

Specification

BTEC Specialist qualifications

Edexcel BTEC Level 2 Certificate in Laundry and Dry Cleaning
Technology (QCF)

First teaching September 2011



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1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry level to level 3 in the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment and provide career development opportunities for those already in work. They can be taken full time or part time in schools, colleges, training centres and through employers.

A number of BTEC Specialist qualifications are recognised as knowledge components (previously known as 'Technical Certificates') in Apprenticeship Frameworks.

There are three sizes of BTEC specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

How are credits calculated?

Every unit and qualification in the QCF has a credit value.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

Industry Support and recognition

BTEC Specialist qualifications are normally supported by the relevant Sector Skills Council (SSC), Standards Setting Body (SSB) for the sector, representative or regulatory organisations.

2 Qualification summary and key information

Qualification title	Edexcel BTEC Level 2 Certificate in Laundry and Dry Cleaning Technology (QCF)
QCF Qualification Number (QN)	600/2949/3
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/09/2011
Age range that the qualification is approved for	16-18 19+
Credit value	Minimum 17 credits
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	126-174
Grading information	The qualification is awarded at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow Edexcel's <i>Access and Recruitment</i> policy (see section 9, <i>Access and Recruitment</i>)

QCF qualification title and Qualification Number

The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. As well as a QN, each unit within a qualification also has a QCF unit reference number (URN).

The qualification title, QN and URNs appear on learners' final certification documentation. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Further information about certification can be found in the Edexcel Information Manual on the Edexcel website, www.edexcel.com/iwantto/Pages/info-manual.aspx

Objectives of the qualification

The Edexcel BTEC Level 2 Certificate in Laundry and Dry Cleaning Technology (QCF) is for learners who work in, or wish to work in the laundry, dry cleaning or textile care service industry

It gives learners the opportunity to:

- develop knowledge in a wide context across the laundry, dry cleaning or textile care service industry
- achieve a nationally-recognised Level 2 qualification
- map learning and assessment and transferable skills to the knowledge units within the NVQ.

Entry requirements

There are no specific entry requirements for this qualification.

Apprenticeships

The Edexcel BTEC Level 2 Certificate in Laundry and Dry Cleaning Technology (QCF) has been approved as a knowledge component for the Intermediate Apprenticeship in Fashion and Textiles (from October 2011). Links with level 1 Functional Skills in English and Maths are shown in *Annexe C*.

Progression opportunities through Edexcel Qualifications

Learners who have achieved the Edexcel BTEC Level 2 Certificate in Laundry and Dry Cleaning Technology (QCF) can progress on to other Edexcel Level 3 qualifications in Textiles or Management. See *Annexe A* for further information.

Industry Support and recognition

This qualification is supported by Skillset, the Sector Skills Council for Creative Industries.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards in Laundry and Dry Cleaning. The mapping document in *Annexe B* shows the links between the units within this qualification and the National Occupational Standards.

3 Centre resource requirements

General requirements

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.

Specific requirements

Any identified specific requirements or resources needed to deliver units within this qualification are listed in the individual unit *Essential resources* section. Centres will be asked, as part of the approval process, to make sure that these resources are in place before offering the qualification.

4 Qualification structure

Edexcel BTEC Level 2 Certificate in Laundry and Dry Cleaning Technology (QCF)

The learner must meet the requirements outlined in the table below before the qualification can be awarded.

Learners must complete the core mandatory units to achieve 9 credits. They must then choose one pathway:	
<ul style="list-style-type: none"> • Dry Cleaning – learners must complete the mandatory unit and a minimum of 1 unit from the optional group • Laundry – learners must complete the mandatory unit and a minimum of 1 unit from the optional group • Textile Care – learners must complete the mandatory unit and a minimum of 2 units from the optional group. 	
Minimum number of credits that must be achieved:	
Laundry pathway	18
Dry Cleaning pathway	20
Textile Care pathway	17
Minimum number of credits that must be achieved at level 2 or above	17

Core mandatory units (all units, 9 credits)					
Unit	URN	Unit title	Credit	Level	GLH
1	L/502/6734	Understanding health and safety and the principles of employee rights and responsibilities within the textile care service	4	2	30
2	T/502/6727	Quality standards within the textile care service	2	2	16
3	A/502/6728	Resource conservation within the textile care service	3	2	24

