)



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to make machinery and equipment ready for use	<p>1.1 explain how to select, handle and use solvents, dry cleaning detergents and chemicals safely</p> <p>1.2 describe what dry cleaning processes may be required</p>			
2 Know how to select the work required	<p>2.1 describe how to select and classify the work for dry cleaning</p> <p>2.2 explain how to plan the work to make the best use of resources and the importance of identifying any potential problems</p> <p>2.3 describe the use of care labels and distinguish between fibres and fabrics, types of trimmings and accessories</p> <p>2.4 identify which items are unsuitable for dry cleaning</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to correctly and safely operate the dry cleaning machine</p>	<p>3.1 describe the procedures for starting up and closing down the machine</p> <p>3.2 explain how to load and unload the machine</p> <p>3.3 describe the wash, dry and distillation cycles</p> <p>3.4 explain operating pressures and temperatures of machines</p> <p>3.5 describe how to dry clean different types of items</p> <p>3.6 explain the importance of waste water management and using solvents safely</p> <p>3.7 describe how to monitor solvent emissions</p> <p>3.8 describe relevant responsibilities under the:</p> <ul style="list-style-type: none"> <li>- Health and Safety at Work Act</li> <li>- Control of Substances Hazardous to Health (COSHH)</li> <li>- Volatile Organic Compound (VOC) Directive</li> <li>- other relevant legislation</li> </ul>			
<p>4 Know how to identify any problems which may arise</p>	<p>4.1 describe common faults that occur both in machines or the finish of items</p> <p>4.2 explain the procedures to be followed to report and rectify any problems/faults which may arise</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to check that work has been carried out as planned	5.1 describe the procedure to be followed to deal with items that are unsatisfactory or damaged			
6 Know how to keep accurate records, complete forms and other documentation	6.1 describe what types of records are kept and the importance of completing them accurately 6.2 explain what forms and documentation are commonly used and how to complete them			
7 Know how to communicate effectively with colleagues and customers	7.1 describe the forms of communication e.g. written, oral, electronic etc. and give examples of the various forms of communication			

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(if sampled)

**Unit 13:** **Garment and Item Finish using the Ironing Table/Free Steam Press after Dry Cleaning**

**Unit reference number:** R/600/8875

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 10

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**Unit summary**

This unit is for those who press and inspect garments and items following the dry-cleaning process.

**Assessment requirements/evidence requirements**

This unit should be assessed in a work environment and is subject to the requirements set out in the assessment strategy for the sector in which it is being assessed.

The assumed prerequisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken prior to taking *Unit 14: How to Garment and Item Finish using the Ironing Table/Free Steam Press after Dry Cleaning*.

**Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to press garments and items using a flat bed finishing table or free steam press	<p>1.1 prepare and check that equipment is safe and ready to use</p> <p>1.2 select the correct thermostat settings and check the press locking pressure, if applicable</p>			
2 Be able to select the work required	<p>2.1 select and classify work for pressing</p> <p>2.2 plan the work to make the best use of resources</p> <p>2.3 take precautions for the protection of the fabric, garment construction, finish and trims before steaming or ironing</p> <p>2.4 care for sensitive fibres, knitwear, nap and long pile fabrics</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to press garments to the required standard	3.1 set up and close down work station equipment for pressing and finishing 3.2 start up and close down boiler systems and air compressors, where appropriate 3.3 make use of the iron, vacuum and blow facility as well as ancillary pressing aids 3.4 press garments to the organisation's required standard and finishing specification 3.5 correct distortions and restore shape to items 3.6 take care of buttons, trims, accessories and zips 3.7 press linings as appropriate			
4 Be able to identify any problems which may arise	4.1 identify any problems/faults which may arise in carrying out the work 4.2 follow the appropriate procedures to report and rectify any problems which may arise			
5 Be able to check that work has been carried out as planned	5.1 inspect, identify and deal with items that are unsatisfactory or damaged			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to keep accurate records, complete forms and other documentation	6.1 keep up to date accurate records 6.2 complete forms, reports and other documentation in line with the organisation's rules, guidelines and standards			
7 Be able to communicate effectively with colleagues and customers	7.1 communicate effectively with colleagues and customers using the most effective form of communication			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

## **Unit 14: How to Garment and Item Finish using the Ironing Table/Free Steam Press after Dry Cleaning**

**Unit reference number:** Y/600/8876

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 14

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### **Unit summary**

This unit is for those who press and inspect garments and items following the dry-cleaning process.

### **Assessment requirements/evidence requirements**

This unit is subject to the requirements set out in the assessment strategy for the sector in which it is being assessed.

