

Specification

Edexcel NVQ/competence-based
qualifications

Edexcel Level 2 NVQ Certificate in Laundry Operations (QCF)

First registration September 2011



Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs and competency based qualifications, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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Qualification title covered by this specification

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

Qualification title	Qualification Number (QN)	Operational start date
Edexcel Level 2 NVQ Certificate in Laundry Operations (QCF)	600/2946/8	01/09/2011

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 the 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 Laundry Operations (QCF)

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 Laundry Operations (QCF) has been approved as a component for the Intermediate Apprenticeship in Fashion and Textiles Level 2 Framework (Laundry pathway).

What is the purpose of this qualification?

This qualification provides recognition for laundry operatives working in all areas of the laundry sector and covers health and safety and maintaining effective working relationships. Learners have the option of completing units that focus on the washing process, finishing items, making up loads, inspection and dispatch. The qualification has been developed specifically for 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 apprenticeship.

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

- Laundry 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 (Laundry pathway).

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

Further information is available in *Annexe A*.

What is the qualification structure of the Edexcel Level 2 NVQ Certificate in Laundry Operations (QCF)?

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

To achieve the Edexcel Level 2 NVQ Certificate in Laundry Operations (QCF) learners must achieve a minimum of 24 credits.

Learners must complete eight mandatory credits and a minimum of 16 optional credits from Option Unit Groups 1 to 3. Knowledge and competence units must be taken in combination ie if unit H/600/8850 is chosen, unit M/600/8849 must also be completed; and vice-versa.

Mandatory units

Learners must achieve all four units from this group.

Unit reference number	Unit title	Level	Credit value
F/600/8841	Health, Safety and Security at Work in the Laundry and Dry Cleaning Industry	2	2
J/600/8842	Know and Understand Health, Safety and Security at Work in the Laundry and Dry Cleaning Industry	2	3
T/600/8917	Maintaining Effective Working Relationships at Work	2	1
A/600/8918	How to Maintain Effective Working Relationships at Work	2	2

Option units 1

Learners must achieve a minimum of two units from this group. Knowledge and competence units must be taken in combination.

Unit reference number	Unit title	Level	Credit value
M/600/8849	Carry Out the Washing Process	2	3
H/600/8850	How to Carry Out the Washing Process	2	3
K/600/8851	Clean Items Safely by Continuous Tunnel Washing Processes	2	4
M/600/8852	How to Clean Items Safely by Continuous Tunnel Washing Processes	2	3
T/600/8853	Process Cabinet Roller Towels in One Stage	2	3
A/600/8854	How to Process Cabinet Roller Towels in One Stage	2	3

Option units 2

Learners must achieve a minimum of two units from this group. Knowledge and competence units must be taken in combination.

Unit reference number	Unit title	Level	Credit value
F/600/8855	Tumble-dry Items	2	2
J/600/8856	How to Tumble-dry Items	2	3
L/600/8857	Press and Finish Garments Following Laundry	2	2
R/600/8858	How to Press and Finish Garments Following Laundry	2	3
Y/600/8859	Process Flat Work Through Calenders	2	3
K/600/8865	How to Process Flat Work Through Calenders	2	3
T/600/8867	Dry-finish and Inspect Garments Using a Tunnel Finisher	2	2
A/600/8868	How to Dry-finish and Inspect Garments Using a Tunnel Finisher	2	3
F/600/8869	Form-finish and Inspect Garments Using Steam and/or Air	2	2
T/600/8870	How to Form-Finish and Inspect Garments Using Steam and/or Air	2	3
D/600/8913	Use a Safe System for Unblocking Continuous Tunnel Washers	2	4
H/600/8914	How to Use a Safe System for Unblocking Continuous Tunnel Washers	3	3

Option units 3

Learners must achieve a minimum of two units from this group. Knowledge and competence units must be taken in combination.

Unit reference number	Unit title	Level	Credit value
H/600/8847	Classify Items and Make up Loads for Cleaning	2	3
K/600/8848	How to Classify Items and Make up Loads for Cleaning	2	2
K/600/8879	Inspect and Dispatch Laundered and Cleaned Items	2	2
D/600/8880	How to Inspect and Dispatch Laundered and Cleaned Items	2	3

How is the qualification graded and assessed?

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 C*. 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:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	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. Alternatively, centres may develop their own.

Centre recognition and approval

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.

Approvals 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

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

What resources are required?

Each qualification is designed to support learners working in the manufacturing technologies 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*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is approved on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit reference number:					This is the unit owner's reference number for the specified unit.
QCF level:					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.
Credit value:					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.
Guided learning hours:					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.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			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 taking *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
- f. Health Service Guidance (95) 18
- g. hazard analysis and critical control points.
- i. environmental requirements
- j. manufacturer's instructions.

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

- a. fire
- b. contamination (eg from leaks, spillages, gas emissions)
- c. accident and injuries to personnel
- d. explosions (eg 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
- 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"> a. fire b. contamination (eg from leaks, spillages, gas emissions) c. accident and injuries to personnel d. explosions (eg gas) <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 eg written, oral, electronic etc and give examples of the various forms of communication			

Date: _____

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 3: Maintaining Effective Working Relationships at Work

Unit reference number: T/600/8917

QCF level: 2

Credit value: 1

Guided learning hours: 4

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 taking *Unit 4: 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		
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		

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 4: 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 eg 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: Carry Out the Washing Process

Unit reference number: M/600/8849

QCF level: 2

Credit value: 3

Guided learning hours: 14

Unit summary

This unit is for those who wash items and organise and control the washing process using a washer extractor.