Pathways – choose 1 pathway					
Dry Cleaning (minimum 11 credits)					
Unit	URN	Mandatory unit	Credit	Level	GLH
4	M/502/6743	Dry cleaning processes within the textile care service	8	2	56
Unit	URN	Optional units (minimum 1 unit)	Credit	Level	GLH
7	F/502/6729	Finishing processes within the textile care service	7	2	48
8	F/502/6732	Repair, alteration and maintenance of textiles within the textile care service	5	2	36
9	J/502/6733	Stock control, receipt and storage systems within the textile care service	3	2	20
10	T/502/6730	Inspect and pack finished goods within the textile care service	3	2	18
Laundry (minimum 9 credits)					
Unit	URN	Mandatory unit	Credit	Level	GLH
5	R/502/6735	Washing processes within the textile care service	6	2	44
Unit	URN	Optional units (minimum 1 unit)	Credit	Level	GLH
7	F/502/6729	Finishing processes within the textile care service	7	2	48
8	F/502/6732	Repair, alteration and maintenance of textiles within the textile care service	5	2	36
9	J/502/6733	Stock control, receipt and storage systems within the textile care service	3	2	20
10	T/502/6730	Inspect and pack finished goods within the textile care service	3	2	18
Textile Care (minimum 8 credits)					
Unit	URN	Mandatory unit	Credit	Level	GLH
6	A/502/6731	Customer care in the textile care service	2	2	18
Unit	URN	Optional units (minimum 2 units)	Credit	Level	GLH
7	F/502/6729	Finishing processes within the textile care service	7	2	48
8	F/502/6732	Repair, alteration and maintenance of textiles within the textile care service	5	2	36
9	J/502/6733	Stock control, receipt and storage systems within the textile care service	3	2	20
10	T/502/6730	Inspect and pack finished goods within the textile care service	3	2	18

5 Assessment

The assessment methodology for this qualification is centre-devised assessment (internal assessment).

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally-assessed unit, learners must meet all the assessment criteria.

Evidence to demonstrate achievement of the assessment criteria should be indexed and referenced to the units and assessment criteria.

Naturally occurring evidence should be used where possible, for example during the induction process or in-house training schemes.

Centres are encouraged to use a variety of assessment methods, including assignments, case studies and work-based assessments, along with projects, performance observation and time-constrained assessments. Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment. Opportunities to link the delivery and assessment of units with other units should also be encouraged to avoid over assessment.

Assignments constructed for assessment by centres should be valid, reliable and fit for purpose, building on the application of the assessment criteria. Care must be taken to ensure that assignments used for assessment of a unit cover all the criteria as set out in the *Assessment criteria* section of that unit. It is advised that the criteria which an assignment is designed to cover should be clearly indicated in the assignment to (a) provide a focus for learners (for transparency and to help ensure that feedback is specific to the criteria) and (b) assist with internal standardisation processes. Tasks and activities should enable learners to produce evidence that directly relates to the specified criteria.

The creation of assignments that are fit for purpose is vital to learner achievement and their importance cannot be over emphasised.

6 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which can be found on the Edexcel website.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations recognised to operate within the QCF.

In these cases, the learner will not be required to retake any assessment for units that have already been achieved. The centre must retain evidence that the unit has been achieved.

7 Quality assurance of centres

The Edexcel quality assurance process for BTEC Specialist qualifications involves:

- **centre approval** for centres not currently approved to offer BTEC qualifications
- **qualification approval.** For existing centres, this can normally be carried out via Edexcel online, a secure, web-based service for use by centres. www.edexcelonline.co.uk
- **quality review and development.** This checks the effectiveness of centre processes and prescribes remedial action where necessary.

For qualifications that include internal assessment, Edexcel's quality review and development process includes:

- **accreditation of lead internal verifiers (OSCA).** This involves online training and standardisation of lead internal verifiers via our Online Training and Standardisation (OSCA) system. Please note that not all qualifications are available for online training and standardisation
- **standards verification.** This involves sampling of assessment evidence by Edexcel standards verifiers to ensure quality and standards are being met. This takes place where:
 - a centre's lead internal verifier has not yet achieved accreditation
 - a qualification is being sampled to confirm that it meets national standards
 - a BTEC Specialist qualification is not covered by online training and standardisation
 - learners are registered for the qualification as part of an apprenticeship programme.

The quality review and development for the Edexcel BTEC Level 2 Certificate in Laundry, Dry Cleaning Technology (QCF) is standards verification.

For further information on quality assurance, please see Section 12, Further information and useful publications.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have access to the resources identified in the specification and to the subject specialists delivering the units. Opportunities for learners to have a 'work mentor' or be able to 'work shadow' can further enhance their experience.

Delivery and assessment based around the learner's work environment should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure the course is relevant to the specific needs of learners
- accessing and using non-confidential data and documents from learners' workplaces
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Tutors and assessors need to ensure appropriate up-to-date teaching materials are developed that allow learners to apply their learning to actual events and activities within the sector.