The assumed prerequisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

Knowledge will also be required of the following regulations, rules and guidelines:

- a the organisation's rules, codes, guidelines and standards
- b equipment operating procedures
- c machine and equipment capabilities
- d manufacturer's instructions.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to make equipment ready for use	1.1 describe how to check that equipment is safe and ready for use 1.2 explain the required steam pressures, vacuum services and lighting requirements, together with the need for adequate air extraction			
2 Know how to select the work required	2.1 describe how to select and classify work for pressing 2.2 describe the precautions to be taken for the protection of the fabric, garment construction, finish and trims before steaming or ironing 2.3 explain how to interpret care labels and describe fabric construction and the properties of fibres such as thermal sensitive fibres and velours			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to press garments to the required standard and work safely</p>	<p>3.1 describe the procedures for setting up and closing down work station equipment for pressing and finishing</p> <p>3.2 explain the importance of adjustments to the iron temperature and ironing/steaming techniques relative to different fabrics</p> <p>3.3 explain the value of vacuum in pressing</p> <p>3.4 explain the organisation's required standard for finished items</p> <p>3.5 describe the additional finishes that could be applied where appropriate</p> <p>3.6 describe relevant responsibilities under the:</p> <ul style="list-style-type: none"> <li>• Health and Safety at Work Act</li> <li>• Control of Substances Hazardous to Health (COSHH)</li> <li>• other relevant legislation</li> </ul>			
<p>4 Know how to identify any problems which may arise</p>	<p>4.1 describe the common faults that occur both in equipment or the finish of items</p> <p>4.2 explain the procedures to be followed to report and rectify any faults which may arise</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to check that work has been carried out as planned	5.1 describe the procedure to be followed to deal with any unsatisfactory items			
6 Know how to keep accurate records, complete forms and other documentation	6.1 describe what types of records are kept and the importance of completing them accurately 6.2 explain what forms and documentation are commonly used and how to complete them			
7 Know how to communicate effectively with colleagues and customers	7.1 describe the forms of communication e.g. written, oral electronic etc. and give examples of the various forms of communication			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## Further information

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Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

## Useful publications

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Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally-related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

## How to obtain National Occupational Standards

Please contact:

Skillset  
Focus Point  
21 Caledonian Road  
London  
N1 9GB

Telephone: +44 (0) 20 7713 9800

Fax: +44 (0) 20 7713 9801

Website: [www.skillset.org](http://www.skillset.org)

Email: [info@skillset.org](mailto:info@skillset.org)

## Professional development and training

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Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.



## Annexe A: Progression pathways

The Edexcel qualification framework for the laundry, dry cleaning and textile sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8					
7					
6					
5					
4					
3				BTEC Level 3 Diploma in Textile Design and Manufacture (QCF) BTEC Level 3 Diploma in Apparel, Footwear or Leather Production (QCF)	Level 3 NVQ Diploma in Manufacturing Textile Products (QCF) Level 3 NVQ Certificate in Apparel Manufacturing Technology (QCF) Level 3 NVQ Certificate in Footwear and Leather (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
2				BTEC Level 2 Certificate in Laundry and Dry Cleaning Technology (QCF) BTEC Level 2 Certificate in Apparel, Footwear, Leather or Textile Production (QCF)	Level 2 NVQ Certificate in Laundry Operations (QCF) Level 2 NVQ Certificate in Manufacturing Textiles Products (QCF) Level 2 NVQ Certificate in Manufacturing Sewn Products (QCF) Level 2 NVQ Certificate in Footwear and Leather (QCF) Level 2 NVQ Certificate in Dry Cleaning Operations (QCF) Level 2 NVQ Certificate in Textile Care Services (QCF)
1					
Entry					

# Annexe B: Quality assurance

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## Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

## Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel standards verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

## Annexe C: Centre certification and registration

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Edexcel standards verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs/competence qualifications through ensuring that their awarding is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

### What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. [www.edexcel.com](http://www.edexcel.com).



# Annexe D: Assessment strategy

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## Principles of Assessment

For use with the Creative Media

Vocational Qualifications within UK Qualification and Credit Frameworks

## **Content**

- 1 Introduction
- 2 Assessment principles
  - 2.1 Expert witness
  - 2.2 Simulation
  - 2.3 Supplementary evidence
  - 2.4 Recognition of prior learning
- 3 Quality Assurance
  - 3.1 External monitoring and risk assessment
- 4 Annexes
  - 4.1 Realistic work environment and simulation criteria
  - 4.2 Fashion and textiles supplementary information
  - 4.3 'Additional requirements for competence units in the QCF' document (produced in 2009)
  - 4.4 SQA Assessor and Verifier competence (May 2011)



## 1 Introduction

Skillset is the Sector Skills Council (SSC) for Creative Media which comprises TV, film, radio, interactive media, animation, computer games, facilities, photo imaging, publishing, advertising and fashion and textiles.