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 taking *Unit 6: How to Carry Out the Washing Process*.

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 services and machinery ready for use	1.1 Make services and machines ready for safe use			
2 Be able to select work required for washing processes	2.1 Plan how to carry out instructions making best use of resources 2.2 Identify any problems which may arise in carrying out the work			
3 Be able to load machines	3.1 Check loads for classification and process requirements 3.2 Identify and redirect unsuitable items 3.3 Use appropriate detergents, chemicals and additives as required 3.4 Select correct programme for classification 3.5 Load machines in accordance with operating procedures			
4 Be able to control the washing process	4.1 Control the washing process 4.2 Operate machinery in accordance with supervisor's instructions 4.3 Check the progress of selected work			
5 Be able to unload machines	5.1 Unload machines and handle items with care in accordance with operating procedures			
6 Be able to check that work has been carried out as planned	6.1 Remove any items that are not washed satisfactorily or have been damaged 6.2 Identify and report any machine faults			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7	Be able to keep accurate records, complete forms, reports and other documentation	7.1 Keep up to date accurate records 7.2 Complete forms, reports and other documentation as required in line with the organisation's rules, guidelines and standards		
8	Be able to communicate effectively with colleagues and customers	8.1 Communicate effectively with colleagues and customers using the most appropriate form of communication		

Learner name: _____ Date: _____

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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 services and machinery ready for use	<p>1.1 Describe how to make services and machinery ready for work</p> <p>1.2 Describe the operational settings and range of performance from machines</p> <p>1.3 Describe the relevant responsibilities under the:</p> <ul style="list-style-type: none"> - Health and Safety at Work Act - Control of Substances Hazardous to Health (COSHH) - other relevant legislation 			
2 Know how to select work required for washing processes	<p>2.1 Explain the difference between fibres and fabrics</p> <p>2.2 Explain the differences between wash programmes</p> <p>2.3 Explain which detergents, chemicals and additives may be used</p> <p>2.4 Describe the use of care labels</p>			
3 Know how to load machines	<p>3.1 Describe how to load machines correctly and safely in accordance with operating procedures</p> <p>3.2 Explain how to select the correct load weight for the machine and the fabric</p> <p>3.3 Describe the problems with high and low dip levels</p> <p>3.4 Explain the different temperature settings for wash programmes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to control the washing process	4.1 Explain how the complete washing process works 4.2 Describe how to operate machinery in accordance with supervisor's instructions 4.3 Explain how to check the progress of selected work 4.4 Describe how to identify any problems during the washing process			
5 Know how to unload machines	5.1 Describe how the machines are unloaded correctly and safely in accordance with operating procedures			
6 Know how to check that work has been carried out as planned	6.1 Explain the procedure for removing any items that have not been washed satisfactorily or have been damaged 6.2 Describe how to recognise faults or malfunctions within the machine or wash process and who to report them to 6.3 Explain how to stop a malfunctioning washing machine safely 6.4 Explain how to carry out routine machine maintenance as per company procedures 6.5 Describe waste disposal procedures			
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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Know how to communicate effectively with colleagues and customers	8.1 Describe the various forms of communication eg written, oral, electronic etc. and give examples of appropriate uses of the various forms of communication			

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Date: _____

(if sampled)

Unit 7: Clean Items Safely by Continuous Tunnel Washing Processes

Unit reference number: K/600/8851

QCF level: 2

Credit value: 4

Guided learning hours: 21

Unit summary

This unit is for those who wash items using a CTW, and organise and control the wash process in a safe manner.

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 taking *Unit 8: How to Clean Items Safely by Continuous Tunnel Washing Processes*.