As the qualification has been designated and approved as the knowledge component for the Intermediate Apprenticeship, particular care needs to be taken to build strong links between the learning and assessment for this qualification and the NVQs and transferable skills that also contribute to the framework.

9 Access and recruitment

Edexcel's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualification and that it will meet their needs.

Centres will need to review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have potential to successfully complete the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and any support that might be necessary when they are being assessed. This must take account the information and guidance in Section 10, Access to qualifications for learners with disabilities or specific needs.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Edexcel's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications should be awarded in a way that is fair to every learner.

We are committed to ensuring that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Details on how to make adjustments for learners with protected characteristics are given in the policy document *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website, www.edexcel.com/Policies/.

11 Units

Unit format

Units have the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. 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.

Credit value

This specifies the number of credits that the learner will be awarded for completing the unit.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources that are needed to deliver the unit. The centre will be asked to ensure that these resources are in place when it seeks approval from Edexcel to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard that a learner must meet to demonstrate that a learning outcome has been achieved.

Unit content

The unit content identifies the knowledge, skills and understanding that need to be taught so that learners can achieve each learning outcome.

Relationship between unit content and assessment criteria

It is not a requirement of the unit specification that all the unit content is assessed. However, the content will need to be taught so that learners are able to meet the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: this contains a key phrase or concept, which are numbered to show which assessment criterion it relates to.
- Bullet points under each italicised sub-heading show what must be taught before learners are assessed.
- Within the bullet points, information in brackets helps to expand and clarify the content that must be taught
- Also within the bullet points, 'egs' give examples of content that could be taught or that could be replaced by other, similar material.

Unit 1: Understanding Health and Safety and the Principles of Employee Rights and Responsibilities within the Textile Care Service

Unit reference number: L/502/6734

QCF level 2: BTEC Specialist

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to give learners knowledge and awareness of health and safety policies and procedures and the principles of employee rights and responsibilities within the textile care service, including:

- the main principles of health and safety at work legislation
- responsibilities in the workplace relating to health and safety
- employment law and statutory rights
- procedures and documentation within own organisation
- role of textile care service representative bodies.

Essential resources

There are no special resources needed for this unit.

Learning outcomes and assessment criteria

To pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know about current health and safety at work legislation and own responsibilities in the work place	1.1	Describe the main principles and facts about the current Health and Safety at Work legislation
		1.2	Outline own responsibilities for health and safety within own job description
		1.3	Identify any completed risk assessment and supplier's instructions for the safe use of machines, tools, equipment and substances that may be used in their job role
2	Know how to select and use personal protective equipment applicable to the textile care service	2.1	Identify the types of personal protective equipment used within the textile care service
		2.2	Describe the correct use and maintenance of personal protective equipment used within the textile care service
3	Know about infection and its risks within the textile care service	3.1	Describe infection risks related to the textile care service
		3.2	Describe how to prevent cross infection within the textile care service
4	Know how to lift and handle heavy loads	4.1	Describe the correct methods for lifting and handling heavy loads
5	Know what action to take in the case of an emergency	5.1	Describe the action that needs to be taken in an emergency
		5.2	Identify the person to report to in the case of an emergency
		5.3	Describe the organisation's procedures for responding to, recording and reporting accidents
6	Know about statutory rights and responsibilities in employment within the textile care service	6.1	Identify employee statutory rights and responsibilities when employed within the textile care service
		6.2	Describe the standards of behaviour expected within the textile care service

Learning outcomes		Assessment criteria	
7	Know where to access information and advice concerning employment within the textile care service	7.1	Identify the procedures and documentation within the organisation and where they may be found
8	Know about the function of organisations that support the textile care service industries	8.1	Describe the role of a trade union, including the support available and legal action that can be taken
		8.2	Describe the role of the textile care services trade bodies and support organisations, including the type of support available and training resources

Unit content

1 Know about current health and safety at work legislation and own responsibilities in the work place

1.1 Health and Safety at Work legislation

- main principles and facts of Health and Safety at Work Act 1974

1.2 Own responsibilities for health and safety

- awareness of and need to comply with (company procedures, emergency procedures, current legal requirements)
- control of risks, eg Controls of Substances Hazardous to Health (COSHH), Hazards and Critical Control Points (HACCP), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)
- dealing with hazardous substances, eg Hospital Infection Control (HSG 95/18)
- correct ways of lifting and handling heavy loads, eg Manual Handling Regulations
- personal protective equipment, eg Personal Protective Equipment Regulations (PPE)
- other, eg Solvent Emissions Regulations, Bio contamination Control System (EN14065), CFP 01-04, Food Hygiene Regulations, Working at Heights Regulations, Textiles Services Association Guidelines
- recording and reporting incidents, eg fire, accidents
- limitations of own job role