Our aim is to support the productivity of our industries to ensure that they remain globally competitive. We do this by influencing and leading; developing skills, training and education policy; and through opening up the industries to the UK's pool of diverse talent.

Skillset interacts with the sector through various employers, skills agencies, providers and Awarding Organisations/Bodies (AOs/ABs). These stakeholders work in partnership to develop National Occupational Standards (NOS), qualifications and supporting documents such as assessment principles and guidance.

This document sets out principles for the assessment of vocational qualifications within Creative Media across England, Scotland, Wales and Northern Ireland and reflects the greater flexibilities which are now possible within the appropriate credit framework. The principles have been developed in partnership with AOs/ABs through the AO Forum (AOF). The forum works to establish a common approach to quality control, reflecting the requirements of the sector as a whole.

There are four annexes within this document, which provide additional information specific to particular contexts. Please refer to the relevant annexe, in conjunction with the main body of the document.

## 2 Assessment Principles

The Assessment Principles will guide and promote a consistent approach to those elements of assessment which require further interpretation and definition. The principles should be used in conjunction with:

- *Regulatory arrangements for the Qualifications and Credit Framework (Ofqual 08/3726)*<sup>1</sup>;
- SQA Accreditation Regulations and Criteria<sup>2</sup>
- DCELLS regulation of qualifications<sup>3</sup>
- CCEA regulation of qualifications<sup>4</sup>
- Information designed to support the implementation of the QCF regulatory arrangements<sup>5</sup>.

Skillset also expect AO/ABs to operate inline with The Equality Act 2010, in order to protect the rights of individuals and advance equality of opportunity for all.

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<sup>1</sup> Requirements for all organisations recognised to operate in the QCF

<sup>2</sup> Please see <http://www.sqa.org.uk/sqa/42165.2702.html> for further information

<sup>3</sup> Please see <http://wales.gov.uk/topics/educationandskills/qualificationsinwales/?lang=en> for further information

<sup>4</sup> Please see <http://www.rewardinglearning.org.uk/regulation/index.asp> for further information

<sup>5</sup> Operating rules for using the term 'NVQ' in a qualification title; Identifying purposes for the qualification in the QCF; and Guidance on qualification titles within the Qualification and Credit Framework

The units of assessment within Skillset qualifications that map to National Occupational Standards and attest to occupational competence set out what a learner is expected to know, understand or be able to do as the result of the learning process. Units can be competence based, knowledge based or a combination of both.

Assessment decisions for both competence and knowledge based units must only be made by a qualified Assessor (see sec 3).

Assessment of competence-based units should occur in the workplace or a real work environment under normal commercial operating conditions (simulation is acceptable under certain circumstances, see Annex 1).

The assessment of knowledge-based units can take place in or outside of the working environment. Where assessment is electronic the assessment decisions are made by the person/organisation that set the answers.

Primary sources of evidence also differ across competence-based and knowledge-based units/learning outcomes.

For competence-based learning outcomes the following sources can be used:

- Direct observation of learners carrying out the relevant task
- Inspection and evaluation of products produced (this includes electronic evidence where appropriate)
- Questioning of learners to support performance
- Simulation where agreed (see Annexe 1)
- Expert witness where specific expertise is required
- Supplementary evidence (i.e. Witness Testimony)
- Recorded internal competency assessments carried out as part of a structured in-company approach (i.e. ISO9000). Assessors should carry out only confirmatory observation and collect

For knowledge-based learning outcomes the following primary sources of evidence should include:

- oral or written exams/test
- presentations
- simulation on where agreed (see Annexe 1)
- assignments
- projects
- case studies.

Please note: This is not an exhaustive list, all of the assessment methods associated with effective delivery and assessment of qualifications that attest to occupational competency may be used.

Where imported units occur within Skillset qualifications the appropriate Sector Skills Council assessment guidance should be referred to.

## 2.1 Expert witness

There are a number of different niche areas within Skillset's footprint and there are numerous occupations within these areas. A small number of specialist qualifications have been developed in order to reflect this i.e. bespoke shoe makers, bespoke tailors, saddlers, leather producers and garment/textile technicians, grips, crane technicians, focus pullers etc.

These specialist occupations are reflected in Skillset's vocational qualifications and Occupational and Functional map and, in many cases, Assessors are not competent in relation to the specific occupational skill demonstrated within job roles. Sector employers have been consulted on this issue and trust the ability of experienced employees to contribute substantially to the assessment process as an **expert witness**<sup>6</sup>. However please note the Assessor will have overarching responsibility for the assessment and will make the final judgement.