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 services and machinery ready for use	<p>1.1 Make services and machinery ready for use</p> <p>1.2 Check and calibrate weighing devices, keeping test weights for this purpose</p> <p>1.3 Ensure that colleagues understand their roles</p> <p>1.4 Identify any possible problems</p>			
2 Be able to select work for continuous tunnel washing (CTW) process	<p>2.1 Plan the work required making the best use of resources available</p> <p>2.2 Calculate the correct weight for each classification of work</p> <p>2.3 Select programmes correct for the classification</p> <p>2.4 Handle items with care</p>			
3 Be able to control the continuous tunnel washing (CTW) process	<p>3.1 Control the continuous tunnel washing (CTW) process</p> <p>3.2 Ensure that thermostats and temperature gauges have the correct settings</p> <p>3.3 Ensure that the machine is not under or overloaded</p> <p>3.4 Check for overloading and/or lack of water which causes blockages</p> <p>3.5 Check there is sufficient water for each type of classification</p> <p>3.6 Ensure that work is loaded cleanly into the hopper/first stage compartment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.7 Use appropriate detergents, chemicals and additives in accordance with manufacturer's instruction			
4 Be able to correctly and safely operate the continuous tunnel washing (CTW) process	4.1 Operate the process safely in accordance with manufacturer's instructions 4.2 Ensure that there is an amount of free liquid after wetting is completed 4.3 Ensure correct levels of water are available to provide sufficient lubrication to transfer the load cleanly as a complete batch 4.4 Monitor fault alarms and diagnostics within the CTW to prevent blockages 4.5 Ensure that any reversing fault issues are diagnosed and corrected			
5 Be able to identify any problems which may arise	5.1 Monitor the loading area, raise the alarm if any abnormality is found, and shut down the CTW until the fault is corrected 5.2 Monitor dip and bath level sensors to ensure a clean transfer 5.3 Monitor proximity sensors that control rotation of the drum during transfer			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to check that work has been carried out as planned	6.1 Remove any items which are not washed properly 6.2 Identify and report any machine faults and component part malfunctions		
7	Be able to keep accurate records, complete forms and other documentation	7.1 Keep up to date accurate records 7.2 Complete forms, reports and other documentation as required in line with the organisation's rules, guidelines and standards		
8	Be able to communicate effectively with colleagues and customers	8.1 Communicate effectively with colleagues to ensure that they understand what work they must do		

Learner name: _____ Date: _____
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Internal verifier signature: _____ Date: _____
(if sampled)

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to make services and machinery ready for use	<p>1.1 Describe how to make services and machinery ready for use</p> <p>1.2 Explain the operational settings and range of performance from machines</p> <p>1.3 Describe how to carry out routine maintenance</p>			
2 Know how to select work for continuous tunnel washing (CTW) process	<p>2.1 Explain how to determine the classification of loads</p> <p>2.2 Describe how to plan the work required making the best use of resources</p> <p>2.3 Explain the importance of reporting any possible problems/faults identified at the planning stage</p>			
3 Know how to control the continuous tunnel washing (CTW) process	<p>3.1 Explain how the complete continuous tunnel washing process works</p> <p>3.2 Describe common faults that can occur in the process</p> <p>3.3 Explain the importance of ensuring that the machine is not under or overloaded</p> <p>3.4 Explain programme selection, the difference between wash programmes and temperature settings</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to correctly and safely operate the continuous tunnel washing (CTW) process</p>	<p>4.1 Describe how to operate the process safely in accordance with the manufacturer's instructions</p> <p>4.2 Describe the controls/alarms that have to be monitored to ensure that the process is working safely and why it is necessary to constantly monitor the CTW</p> <p>4.3 Describe the actions to be taken in the case of malfunctions</p> <p>4.4 Describe how to stop a malfunctioning CTW</p> <p>4.5 Describe the procedures for reporting a fault</p> <p>4.6 Describe relevant responsibilities under the:</p> <ul style="list-style-type: none"> - Health and Safety at Work Act - Control of Substances Hazardous to Health (COSHH) - risk assessments - other relevant legislation 			
<p>5 Know how to identify any problems which may arise</p>	<p>5.1 Describe the importance of monitoring:</p> <ul style="list-style-type: none"> a. the loading area b. dip and bath dip level sensors c. proximity sensors d. thermostats and temperature gauges 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6	Know how to check that work has been carried out as planned	6.1 Describe the procedures to be followed to ensure that work has been carried out as planned 6.2 Describe how to disinfect the CTW		
7	Know how to keep accurate records, complete forms 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	Know how to communicate effectively with colleagues and customers	8.1 Describe the various forms of communication eg written, oral, electronic etc. and give examples of appropriate uses of the various forms of communication		

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Unit 9: Process Cabinet Roller Towels in One Stage

Unit reference number: T/600/8853

QCF level: 2

Credit value: 3

Guided learning hours: 14

Unit summary

This unit is for those who process cabinet roller towels using continuous processing and set up CTW or continuous towel washer and wash, dry and finish cabinet roller towels.

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 taking *Unit 10: How to Process Cabinet Roller Towels in One Stage*.

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, supplies and services ready for use	1.1 Make machines and mobile equipment, supplies and services ready for use 1.2 Select the correct machine programme, detergents and chemicals 1.3 Ensure that colleagues understand their roles 1.4 Carry out routine machine maintenance			
2 Be able to select work for cleaning	2.1 Select work for cleaning 2.2 Ensure work areas and surfaces are kept clear and clean 2.3 Plan the work to make the best use of resources available			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to correctly and safely operate the towel washer process	3.1 Correctly and safely operate the towel washer process according to the manufacturer's instructions 3.2 Clean, dry and roll towels 3.3 Unload and separate towels 3.4 Prepare towels for dispatch ensuring they do not become contaminated in storage which may involve using: <ul style="list-style-type: none"> - wrapping - polytubing - stacking - and other forms of storage 			
4 Be able to identify any problems which may arise	4.1 Identify and deal with any problems/faults which may arise			
5 Be able to check that work has been carried out as planned	4.2 Report any problems/faults to the supervisor			
6 Be able to keep accurate records, complete forms and other documentation	5.1 Check that work has been carried out as planned 5.2 Identify and deal with unsatisfactory towels 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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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Internal verifier signature: _____ Date: _____
(if sampled)

Unit 10: How to Process Cabinet Roller Towels in One Stage

Unit reference number: A/600/8854

QCF level: 2

Credit value: 3

Guided learning hours: 21

Unit summary

This unit is for those who process cabinet roller towels using continuous processing and set up CTW or continuous towel washer and wash, dry and finish cabinet roller towels.