1.3 Safe use of machines, tools, equipment and substances

- risk assessments related to work activities, eg identifying hazards, how to minimise risks in own role, permits to work
- supplier instructions (machines, tools, equipment, substances used in job role)

2 Know how to select and use personal protective equipment applicable to the textile care service

2.1 Types of personal protective equipment (PPE)

- gloves, footwear, headwear, respiratory protection, eye/face protection, ear protection
- other, eg apron, hair protection, disposable overalls

2.2 *Correct use and maintenance of PPE*

- correct use (following manufacturer's instructions, company procedures)
- correct maintenance (expiry dates, damage, cleaning, storage, disposal)

3 **Know about infection and its risks within the textile care service**

3.1 *Infection risks*

- types of infection, eg bacteria, viral, fungi
- infection risks (cross-contamination from handling, airborne, soiling)

3.2 *Prevent cross-infection*

- infection control measures (hand hygiene, barriers, inoculation, airflow, cleaning regimes, handling, storage, disposal eg red bags)

4 **Know how to lift and handle heavy loads**

4.1 *Methods for lifting and handling heavy loads*

- methods (follow HSE manual handling guidelines, when to seek assistance, when to use handling aids)
- heavy loads (size, shape, type, eg fragile, chemicals)

5 **Know what action to take in the case of an emergency**

5.1 *Action that needs to be taken in an emergency*

- emergencies, eg fire, contamination from leaks, spillages, gas emissions, accident and injuries to persons, explosions
- actions (raising alarm, seeking assistance, evacuation procedures, deal within limits of job role, reporting procedures)

5.2 *Reporting in the case of an emergency*

- person to report to in case of an emergency, eg fire warden, first aider, line manager

5.3 *Organisational procedures for responding to, recording and reporting accidents*

- organisation's procedures (responding, recording, reporting)

6 **Know about statutory rights and responsibilities in employment within the textile care service**

6.1 *Employee statutory rights and responsibilities*

- difference between employee rights and employee responsibilities
- statutory rights
- current employment legislation
- contract of employment, eg terms and conditions, working time regulations, pay rate, holiday entitlement, sickness procedure, maternal or parental leave

- current anti-discrimination legislation eg gender, race, religion, disability, age
- other, eg data protection and access to personal information

6.2 *Standards of behaviour*

- company procedures (punctuality, absenteeism, sick leave)
- customer service standards and techniques

7 **Know where to access information and advice concerning employment within the textile care service**

7.1 *Procedures and documentation within organisation and where this information may be found*

- employment procedures
- employment documentation, eg job descriptions, appraisals, company policy and procedures, health and safety
- performance management and grievance procedures of the organisation
- location of employment information, eg HR department, organisation's website/intranet, notice boards

8 **Know about the function of organisations that support the textile care service industries**

8.1 *Role of a trade union*

- trade unions in the textile care service, eg UNITE, UNISON
- protect interests of employees
- negotiate with management
- provide legal assistance

8.2 *Role of textile care services trade bodies and support organisations*

- textile care services trade bodies and support organisations, eg Textile Services Association, Guild of Cleaners and Launderers, Laundry and Dry Cleaning Technology Centre, Shoe and Allied Trade Research Association, Society of Hospital Linen Service and Laundry Managers, Worshipful Company of Launderers
- provide legal advice and guidance
- access to information and training resources, eg Guild of Cleaners and Launderers, Laundry and Dry Cleaning Technology Centre
- support career development

Unit 2: **Quality Standards within the Textile Care Service**

Unit reference number: T/502/6727

QCF level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 16

Unit aim

The aim of this unit gives learners knowledge and understanding of the quality standards associated with the textiles service industry, including:

- required quality standards
- identifying and dealing with sub-standard items
- the process involved in achieving the finished products to the required standard.

Within this unit, the term 'customer' refers to an organisation's direct customer, for example hotel, hospital, restaurant, individual client/member of the public.

Essential resources

- access to a company quality mentor
- access to stock control systems
- safe Working Practice documentation (SWP)
- standard operating procedures (SOP).