## 2.2 Simulation

In a sector as diverse as the creative industries, there are work environments that are difficult to simulate i.e. live sets, bespoke production, and high volume manufacture. Therefore, unless otherwise indicated, it is a general principle that evidence from simulations would only be accepted under the following circumstances:

- performing a task that could be deemed to pose risks to the learner or others (e.g. during the evacuation of a studio following detection of a fire)
- performing health and safety operations where there could be major disruption to the work process or where events rarely occur
- activities which would be very costly to perform in terms of time, materials and equipment
- performing specific activities which would be considered non-routine under commercial working practices (e.g. the use of prosthetics in make-up).

The use of appropriate simulations must be agreed with the external quality assurance staff (External Verifier appointed by the AO/AB prior to the simulation taking place and should be carried out within an agreed realistic working environment, please see Realistic Working Environment (RWE) Criteria Annexe 1.

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<sup>6</sup> An Expert Witness is an expert on the occupation to be assessed i.e. experienced line manager or peer, and not to be consulted as a professional Assessor

### **2.3 Supplementary evidence/witness testimony**

Supplementary evidence of performance is also recognised as valuable to demonstrate competence. In particular witness testimony may support situations where evidence collected is deemed insufficient to fully meet the standards.

Supplementary evidence must relate directly to the learners' performance on-the-job, and may include professional discussion, product and photographic evidence, relevant documentation, reports, presentations and work records etc. This also may include internal competency assessments carried out as part of structured in-company approach. Where these assessments are recoded and subject to audit (i.e. ISO9000) Assessor should carry out confirmatory observations and collect evidence as appropriate

### **2.4 Recognition of Prior Learning (RPL)/Accreditation of Prior Learning (APL)**

Evidence from past achievement may be included as permissible evidence within the assessment methods.

Evidence of knowledge and understanding can be offered as supplementary evidence as long as it is a measurable assessed outcome of learning which links to aspects of knowledge and understanding detailed in the National Occupational Standards and confirms current competence.

Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual circumstances.

All learners must demonstrate current competence with respect to Accreditation of Prior Learning (APL)

The Assessor must ensure that the most reliable and effective evidence is used relating to claims of prior learning.

### **3 Quality assurance**

Skillset encourages AO/ABs to adopt flexible, innovative approaches to assessment whilst working within regulatory guidelines and quality assurance systems. The quality of the assessment and verification process is the responsibility of the AO/ABs and a consistent internal and external quality assurance process must be in place.

Assessment and verification personnel must be competent within the areas they assess. Individual roles within the assessment process are detailed below; AO/ABs are requested to monitor the impact of these criteria on the quality of assessment.

## Role of the Assessor

The role of an Assessor is to make accurate and objective decisions as to whether the learner's performance meets the assessment criteria. The Assessor is ultimately responsible for assessment of the learners' competence and must collate the evidence of competence and understanding in the areas being assessed to the satisfaction of the internal quality assurance staff (Internal Verifiers).

Where the expert witness concept is utilised the Assessor must:

- Request the company nomination of an appropriate person in line with expert witness criteria
- Ensure the expert witness has the required competence and knowledge
- Brief and support the expert witness as appropriate
- Ensure the expert witness understands the differences in the roles of assessment and training
- Ensure the expert witness understands the units being assessed, and his/her role in the assessment process.

## Occupational competence of Assessor

### Skillset recommend that Assessors:

- Provide current evidence of competence and understanding in the areas to be assessed to the satisfaction of the External quality assurance staff (External Verifier). This may be achieved through experience or continual professional development.
- Hold or be working towards achievement of the relevant Assessor qualifications highlighted by the qualifications regulatory authorities and set out in national requirements and guidance.
- Demonstrate commitment to be working towards the relevant assessment standards within the Learning and Development National Occupational Standards (2010). This can be achieved through the attainment of an appropriate qualification based on the standards (this is mandatory for SQA accredited qualifications), or through other externally or internally verified training and assessment.
- Have a full understanding of the units and requirements of the qualification being assessed.

### Desirable:

Hold or be working towards appropriate technical qualifications in addition to Assessor qualifications.

### Exceptions:

When utilising the expert witness concept, full competence and understanding in the areas being assessed is not required. **However this must be agreed with the relevant AO/AB.**

**Please Note:** The above information is basic principles and guidance only - requirements may vary across AO/ABs and qualifications. Please see Annexe 4 for information specific to SQA accredited qualifications.

### **Role of Expert Witness**

The role of the expert witness (EW) is to work in partnership with the Assessor, providing technical expertise and working knowledge which will enable the Assessor to make an informed decision with regard to the learner's competence and achievement of the units being undertaken.

The EW must be fully briefed by the Assessor or internal quality assurance staff (Internal Verifier) on his/her role in the assessment process, the units to be assessed and the differences between assessment and training.