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 make machinery, supplies and services ready for use	<p>1.1 Describe how to make machinery and mobile equipment, supplies and services ready for use</p> <p>1.2 Describe which detergents and chemicals will be used</p> <p>1.3 Explain the types of problems encountered when setting up continuous processing operations (ie re-threading of towels and cleaning the J box)</p> <p>1.4 Describe the company's procedures for routine maintenance</p>			
2 Know how to select work for cleaning	<p>2.1 Describe how to select work for cleaning</p> <p>2.2 Explain how to plan the work to make best use of the resources available</p> <p>2.3 Explain the importance of identifying any possible problems at the planning stage</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to correctly and safely operate the towel washer process	3.1 Explain how to correctly and safely operate the towel washer process according to the manufacturer's instructions 3.2 Explain the loading levels for accumulators 3.3 Describe the start up and close down sequences 3.4 Describe how to select the correct machine programmes 3.5 Explain the importance of correct water pressures and spray bar distributions 3.6 Describe relevant responsibilities under the: <ul style="list-style-type: none"> - Health and Safety at Work Act - Control of Substances Hazardous to Health (COSHH) - other relevant legislation 			
4 Know how to identify any problems which may arise	4.1 Describe the common machine faults that can occur 4.2 Explain how to identify and report any faults or hazards in the process			
5 Know how to check that work has been carried out as planned	5.1 Describe how to identify and deal with unsatisfactory towels 5.2 Explain how to locate and repair faults or damage in the towelling length 5.3 Explain the procedure to deal with spillages and disposal of waste			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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 which 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 various forms of communication eg written, oral, electronic etc. and give examples of appropriate uses of the various forms of communication			

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Unit 11: Tumble-dry Items

Unit reference number: F/600/8855

QCF level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit is for those who prepare equipment and tumble-dry and/or condition items 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 taking *Unit 12: How to Tumble-dry Items*.

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	1.1 Make machinery and equipment ready for use 1.2 Carry out routine maintenance 1.3 Ensure that colleagues understand their roles			
2 Be able to select the work for tumble drying	2.1 Select the work for tumble drying 2.2 Plan the work to make the best use of resources available 2.3 Check that loads are ready for tumble drying 2.4 Remove any items that are unsuitable for tumble drying			
3 Be able to correctly and safely operate the tumble dryer	3.1 Correctly and safely operate the tumble dryer according to the manufacturer's instructions 3.2 Select the correct programme 3.3 Load and unload items			
4 Be able to identify any problems which may arise	4.1 Identify any problems/faults which may arise 4.2 Report any problems/faults to the supervisor			
5 Be able to check that work has been carried out as planned	5.1 Check that work has been carried out as planned 5.2 Identify and deal with unsatisfactory items 5.3 Identify and deal with faults and hazards 5.4 Pass items to the next process			

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

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(if sampled)

Unit 12: How to Tumble-dry Items

Unit reference number: J/600/8856

QCF level: 2

Credit value: 3

Guided learning hours: 14

Unit summary

This unit is for those who prepare equipment and tumble-dry and/or condition items and prepare the work required.

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.

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 make machinery and equipment ready for use	<p>1.1 Describe how to make machinery and equipment ready for use</p> <p>1.2 Explain the importance of routine maintenance</p>			
2 Know how to select the work for tumble drying	<p>2.1 Describe how to select the work for tumble drying</p> <p>2.2 Explain how to plan the work to make best use of the resources available</p> <p>2.3 Explain the importance of identifying any possible problems at the planning stage</p> <p>2.4 Describe the use of care labels and distinguish between fibres and fabrics</p>			
3 Know how to correctly and safely operate the tumble dryer	<p>3.1 Explain how to correctly and safely operate the tumble dryer according to the manufacturer's instructions</p> <p>3.2 Explain how to select correct programmes</p> <p>3.3 Describe how to load and unload items</p> <p>3.4 Describe the major hazards associated with the tumble-drying process (eg spontaneous combustion)</p> <p>3.5 Describe relevant responsibilities under the:</p> <ul style="list-style-type: none"> - Health and Safety at Work Act - Control of Substances Hazardous to Health (COSHH) - other relevant legislation 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to identify any problems which may arise			
	4.1 Explain how to recognise any faults and malfunctions which may occur			
	4.2 Describe the actions to be taken to rectify any faults/malfunctions			
5	Know how to check that work has been carried out as planned			
	5.1 Describe how to deal with items that are not satisfactorily dried or items which are 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 which 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 various forms of communication eg written, oral, electronic etc. and give examples of appropriate uses of the various forms of communication			

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Unit 13: Press and Finish Garments Following Laundry

Unit reference number: L/600/8857

QCF level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit is for those who press and inspect garments and items as part of the laundry 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 before taking *Unit 14: How to Press and Finish Garments Following Laundry*.