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the principles of quality standards within the textile care service industry	1.1	Describe the aims and principles of quality standards within the textile care service industry
2	Know how to handle sub-standard items within the textile care service process	2.1	Describe how to identify sub-standard items within the textile care service process
		2.2	Describe how to redirect sub-standard items within the textile care service process
3	Understand the consequences of sub-standard textiles care work	3.1	Describe the possible consequences of sub-standard work within the cleaning process
		3.2	Describe the possible consequences of sub-standard work on the reputation of the organisation
		3.3	Describe the possible consequences of sub-standard work on the customer
4	Know the methods for rectifying sub-standard textiles care work	4.1	Describe methods for rectifying sub-standard textiles care work

Unit content

1 **Understand the principles of quality standards within the textile care service industry**

1.1 *Aims and principles of quality standards*

- aims (customers loyalty, customer satisfaction, consistency of service)
- principles (methods used to monitor quality, eg national standards, company policy, international standards)
- information contained in a quality standard

2 **Know how to handle sub-standard items within the textile care service process**

2.1 *How to identify sub-standard items*

- criteria for an item being substandard, eg stained, creased, damaged, discoloured, not disinfected, still contaminated

2.2 *How to redirect sub-standard items*

- identification methods, eg inspection, reject button on machine, visual check, comparison to exemplars
- documentation, eg delivery notes, reject tickets in shop, damaged tickets in shop, procedure documentation for customer, process documentation
- relocation of items, eg, repair, recycle, rewash, re-clean, disposal

3 **Understand the consequences of sub-standard textiles care work**

3.1 *Consequences of sub-standard work within the cleaning process*

- additional processes required, waste, cost implications, increased time required, customer complaints

3.2 *Consequences of sub-standard work for the reputation of the organisation*

- lost business
- lost profit
- liability for sub-standard work
- litigation for high-cost items

3.3 Consequences of sub-standard work for the customer

- customers/clients go to a competitor
- contract penalties
- customer's reputation is damaged
- increased cost for customer, eg penalty payments, lost contracts, renew item
- late delivery to customers, eg lack of stock, lack of clean items

4 Know the methods for rectifying sub-standard textiles care work

4.1 Methods for rectifying sub-standard textiles care work

- methods (re-clean/wash, special processes, post spot, refinish, re pack, repair)

Unit 3: Resource Conservation within the Textile Care Service

Unit reference number: A/502/6728

QCF level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 24

Unit aim

The aim of this unit gives learners knowledge related to the resources required to complete textile care processes, encouraging effective use of resources and raising awareness of the impact of badly-managed resources on the organisation and the environment. This will include:

- identification and control of resources
- methods of reducing resource usage
- the impact and cost of badly-managed resources
- environmental policies and procedures.

Essential resources

- access to work shadow a person responsible for environmental monitoring and power resource monitoring.
- access to work shadow a supervisor or production manager when they are planning staffing levels and workflow.

Learning outcomes and assessment criteria

To pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the resources required to complete the textile care process	1.1	Describe the resources needed to complete the textile care process
		1.2	Describe the purpose of the resources needed for the textile care process
		1.3	Describe the quality standard and condition of the resources required to complete the textile care process
2	Know how to use resources efficiently and the possible consequences of badly-managed resources	2.1	Describe how to use resources efficiently
		2.2	Describe the factors that impact on the efficient use of resources
		2.3	Describe the possible consequences of not using resources efficiently on the environment and the textile care process costs
3	Know how resources are monitored and recorded	3.1	Describe how resources are monitored and recorded
		3.2	Describe why resources are monitored and recorded
4	Know about environmental and other policies relevant to the textile care service	4.1	Outline the organisation's environmental and other relevant policies

Unit content

1 Know the resources required to complete the textile care process

1.1 Resources needed to complete the textile care process

- resources (water, steam, solvent, electricity, gas, packaging, detergent, time, staff)

1.2 Purpose of resources

- purpose (heating, operating machinery, cleaning)

1.3 Quality standard and condition of the resources

- quality standard (consistent, available, effective)
- condition (clean, consistent, not perished)

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

2.1 Use resources efficiently

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

2.2 Factors that impact on the efficient use of resources

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

2.3 Consequences of not using resources efficiently

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

3 Know how resources are monitored and recorded

3.1 How resources are monitored and recorded

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

3.2 Why resources are monitored and recorded

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

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

4.1 Organisation's environmental and other relevant policies

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

Unit 4: Dry cleaning processes within the textile care service

Unit reference number: M/502/6743

QCF level 2: BTEC Specialist

Credit value: 8

Guided learning hours: 56

Unit aim

The aim of this unit gives learners knowledge related to the dry cleaning process, covering analysis of items presented for dry cleaning and the identification and implementation of the correct process. This will include:

- textiles, fibre and construction analysis
- identification and classification of items presented for dry cleaning
- understanding and interpretation of care symbols and textiles terminology
- determining the appropriate dry cleaning process
- machine operations, components and cycles.

Essential resources

- dry cleaning machine
- spotting table.