Note: The Assessor will have overall and ultimate responsibility for the assessment of evidence provided and the final assessment decision.

### **Occupational competence of expert witnesses**

#### **Skillset recommends that Expert Witnesses have:**

- practical experience in the skills being assessed
- competence in the skills area to be assessed
- possess a working knowledge of the units being assessed.

#### **Desirable:**

Hold or be working towards an appropriate unit of competence in the assessment of workplace performance.

**Please Note:** The above information is basic principles and guidance only - requirements may vary across AO/ABs and qualifications.

### **Role of the internal quality assurance staff (Internal Verifier)**

Internal Verifiers (IVs) are appointed by approved centres to ensure consistency and quality of assessment. The IV monitors assessment activities and provides guidance, feedback and support to Assessors.

### **Occupational competence of internal quality assurance staff (Internal Verifier)**

#### **Skillset recommend that Internal quality assurance staff:**

- Demonstrate sufficient and current understanding of the units/qualifications to be internally verified.
- Hold or be working towards achievement of the relevant internal quality assurance qualifications approved by the qualifications regulatory authorities and set out in national requirements and guidance.
- Know where and how to access specialist advice when additional technical knowledge relating to the unit/ qualification is being assessed.
- Demonstrate commitment to be working towards the assessment standards within the Learning and Development National Occupational Standards (2010). This can be achieved through the attainment of an appropriate qualification based on the standards (this is mandatory for SQA accredited qualifications), or through other externally or internally verified training and assessment.

**Please Note:** The above information is basic principles and guidance only - requirements may vary across AO/ABs and qualifications. Please see Annexe 4 for information specific to SQA accredited qualifications.

### **Role of the external quality assurance staff (External Verifier)**

External quality assurance staff (EVs) are appointed by AO/ABs to check the accuracy of assessment and verification decisions ensuring they comply with national standards and AO/AB procedures and provide a supporting role for centres.

### **Occupational competence of external quality assurance staff (External Verifier)**

#### **Skillset recommend that external quality assurance staff have:**

- No connection with the assessment centres in order to maintain objectivity.
- Fully understand the AO/AB quality assurance.
- Demonstrate occupational knowledge appropriate to the sector in which they are externally verifying.
- Demonstrate sufficient and current understanding of the qualification to be externally verified.
- Hold or be working towards achievement of the relevant external verifiers qualifications approved by the qualifications regulatory authorities and set out in national requirements and qualification guidance.
- Hold or be working towards achievement of the relevant external quality assurance qualifications highlighted by the qualifications regulatory authorities and set out in national requirements and guidance.
- Demonstrate commitment to be working towards the assessment standards within the Learning and Development National Occupational Standards (2010). This can be achieved through the attainment of an appropriate qualification based on the standards (this is mandatory for SQA accredited qualifications), or through other externally or internally verified training and assessment.
- Know where and how to access specialist advice when additional technical knowledge relating to the unit/ qualification is being assessed.

#### **Exceptions:**

Where there is a shortage of external quality assurance staff (External Verifiers) from the sector, staff from a different sector background can be used provided they are supported by a person who has current occupational knowledge.

**Please Note:** The above information is basic principles and guidance only - requirements may vary across AO/ABs and qualifications. Please see Annexe 4 for information specific to SQA accredited qualifications.

### **3.1 External monitoring and risk assessment**

Statistical monitoring and the use of a common risk rating system is a means of identifying cases in which staff, practice and systems differ from expected quality patterns. Skillset recommends that AO/ABs adopt a risk management system consistent with the regulatory authorities and depending on the risk rate associated with the qualification type, the centre's performance and previous record, the AO/ABs will decide on the frequency of external monitoring and quality assurance activities.

The AO/AB Forum have established and agreed a common approach to sharing statistics, including the numbers of registrations, certification and centres on a quarterly basis. This information will be monitored and used to inform future SSC activity.



## **Annexe 1 – Realistic Work Environment (RWEs) and Simulation Criteria**

In a sector as diverse as the creative industries there are work environments that are difficult to simulate i.e. live sets, bespoke production, and high volume manufacture, automated production. However, high quality RWEs and simulations assessed via observation are accepted in specific circumstances across all levels as detailed below:

- performing a task that could be deemed to pose risks to the learner or others (e.g. during the evacuation of a studio following detection of a fire)
- performing health and safety operations where there could be major disruption to the work process or where events rarely occur
- activities which would be very costly to perform in terms of time, materials and equipment
- performing specific activities which would be considered non-routine under commercial working practices e.g. the use of prosthetics in make-up).

The use of appropriate simulations and RWEs must be agreed with external quality assurance staff appointed by the AO/AB prior to the simulation taking place. The learner must be provided with information, advice and guidance as to the activity and outcomes to be achieved.