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 Decide which machines will be used ie rotary presses, scissor presses, iron and/or rotary iron</p> <p>1.2 Make machines and equipment safe and ready for use</p> <p>1.3 Check and adjust the locking pressure on scissor presses as appropriate</p> <p>1.4 Evaluate the efficiency of the vacuum as appropriate</p> <p>1.5 Check thermostat settings</p>			
2 Be able to select the work for pressing	<p>2.1 Select the work for pressing</p> <p>2.2 Plan the work to make the best use of resources available</p> <p>2.3 Check that garments are ready for pressing</p>			
3 Be able to correctly and safely operate presses	<p>3.1 Follow procedures to set up and close down machine</p> <p>3.2 Press items to the required standard of finish</p> <p>3.3 Inspect items for stains, repairs, creasing, shrinkage, etc.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to identify any problems which may arise	4.1 Identify and deal with any problems/faults which may occur 4.2 Take the appropriate action if safety mechanisms malfunction		
5	Be able to check that work has been carried out as planned	5.1 Identify unsatisfactorily pressed garments and direct to the appropriate locations as required by company procedures 5.2 Pass items for packing and dispatch		
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 14: How to Press and Finish Garments Following Laundry

Unit reference number: R/600/8858

QCF level: 2

Credit value: 3

Guided learning hours: 14

Unit summary

This unit is for those who press and inspect garments and items as part of the laundry 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 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 make machinery and equipment ready for use	<p>1.1 Describe the differences between rotary presses, scissor presses, irons and rotary irons</p> <p>1.2 Describe how to make machines and equipment ready for use</p>			
2 Know how to select the work for pressing	<p>2.1 Explain how to select garments for pressing</p> <p>2.2 Explain how to interpret care labels</p> <p>2.3 Describe how different textiles respond to heat and pressure</p> <p>2.4 Describe what the correct steam pressures are</p>			
3 Know how to correctly and safely operate presses	<p>3.1 Explain the procedures to set up and close down the presses</p> <p>3.2 Explain how to interpret finishing specifications</p> <p>3.3 Describe the effects of moisture in finishing</p> <p>3.4 Describe how to press items so that finishing standards are met</p> <p>3.5 Describe relevant responsibilities under the:</p> <ul style="list-style-type: none"> - Health and Safety at Work Act - Control of Substances Hazardous to Health (COSHH) - other relevant legislation 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to identify any problems which may arise	4.1 Describe the procedures to be followed if safety mechanisms malfunction 4.2 Describe the common faults which occur and how to deal with them		
5	Know how to check that work has been carried out as planned	5.1 Describe how to inspect and identify garments to ensure that they are pressed to company standards 5.2 Explain what unacceptable levels of moisture retention are		
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 which 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 various forms of communication eg written, oral, electronic etc. and give examples of appropriate uses of the various forms of communication		

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Unit 15: Process Flat Work Through Calenders

Unit reference number: Y/600/8859

QCF level: 2

Credit value: 3

Guided learning hours: 14

Unit summary

This unit is for those who prepare and process flat work through calenders.

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 taking *Unit 16: How to Process Flat Work Through Calenders*.

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.

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 Check that the machinery is safe and ready to use</p> <p>1.2 Check that loads are suitable for calendaring</p> <p>1.3 Wax calender beds before calendaring</p> <p>1.4 Adjust the machinery to suit the type of load to be processed</p>			
2 Be able to select the work required	<p>2.1 Select and prepare the flat work for calendaring</p> <p>2.2 Plan the work to make the best use of resources</p> <p>2.3 Check loads and redirect unsuitable items</p> <p>2.4 Identify any potential problems</p>			
3 Be able to correctly and safely adjust and operate machine	<p>3.1 Follow procedures to start up and close down machines</p> <p>3.2 Adjust and operate machines safely in accordance with procedures</p> <p>3.3 Load items onto feeder/calenders at the specified rate</p> <p>3.4 Check belts, feed bands, tapes and wax the beds as required</p>			
4 Be able to identify any problems which may arise	<p>4.1 Identify and deal with any problems/faults which may arise in carrying out the work</p> <p>4.2 Follow the appropriate procedures to report and rectify any problems/faults which may arise with either the machines or the finish of items</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to check that work has been carried out as planned	5.1 Inspect and identify items that do not meet company standards and direct them to the appropriate locations 5.2 Pass satisfactory items for packaging and dispatch after, drying, ironing and folding 5.3 Store items ensuring they do not become contaminated			
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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 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (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 Describe the risks associated with calenders</p> <p>1.2 Explain the differences in machinery speeds and settings for different classifications, fibre types and weights</p>			
2 Know how to select the work required	<p>2.1 Describe how to select the work for calendaring</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</p>			
3 Know how to correctly and safely adjust and operate machines	<p>3.1 Describe the procedures for starting up and closing down the machines</p> <p>3.2 Describe how to adjust and operate machines safely in accordance with procedures</p> <p>3.3 Explain specified feeding rates for loading items</p> <p>3.4 Describe relevant responsibilities under the:</p> <ul style="list-style-type: none"> - Health and Safety at Work Act - Control of Substances Hazardous to Health (COSHH) - other relevant legislation 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to identify any problems which may arise			
	4.1 Describe common faults that occur both in machines or the finish of items			
	4.2 Explain the procedures to be followed to report and rectify any problems/faults which may arise			
5	Know how to check that work has been carried out as planned			
	5.1 Explain drying and finishing specifications			
	5.2 Describe the procedure to be followed to deal with 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 which 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 various forms of communication eg written, oral, electronic etc. and give examples of the various forms of communication			

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 17: Dry-finish and Inspect Garments Using a Tunnel Finisher

Unit reference number: T/600/8867

QCF level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit is for those who dry and finish garments using a tunnel finisher.