Learning outcomes and assessment criteria

To pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know how to successfully clean materials, fibres and fabrics	1.1	Describe the characteristics and properties of materials, fibres and fabrics
		1.2	Describe the factors that affect successful cleaning of materials, fibres and fabrics
2	Know how to handle items presented for dry cleaning	2.1	Describe how to receive and inspect items presented for dry cleaning
		2.2	Describe how to classify and mark items presented for dry cleaning
		2.3	Outline why the items need to be inspected and the importance of identifying stain types and origin
		2.4	Outline why clear accurate marking is required
3	Know how to determine, handle and use the solvents/detergents within the dry cleaning process	3.1	Describe how to determine the correct solvents/detergents
		3.2	Describe how to handle and store the solvents/detergents safely
		3.3	Identify the function of the solvents/detergents used in the dry cleaning process
		3.4	Describe the properties of the solvents/detergents used in the dry cleaning process
		3.5	Identify the solvent appropriate to a given care label
4	Understand care symbols and textiles care terminology	4.1	Describe the meaning of care symbols
		4.2	Identify and define commonly used textiles care terminology
		4.3	Describe the possible consequences of ignoring care labels and textiles care instructions
5	Know the different dry cleaning classifications and stain removal techniques	5.1	Describe the processes required for the different types of dry cleaning classifications
		5.2	Describe how to determine the correct stain removal technique for the different types of dry cleaning classifications

Learning outcomes		Assessment criteria	
6	Know how to identify poorly-constructed items, dye defects and required actions	6.1	Describe the characteristics of poorly-constructed items and the relevant action required
		6.2	Describe common dye defects and the relevant action required
7	Know how to operate the spotting table and use ancillary equipment safely and efficiently	7.1	Describe how to operate the spotting table
		7.2	Identify the ancillary equipment required when using the spotting table and describe how to use them safely
8	Know how to operate the dry cleaning machines safely and efficiently	8.1	Describe how to operate the dry cleaning machines safely and efficiently
		8.2	Describe the dry cleaning machines cycles
		8.3	Outline the dry cleaning machines features and their purpose

Unit content

1 Know how to successfully clean materials, fibres and fabrics

1.1 Characteristics and properties of material, fibres and fabrics

- materials, fibres and fabric types, eg wool, silk, cotton, polyesters
- characteristics and properties (absorbency, thermoplastic, crease resistant, shrinkage, colour, finish, construction)

1.2 Factors that affect successful cleaning

- type of soiling, eg protein, vegetable oil, mineral oil, particulate, food dye, mildew, rust, infectious, ink, paint, tar
- type of fabric, eg silk, velvet, mixed fibres
- fabric characteristic, eg water/heat sensitive
- level of soiling (low, medium, high)
- type of staining, eg age, customer treatment
- choice of cleaning process, eg incorrect programme, solvent condition, routine maintenance, cleaning time, cleaning temperature
- choice of cleaning additive, eg detergents
- cleaning time
- item faults, eg stain type, moisture, re-deposition (greying), loose dyes

2 Know how to handle items presented for dry cleaning

2.1 Receive and inspect items

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

2.2 Classify and mark items

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

2.3 *Why the items need inspecting*

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

2.4 *Clear, accurate marking*

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

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

3.1 *Determine the correct solvent/detergent*

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

3.2 *Handle and store solvents/detergents safely*

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

3.3 *Functions of solvents and detergents*

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

3.4 Properties of solvents/detergents

- difference between solvents and detergents
- Kauri Butanol (KB) value
- boiling point
- flammability
- flash point
- viscosity
- surface tension

3.5 Solvent appropriate to given care label

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

4 Understand care symbols and textile care terminology

4.1 Meaning of care symbols

- interpretation of care symbols, eg iron, machine wash, dry clean, wet clean, do not dry clean, temperatures
- International Standard ISO3758

4.2 Commonly used textiles care terminology

- terminology (press, rinse, drain, cool down, spot, distill, care labels, natural, man made, mixed fibres, greying/re-deposition of soil, filter/filter by-pass, mechanical action, low high dip)

4.3 Consequences of ignoring care labels and textile care instructions

- consequences (damage to item being cleaned, loss of custom, meeting quality standards)

5 Know the different dry cleaning classifications and stain removal techniques

5.1 Processes required for different dry cleaning classifications

- processes (single bath, two bath, special finishes)
- dry cleaning classifications, eg personal clothing, household textiles, linen, work-wear, cabinet roller towels, dust mats, colour, staining, fibre/fabric type

5.2 Determining correct stain removal technique for different dry cleaning classifications

- stain removal techniques (pre-spotting, pre-brushing, post-spotting)
- matching stain removal technique to cleaning classification
- stain type, eg built-up, absorbed, compound, wet-side, dry-side, protein, vegetable, synthetic