RWEs and simulations must be designed to match the physical characteristics of an operational environment and must impose pressures which are consistent with workplace expectations, it is essential to provide an environment which allows the learner to experience and perform work activities using tools and equipment, procedures and accommodation which are similar to those found in a place of work as detailed below.

- Same pressures of time, access to resources and access to information as would be expected if the activity were real.
- Use real plant, materials, tools and equipment where possible.
- Provide interaction with colleagues and contacts using the communication media that would be expected at work (if relevant).
- Ensure that 'dummy' materials take the same form as the real thing e.g. using water to mimic liquid spillage, using sand to mimic powder spillage.
- If in naturally occurring circumstances, the environment would affect the learner's actions and decision making (e.g. in camera, lighting, sound roles), the RWE should replicate the situation in which the required action/outcome would occur.
- If in naturally occurring circumstances, the environment would affect the learner's actions and decision making (e.g. production, make-up and hair roles), the other people with which the learner is required to interact should behave 'in character' for the role they are playing within the simulation.

## **Annexe 2 – Additional Assessment Guidance specific to fashion and textiles NOS**

### **Manufacture Textiles Products**

Skillset's manufacture textile products NOS are primarily targeted towards learners working in industry using industrial scale motorised/computerised machinery and equipment. However standards have been developed to specifically cover hand weaving, operation of hand looms, making repairs by hand and inspection of cloth. Additional guidance in relation to assessing these standards is detailed below.

#### TEX2 - Make the warp

- Loom may not have a pre-loaded set value, thus the Assessor must seek learner understanding of how to achieve required set during weaving.

#### TEX3 - Prepare the warp for weaving

- Where weaving has not been carried out on the site where the warp has been prepared, assess learner knowledge of weavers' work areas, resources and equipment to promote and maintain efficiency.

#### TEX4 - Manufacture woven textiles

- Whilst an understanding of production cycles and downtime is required, it should be relative to individual capabilities.
- Production problems need to be resolved by the weaver wherever possible.

#### TEX6 - Organising and controlling the weaving process

- Issues surrounding activities such as shift change need not be assessed.
- Compressed air machinery may or may not be used.
- Loom changeover is not a requirement, however beam changeover is.
- Loom pick rate and tension needs to be set by the weaver and monitored throughout process.
- Ideally loom repairs should be assessed when naturally occurring, however this can be simulated if natural occurrence does not take place.

#### TEX9 - Contribute to quality of woven fabric

- Processing and product quality issues have to be resolved by the individual weaver.
- Assessment of maintaining the continuity of production has to be relevant to the individual weaver.
- Record keeping and storage best suited to weaver.

## **Footwear and Leather goods**

A large number of footwear producers follow a common skills grading system, if available this may be used to inform assessment.

### **Apparel Manufacturing Technology - Computer Aided Design/ Computer Aided Manufacture (CAD/CAM)**

Apparel qualifications are split into specific pathways, two additional and separate pathways to cover the functions carried out by pattern technologists who use CAD/CAM technology have been created as follows.

- CAD/CAM Pattern and Grading Technologist (Computer + Manual) – where a combination of manual and computer pattern creating, grading and lay planning techniques are carried out.
- CAD/CAM Pattern and Grading Technologist (Computer) – if this pathway is to be undertaken, the learner must demonstrate competence and understanding in the relevant manual activities.

### **Annexe 3 - Additional requirements for competence units in the Qualifications and Credit Framework (QCF)**

Please note that the main Assessment Principles document should now be used for new qualifications. When qualifications referencing this Additional Requirements document are due for review, the Assessment Principles document should be referenced instead.

#### **Purpose**

- 1 To provide QCF submitting organisations with a reference tool they must signpost in the additional information section of any unit which has an aim of assessing competence.
- 2 To provide AO/ABs with a set of requirements that must be used to ensure that 'competence' units are assessed and verified in accordance with the needs of employers and practitioners in the creative industries.
- 3 To reduce bureaucracy, whilst maintaining integrity and quality assurance of assessment and verification of achievement.

#### **Definition of competence**

The 'proven/demonstrated' – and individual – capacity to use know-how, skills, qualifications or knowledge in order to meet usual – and changing – occupational situations and requirements. The notion of competence may include formal qualification as well as elements such as the capacity to transfer skills and knowledge to a new occupational situation, or the capacity to innovate. The level or kind of competence may be assessed by evaluating the individual's ability to use his or her skills. Competencies can be specialised (such as the control of computerised processes), methodological (ability to think and decide, and capacity to innovate), or social (language and communication skills, and teamwork)<sup>7</sup>.