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 taking *Unit 18: How to Dry-finish and Inspect Garments Using a Tunnel Finisher*.

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	1.1 Check that the equipment is safe and ready for use 1.2 Ensure that sufficient hangers are available		
2	Be able to select the work required	2.1 Plan the work to make the best use of resources 2.2 Make sure that garments are not damaged before finishing and that they are suitable for tunnel finishing 2.3 Remove any foreign objects from garments		
3	Be able to correctly and safely operate tunnel finishers	3.1 Place garments on hangers 3.2 Load garments on the delivery conveyor 3.3 Dry garments at the correct speed and temperature		
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 rectify or report any faults/problems which may arise		
5	Be able to check that work has been carried out as planned	5.1 Identify and redirect garments with an unsatisfactory finish 5.2 Inspect garments for satisfactory drying and direct to the correct discharge rail		
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 standard		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to communicate effectively with colleagues and customer	7.1 Communicate effectively with colleagues and customers using the most effective form of communication			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 18: How to Dry-finish and Inspect Garments using a Tunnel Finisher

Unit reference number: A/600/8868

QCF level: 2

Credit value: 3

Guided learning hours: 21

Unit summary

This unit is for those who dry and finish garments using a tunnel finisher.

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 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 make machinery and equipment ready for use	<p>1.1 Describe how to make machinery and equipment safe and ready for use</p> <p>1.2 Explain the appropriate speeds and drying temperatures to be used</p>			
2 Know how to select the work required	<p>2.1 Describe how to ensure that garments are suitable for tunnel finishing</p> <p>2.2 Explain how to interpret care labels and distinguish between fibres and fabrics</p>			
3 Know how to correctly and safely operate tunnel finishers	<p>3.1 Describe how to place garments on hangers and load them onto the delivery conveyor</p> <p>3.2 Explain the fire hazards presented by garments falling inside the tunnel finisher</p> <p>3.3 Describe relevant responsibilities under the:</p> <ul style="list-style-type: none"> - Health and Safety at Work Act - Control of Substances Hazardous to Health (COSHH) - other relevant legislation 			
4 Know how to identify any problems which may arise	<p>4.1 Describe how faults in the process affect garment conditions and how to identify the faults</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 for identifying and redirecting any garment with an unsatisfactory finish 5.2 Describe how to inspect garments for satisfactory drying and direct to the correct discharge rail			
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 various forms of communication eg written, oral, electronic etc. and give examples of the various forms of communication			

Learner name: _____ Date: _____
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Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 19: Form-finish and Inspect Garments Using Steam and/or Air

Unit reference number: F/600/8869

QCF level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit is for those who use steam/air to form and finish garments, and organise and control the use of steam/air to form and finish garments.

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 taking *Unit 20: How to Form-finish and Inspect Garments Using Steam and/or Air*.

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	1.1 Check that the machinery and equipment are safe and ready for use 1.2 Check that colleagues understand the work they must do			
2 Be able to select the work required	2.1 Plan the work to make the best use of resources 2.2 Make sure the garments are suitable for steam/air processing 2.3 Inspect garments for faults and foreign objects			
3 Be able to correctly and safely process garments in steam and air finishers	3.1 Secure, straighten and clamp garments on the former 3.2 Process garments in steam and air finishers 3.3 Make necessary adjustments to steam/air pressure dependent on garment/fabric requirements 3.4 Unload garments and place on hangers			
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 correct procedures to rectify any faults/problems which may arise			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to check that work has been carried out as planned	5.1 Identify and redirect any garments that are unsatisfactory or damaged 5.2 Inspect garments for satisfactory finish and direct to correct location for packing and dispatch		
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: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 20: How to Form-finish and Inspect Garments Using Steam and/or Air

Unit reference number: T/600/8870

QCF level: 2

Credit value: 3

Guided learning hours: 21

Unit summary

This unit is for those who use steam/air to form and finish garments, and organise and control the use of steam/air to form and finish garments.