6 Know how to identify poorly-constructed items, dye defects and required actions

6.1 Characteristics of poorly-constructed items

- characteristics (loose interfacings, loose/broken weave or thread, thread tension, seam split, skewing and bowing, hemming, poor cut, poor make, poor trim)
- action required (inform the customer, record identified poor construction, follow company procedures)

6.2 Common dye defects

- defects (bleeding, marbling, fading, bleaching)
- action required (inform customer, report to appropriate person, purify the solvent, attempt rectification)

7 Know how to operate the spotting table and use ancillary equipment safely and efficiently

7.1 Operate the spotting table

- spotting table construction and main features
- operating (pre-checks, vacuum, spotting guns)

7.2 Ancillary equipment and how to use ancillary equipment safely

- equipment, eg spatulas, brushes, white cotton pads, ultrasonic gun, spray, bottles, vacuum, bar soap, jugs, bottles
- subsidiaries, eg detergents, reagents, chemicals, compressed air, steam/heat, electricity, tools
- use safely (PPE, assessing risks, COSHH, manufacturer's instructions)

8 Know how to operate the dry cleaning machines safely and efficiently

8.1 Operate the dry cleaning machines safely and efficiently

- safe and efficient operation (safe systems of work, PPE, manual handling, potential risks, COSHH, manufacturer's instructions)
- routine maintenance, eg button trap, lint screen, filter drop, pump/rake out

8.2 Dry cleaning machines cycles

- cycles (filter wash, running bath, rinse, extraction, drying, distillation, deodorising/aeration, whites, delicates)

8.3 Dry cleaning machines features and their purposes

- purpose of machine features (button trap, still, lint filter, solvent filter, drying circuit, water separator, refrigerator, carbon recovery unit, solvent tanks)

Unit 5: Washing Processes within the Textile Care Service

Unit reference number: R/502/6735

QCF Level 2: BTEC Specialist

Credit value: 6

Guided learning hours: 44

Unit aim

The aim of this unit gives learners knowledge related to the classification, analysis and washing of soiled items. This will include:

- textiles, fibre and construction analysis
- selection and classification of soiled items
- interpretation of care symbols and textiles terminology
- selecting appropriate wash processes
- machine operation, components and cycles.

Essential resources

- extractor washing machine: either a continual tunnel/batch washer (CT-BW) or continual roller towel (CRT).

Learning outcomes and assessment criteria

To pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know how to successfully clean materials, fibres and fabrics	1.1	Describe the characteristics and properties of materials, fibres and fabrics
		1.2	Describe the factors that affect successful cleaning of materials, fibres and fabric
2	Know how to handle soiled items and determine the cleaning process	2.1	Describe how to receive soiled items
		2.2	Describe how to sort and classify soiled items
		2.3	Describe how to assess items and determine the appropriate cleaning process
3	Understand care symbols and relevant textiles care terminology	3.1	Describe the meaning of care symbols
		3.2	Identify and define commonly used textiles care terminology
		3.3	Describe the consequence of ignoring care labels and textiles care instructions
4	Know how to determine and use the additives appropriate to the textile and soil classification	4.1	Describe how to determine the additives appropriate to the textile and soil classification
		4.2	Describe how the detergent is added to the machine
		4.3	Describe how to handle and apply additives safely and efficiently
5	Know how to identify defects and poorly constructed items and take relevant action	5.1	Describe the characteristics of poorly constructed items and the relevant action required
		5.2	Describe common defects and the relevant action required
6	Know how to operate the washing machine safely and efficiently	6.1	Describe the components of the washing machine
		6.2	Describe how to operate the washing machine safely and efficiently
		6.3	Describe elements of the washing cycle

Unit content

1 Know how to successfully clean materials, fibres and fabrics

1.1 Characteristics and properties of material, fibres and fabrics

- materials, fibres and fabric types, eg wool, silk, cotton, polyesters
- characteristics and properties (absorbency, thermoplastic, crease resistant, shrinkage, colour, finish, construction)

1.2 Factors that affect successful cleaning

- type of soiling, eg protein, vegetable oil, mineral oil, particulate, food dye, mildew, rust, infectious, ink, paint, tar
- type of fabric, eg silk, velvet, mixed fibres
- fabric characteristic, eg water/heat sensitive
- level of soiling (low, medium, high)
- type of staining, eg age, customer treatment
- choice of cleaning process, eg incorrect programme, solvent condition, routine maintenance, cleaning time, cleaning temperature
- choice of cleaning additive, eg detergents
- cleaning time
- item faults, eg stain type, moisture, re-deposition (greying), loose dyes