#### **Background**

Qualifications are not used as a licence to practice in the creative media industries. However, in certain occupational areas, employers and practitioners support formal recognition of the demonstration of competence in the workplace in the interests of health and safety<sup>8</sup>. There have been relatively few occupational competence qualifications developed in the sector but those which have, have been a meaningful and valuable solution to associated employers and practitioners. Until the introduction of the QCF, such qualifications had been developed as NVQs, based entirely and explicitly on the originating suites of National Occupational Standards (NOS) and NVQ Code of Practice.

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<sup>7</sup> QCF glossary of terms, 2009

<sup>8</sup> Page 5, Skillset's SQS 2008

NVQs are just one way of assessing and demonstrating occupational competence. The QCF, in which all future qualifications will be developed, allows for more flexibility in terms of unit and qualification design and assessment. For those subsectors interested in moving away from NVQs, we aim to explore the development of competence units that are fit for purpose and maintain high-quality approaches to assessment and verification.

This document is targeted at the assessment at unit level, rather than qualification level. (A qualification given a purpose of demonstrating competence may consist of a mixture of units, including other knowledge and skills, as agreed with Skillset.) All units used to demonstrate competence should be based entirely and explicitly on relevant NOS. Within each unit's additional information section, this assessment requirements document must be signposted.

### **Assessment requirements**

- 1 QCF units that are used to assess competence within the QCF must be assessed and quality assured in accordance with the following requirements.
- 2 When QCF units are used to assess competence, AO/ABs are required to make sure their recognised assessment centres understand how learners will be assessed.
- 3 AO/ABs' own assessment methodologies must meet Skillset's additional requirements.
- 4 Learners must complete real work activities in order to produce evidence to demonstrate they have met the QCF units (and therefore NOS) and are occupationally competent.
- 5 When a learner cannot complete a real work activity, simulation is allowed. Unless otherwise indicated it is a general principle that evidence from simulations should only be employed under the following circumstances:
  - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise (e.g. the use of prosthetics in make-up)
  - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
  - the safety of a learner and/or resources would be put at risk (e.g. during the evacuation of a studio following detection of a fire).
- 6 When simulation is used, Assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.
- 7 Units that must not be assessed by simulation must be identified in the assessment methodologies for the qualification or family of qualifications, as agreed with Skillset.

- 8 Learners must be assessed by Assessors who:
- are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/ occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment methodology for that qualification
  - must hold or be working towards a suitable Assessor qualification<sup>9</sup> to confirm they understand assessment and how to assess learners, unless a recognised assessment centre can demonstrate their training and development activity for Assessors maps 100% to the NOS on which these qualifications are based. If this is the case, the mapping process must be agreed by the AO/AB as providing the equivalent level of rigour as the achievement of the unit qualification
  - are fully conversant with the unit(s) against which the assessments and verification are to be undertaken.
- 9 All Assessors must carry out assessment to the standards specified in the relevant Learning and Development NOS.
- 10 All assessment decisions made by a trainee Assessor must be checked by a qualified Assessor or an Assessor recognised by an AO/AB.
- 11 Trainee Assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant Assessor qualification(s) within an agreed timescale.

### **Quality assurance requirements**

- 12 When a QCF unit is used to demonstrate competence, AO/ABs are required to make sure their recognised assessment centres understand how the qualification is quality assured.
- 13 QCF units that assess competence must be verified:
- internally by an internal verifier, who is accountable to the assessment centre
  - externally by an external verifier, who is accountable to the AO/AB or an agent of the AO/AB.

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<sup>9</sup> Currently an Assessor could hold qualification A1 and/or qualification A2, mapped to the Learning and Development NOS (or from the past unit D32 and/or unit D33). SSCs may also identify other suitable equivalent qualifications.

14 With reference to internal verification, internal verifiers must:

- hold or be working towards a suitable internal verifier qualification<sup>10</sup> to confirm they understand how to internally verify assessments
- have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
- be fully conversant with the standards and assessment criteria in the units to be assessed
- understand the AO/AB's quality assurance systems and requirements for this qualification.

15 Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.

16 With reference to external verification, external verifiers must:

- hold or be working towards a suitable external verification qualification<sup>11</sup> to confirm they understand and are able to carry out external verification
- have no connections with the assessment centre, in order to maintain objectivity
- have sufficient and relevant technical/occupational understanding of the unit(s) being verified
- be fully conversant with the standards and performance criteria in the units to be assessed
- understand the AO/AB's quality assurance systems for this qualification.

17 Trainee external verifiers must have a plan, overseen by the AO/AB, to achieve the external verifier qualification within an agreed timescale.

18 AO/ABs must decide on the frequency of external monitoring activities, which must be based on the risks associated with a qualification of this type, and an assessment of the centre's performance and previous record.