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 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 make machinery and equipment ready for use	<p>1.1 Describe the hazards associated with steam and air finishing</p> <p>1.2 Describe how to make machinery and equipment safe and ready for use</p>			
2 Know how to select the work required	<p>2.1 Explain the procedure for checking that garments are suitable for steam/air processing</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</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to correctly and safely process garments in steam and air finishers	3.1 Describe how to operate and control the equipment 3.2 Describe how to clamp garments on the former 3.3 Explain how to get the correct steam/air/humidification settings for automated finishing equipment 3.4 Describe relevant responsibilities under the: <ul style="list-style-type: none"> - Health and Safety at Work Act - Control of Substances Hazardous to Health (COSHH) - other relevant legislation 			
4 Know how to identify any problems which may arise	4.1 Describe how faults in the process affect the condition of garments and how to identify the faults 4.2 Explain the procedures to be followed to report and rectify any problems/faults which may arise			
5 Know how to check that work has been carried out as planned	5.1 Describe the procedure for identifying and redirecting any garment with an unsatisfactory finish 5.2 Describe how to unload and inspect garments for satisfactory finishing			
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 eg written, oral, electronic etc. and give examples of the various forms of communication			

Learner name: _____

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Unit 21: Use a Safe System for Unblocking Continuous Tunnel Washers

Unit reference number: D/600/8913

QCF level: 2

Credit value: 4

Guided learning hours: 21

Unit summary

This unit is for those who unblock CTWs (Continuous Tunnel Washers).

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 taking *Unit 22: How to Use a Safe System for Unblocking Continuous Tunnel Washers*.

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 Be able to identify faults in the operation of the continuous tunnel washer (CTW)	1.1 Identify blockages in the CTW			
2 Be able to ensure that necessary services and machinery are available in line with company procedures	2.1 Confirm availability of emergency services 2.2 Confirm requirement and authorisation to enter the CTW with authorised personnel 2.3 Ensure that all required controls are in place			
3 Be able to carry out safely, without entry, company procedures for unblocking CTW	3.1 Rotate the CTW drum so as to move work backwards or forwards dependent on location of blockage 3.2 Flood CTW (if applicable) to assist in clearance in conjunction with mechanical rotation 3.3 Add detergent or softener (if applicable) in conjunction with mechanical rotation 3.4 Flush with fresh water in case operatives have to enter CTW			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to carry out safely, with entry, company procedures for unblocking CTW	<p>4.1 Remove all work from hopper or press area, or via the inspection hatch</p> <p>4.2 Ensure that the correct protective clothing is worn, that means of communication are in place throughout the CTW and only extra low voltage equipment is used</p> <p>4.3 Ensure that temperature and length of time of exposure are monitored</p> <p>4.4 Use a chain mail wrist protector when removing or cutting linen free</p>			
5 Be able to check that work has been carried out as planned	<p>5.1 Follow procedures to confirm blockage has been removed</p> <p>5.2 React, respond and carry out designated duties in the event of an emergency</p>			
6 Be able to keep accurate records, complete forms and other documentation	<p>6.1 Keep up to date accurate records</p> <p>6.2 Complete forms, reports and other documentation in line with the organisation's rules guidelines and standards</p>			
7 Be able to communicate effectively with colleagues and customers	<p>7.1 Communicate effectively with colleagues and customers using the most effective form of communication</p>			

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Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	<p>Know how to identify faults in the operation of the continuous tunnel washer (CTW)</p> <p>Know how to ensure that the necessary services and machinery are available</p>	<p>1.1 Describe how blockages in the CTW can be detected</p> <p>1.2 Explain the importance of reporting blockages promptly</p>		
2	<p>Know how to ensure that the necessary services and machinery are available</p>	<p>2.1 Explain why the company should be informed of personal medical conditions and medication</p> <p>2.2 Explain why Risk Assessment Procedures and Health and Safety Executive (HSE) Procedures should be followed when clearing blockages</p> <p>2.3 Explain the work and rest periods in line with company procedures</p>		
3	<p>Know how to carry out safely, without entry, company procedures for unblocking CTW</p>	<p>3.1 Describe the sequence of actions to be undertaken in the event of a blockage</p> <p>3.2 Explain the roles and responsibilities of self, colleagues, management and external agencies</p> <p>3.3 Explain when a blockage does, and does not, require entry</p>		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to carry out safely, with entry, company procedures for unblocking CTW	<p>4.1 Describe the 'Safe Systems of Work' (SSOW) and unblocking procedures</p> <p>4.2 Explain the reasons for having a 'lock off' map</p> <p>4.3 Describe how to communicate whilst inside the CTW</p> <p>4.4 Explain why operatives work in a chain and why care should be taken when removing wet linen</p> <p>4.5 Describe the cutting tools to be used and precautions to be taken during cutting</p> <p>4.6 Describe relevant responsibilities under the:</p> <ul style="list-style-type: none"> - Health and Safety at Work Act - Control of Substances Hazardous to Health (COSHH) - other relevant legislation 			
5 Know how to check that work has been carried out as planned	5.1 Describe the procedures to be followed to confirm blockage has been removed			
6 Know how to keep accurate records, complete forms and other documentation	<p>6.1 Describe what types of records are kept and the importance of completing them accurately</p> <p>6.2 Explain what forms and documentation are commonly used and how to complete them</p>			
7 Know how to communicate effectively with colleagues and customers	7.1 Describe the forms of communication eg written, oral, electronic etc. and give examples of the various forms of communication			

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Unit 23: Classify Items and Make up Loads for Cleaning

Unit reference number: H/600/8847

QCF level: 2

Credit value: 3

Guided learning hours: 10

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 taking *Unit 24: 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		
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		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

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Internal verifier signature: _____ Date: _____
(if sampled)