19 In agreement with the appropriate SSC, AO/ABs can develop suitably constituted audit processes, when quality assurance and monitoring systems already exist in workplace assessment environments.

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<sup>10</sup> Currently an internal verifier needs to hold qualification V1 (or from the past unit D34.) SSCs also identify other suitable equivalent qualifications.

<sup>11</sup> Currently an external verifier needs to hold qualification V2 (or from the past unit D35.) SSCs also identify other suitable equivalent qualifications.

## **Equality and Diversity**

20 AO/ABs and their assessment centre staff must ensure no learner is discriminated against either directly or indirectly on the grounds of race, colour, nationality, ethnic or national origin, sex, marital status, gender reassignment, sexual orientation, social status, religious belief, political opinion, language (only in relation to the Welsh language and the legal requirements of the Welsh Language Act), disability, long-standing or debilitating disease or age.

## **Changes to the A and V qualifications**

21 The current A1, A2, V1 and V2 qualifications expire on the 31st December 2010 and will be replaced by new qualifications for assessing and assuring the quality of assessment at levels 3 and 4. The new qualifications will sit within the new Qualifications and Credit Framework (QCF).



#### **Annexe 4 - Assessor and Verifier Competence (May 2011)**

SQA Accreditation approved the LSIS (formerly LLUK) Learning and Development SVQs and Units in October 2010 and Awarding Bodies can now seek accreditation for these. The SVQs and units are derived from the Learning and Development NOS which were approved by the UK NOS Panel in March 2010.

Those Assessors and Verifiers who currently hold **D or A and V Units** are still considered to be qualified Assessors and External/Internal Verifiers and are not required to undertake the new units or SVQs. Any new assessors, internal verifiers and/or external verifiers should undertake the Learning and Development Units which are based on the new NOS (see below).

The A and V stand-alone Units have been replaced by the following Learning and Development (L and D) Units:

- Learning and Development Unit 9D - Assess workplace competence using direct methods – replacing Unit A2
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods – replacing Units A1/2
- Learning and Development Unit 11 – Internal Quality Assurance – replaces V1 and D34
- Learning and Development Unit 12 – External Quality Assurance – replaces V2 and D35.

In addition to accrediting either the full SVQ or the relevant SVQ units, we are happy to accept other Assessor/Verifier qualifications for accreditation provided that the qualification can be shown to cover the NOS as above.

For the purposes of quality assurance in centres, we will also accept Assessor/Verifier qualifications which have been accredited by Ofqual where the qualifications are based on the above Learning and Development NOS.

To minimise the burden on centres, Awarding Bodies must recognise that where an Assessor/Verifier has achieved an accredited Assessor/Verifier qualification then there is no need for the Assessor/Verifier to repeat with a different version. For example, if a centre's staff has completed the relevant SVQ units then the centre must not be asked to replicate this with another qualification or units.

## **How does this affect SSCs?**

### **Assessment Strategies/Principles**

To ensure that SSCs maintain up-to-date standards when creating or refreshing assessment strategies, they should replace references to the A and V Units with references to the qualifications based on the new National Occupational Standards for defining Assessor and Verifier occupational competence.

Any Assessor/Verifier qualification must contain **both** knowledge **and** competence and be accredited by either SQA Accreditation or Ofqual. The assessment strategy/principles for the SQA accredited qualifications should follow our current approval procedure. If you require further information please contact your assigned SQA Accreditation Manager.

### **SVQs**

Where an existing SVQ contains the A and V Units as part of the qualification structure, the SSC must consider the SVQ accreditation date so that the qualification structure can be revised, where appropriate, to include the new L and D Units when the SVQ is reaccredited.

## **How does this affect Awarding Bodies?**

### **Accreditation**

Where the SVQ structure contains the A and V Units, Awarding Bodies would be expected to liaise with the SSCs/SSOs to ensure that the qualification structure is, where appropriate, revised to replace the A and V Units.

Any Assessor/Verifier qualification must contain **both** knowledge **and** competence and be accredited by either SQA Accreditation or Ofqual. If you require further information please contact your assigned SQA Accreditation Manager.

Awarding Bodies must ensure that new Assessors and Verifiers are registered for the new Learning and Development Units rather than the A and V Units.

### **Assessment Strategies/Principles**

Where Assessment Strategies/Principles have been updated, Awarding Bodies must ensure that their Assessors and Verifiers:

- meet the occupational competency requirements of the Assessment Strategy/Principles
- carry out assessment and verification activities in line with the new Learning and Development Units.

## **Annexe E: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title**

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For information please go to [www.ofqual.gov.uk](http://www.ofqual.gov.uk) to access the document '*Operating rules for using the term 'NVQ' in a QCF qualification title*'.