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"> - Health and Safety at Work Act and Control of Substances Hazardous to Health - HSG (95) 18 (Health Service Guidance) - HACCP (Hazard Analysis and Critical Control Points) - BS EN 14065 where appropriate 			
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			
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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Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to make equipment ready for use	1.1 Prepare and check that equipment is safe and ready for use		
2	Be able to prepare items and inspect for quality	2.1 Prepare items, fold as necessary, and inspect for quality 2.2 Remove and redirect any items that are substandard as per company procedures 2.3 Maintain the finish and condition of items		
3	Be able to make up and label orders	3.1 Make up orders to specification 3.2 Make up and label items		
4	Be able to prepare items for dispatch and transfer to dispatch point	4.1 Check with customer, as necessary, to review order and confirm any special instructions 4.2 Store items in the correct location before dispatch 4.3 Check items against specification to ensure that any customers' special instructions have been carried out and transfer to dispatch		
5	Be able to check that work has been carried out as planned	5.1 Identify and deal with problems/faults which may arise in carrying out the work		

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

Learner name: _____ Date: _____

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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 equipment ready for use	1.1 Describe how to check that equipment is safe and ready for use			
2 Know how to prepare items and inspect for quality	2.1 Describe how to identify customer specifications and requirements 2.2 Explain the procedure to remove and redirect any items that are substandard 2.3 Explain how to interpret care labels and describe fabric construction and the properties of fibres			
3 Know how to make up and label orders safely	3.1 Describe how to either fold items using manual methods, automatic, semi-automatic machinery or using the polyrobe machine or other manual methods 3.2 Explain the importance of accurate labelling 3.3 Describe the characteristics of different fabrics in relation to creasing and preservation of finish 3.4 Explain what materials to use when making up and labelling orders 3.5 Describe relevant responsibilities under the: <ul style="list-style-type: none"> - Health and Safety at Work Act - Control of Substances Hazardous to Health (COSHH) - other relevant legislation 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to prepare items for dispatch and transfer to dispatch point	<p>4.1 Explain the procedure for storing items before dispatch</p> <p>4.2 Describe the procedure for checking parcels against specification and transferring them to dispatch point</p> <p>4.3 Explain how to ensure customers' special instructions have been carried out</p>			
5 Know how to check that work has been carried out as planned	<p>5.1 Describe how to identify and deal with problems/faults which may arise in carrying out the work</p> <p>5.2 Describe the organisation's required standard for completed work</p>			
6 Know how to keep accurate records, complete forms and other documentation	<p>6.1 Describe what types of records are kept and the importance of completing them accurately</p> <p>6.2 Explain what forms and documentation are commonly used and how to complete them</p>			

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 eg written, oral, electronic etc. and give examples of the various forms of communication			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Further information

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

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

Email: info@skillset.org

Professional development and training

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). 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				<p>BTEC Level 2 Certificate in Laundry and Dry Cleaning Technology (QCF)</p> <p>BTEC Level 2 Certificate in Apparel, Footwear, Leather or Textile Production (QCF)</p>	<p>Level 2 NVQ Certificate in Laundry Operations (QCF)</p> <p>Level 2 NVQ Certificate in Manufacturing Textiles Products (QCF)</p> <p>Level 2 NVQ Certificate in Manufacturing Sewn Products (QCF)</p> <p>Level 2 NVQ Certificate in Footwear and Leather (QCF)</p> <p>Level 2 NVQ Certificate in Dry Cleaning Operations (QCF)</p> <p>Level 2 NVQ Certificate in Textile Care Services (QCF)</p>
1					
Entry					

Annexe B: Quality assurance

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

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.

Principles of Assessment

For use with the Creative Media
Vocational Qualifications within UK Qualification
and Credit Frameworks

Content

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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 annex, 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)¹;
- SQA Accreditation Regulations and Criteria²
- DCELLS regulation of qualifications³
- CCEA regulation of qualifications⁴
- Information designed to support the implementation of the QCF regulatory arrangements⁵.

¹ Requirements for all organisations recognised to operate in the QCF

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

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

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

⁵ 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

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

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 work place 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 Annex 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 Annex 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**⁶. However please note the Assessor will have overarching responsibility for the assessment and will make the final judgment.

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 (eg 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 (eg 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 Annex 1.

⁶ 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 Annex 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 Annex 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 Annex 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, practise 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.

Annex 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, makeup 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.

Annex 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 sett value, thus the Assessor must seek learner understanding of how to achieve required sett 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 & Leathergoods

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.

Annex 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)⁷.

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 safety⁸. 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.

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.

⁷ QCF glossary of terms, 2009

⁸ Page 5, Skillset's SQS 2008

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 qualification⁹ 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 recognized 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.
14. With reference to internal verification, internal verifiers must:
- hold or be working towards a suitable internal verifier qualification¹⁰ 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.

⁹ 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.

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

16. With reference to external verification, external verifiers must:
- hold or be working towards a suitable external verification qualification¹¹ 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.

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).

Annex 4 – Assessor and Verifier Competence (May 2011)

SQA Accreditation approved the LSIS (formerly LUK) 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.

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

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 & 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 & 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

For information please go to www.ofqual.gov.uk to access the document 'Operating rules for using the term 'NVQ' in a QCF qualification title'.

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