2 Know to handle soiled items and determine the cleaning process

2.1 Receive soiled items

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

2.2 Sort and classify soiled items

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

2.3 Assess items to determine appropriate cleaning process

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

3 Understand care symbols and relevant textile care terminology

3.1 Meaning of care symbols

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

3.2 Commonly used textile care terminology

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

3.3 Consequences of ignoring care labels and textile care instructions

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

4 Know how to determine and use the additives appropriate to the textile and soil classification

4.1 Determine additives appropriate to the textile and soil classification

- properties and functions of additives, eg detergent, alkali, soap, enzyme, fabric conditioner, emulsifier, bleach, starch, sour, sanitising agent, re-proof, anti-static, anti-microbial, flame retardant, OBA, fragrance, bleach accelerators
- soil classification (level and type, eg protein, vegetable oil, mineral oil, particulate, food dye, mildew, rust, infectious, ink, paint/tar)
- properties of textiles, eg wool, cotton, polyester

4.2 How detergent is added to machine

- addition (manual, automated)
- correct PPE
- COSHH
- follow manufacturer's instructions

4.3 Handle and apply additives safely and efficiently

- handling techniques including manual handling
- use of PPE
- COSHH

5 Know how to identify defects and poorly-constructed items and take relevant action

5.1 Characteristics of poorly-constructed items

- characteristics (loose interfacings, loose/broken weave or thread, thread tension, seam split, skewing and bowing, hemming, poor cut, poor make, poor trim)
- action required (report to appropriate person, follow company procedures)

5.2 Common defects and action required:

- defects (colour loss and bleeding, marbling, bleaching, hemming, slubs, header shrinkage, holes, plucks and pulls, loose interfacings)
- action required (report to appropriate person, follow company procedures)

6 Know how to operate the washing machine safely and efficiently

6.1 Components of the washing machine

- components (drum or cage, water inlets, control mechanism, method of heating, drain valves, drain mechanisms)

6.2 Operate washing machine safely and efficiently

- operation (manufacturer's instructions, degree of loading, water levels, additive levels, temperatures)
- safe systems of work (PPE, assessing risks, COSHH)
- manufacturer's instructions
- company procedures
- regular maintenance
- machine capacity, controls, components, eg degree of loading (D.O.L) load classification, alarms, displays
- safe use of machine controls, components, eg safety features, alarms, displays
- efficient use of machine, eg correct load weight, classification

6.3 Elements of the washing cycle

- washing cycle (pre-wash, main wash, cool down, rinsing, draining, spinning)

Unit 6: Customer Care in the Textile Care Service

Unit reference number: A/502/6731

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 18

Unit aim

The aim of this unit gives learners knowledge related to customer service within the textile care services, including:

- customer reception, interaction and communication skills
- organisation's features, benefits and promotional offers
- dealing with customer complaints and problems.

Essential resources

- access to customers
- access to a customer service mentor
- access to performance feedback
- company customer service policy
- company complaints-handling policy
- company cash-handling policy
- company insurance schemes and policies

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know what excellent customer service is in the textile care industry	1.1	Describe the differences between excellent and unsatisfactory customer service
		1.2	Describe the effects of excellent and unsatisfactory customer service on the textile care service
		1.3	Describe the effects of excellent and unsatisfactory customer service on the customer
2	Know how to maintain and increase customer loyalty	2.1	Describe the customer care methods used by textile care services to maintain and increase customer loyalty
3	Know how to identify and confirm customer requirements	3.1	Describe methods of questioning and listening techniques for identifying customer requirements
		3.2	Describe methods of confirming and recording customer requirements
4	Know about products and services used within the textile care service	4.1	Describe own textile care organisations' products and services
		4.2	Describe current promotions and benefits offered by own textile care company
5	Know how to handle customer complaints and problems	5.1	Describe how to handle complaints and problems to the satisfaction of the customer and the organisation
		5.2	Describe the key stages in resolving complaints to the satisfaction of the customer and the organisation

Unit content

1 Know what excellent customer service is in the textile care industry

1.1 Differences between excellent and unsatisfactory customer service

- definition of excellent customer service (consistency in meeting customer needs, communication, body language, teamwork, meeting service level agreements, managing customer expectations, carrying out pre-checks before cleaning)
- definition of unsatisfactory customer service (poor communication, inconsistency, poor body language, not managing customer expectations, not meeting service level agreements, not carrying out pre-checks before cleaning)
- comparison between excellent and unsatisfactory customer service

1.2 Effects of excellent and unsatisfactory customer service on textile care services

- effects of excellent customer service (additional revenue, generating new customers, positive business reputation)
- effects of unsatisfactory customer service (loss of future business, loss of future revenue, negative business reputation)

1.3 Effects of excellent and unsatisfactory customer service on the customer

- definition of customer (internal and external)
- effects of excellent customer service (loyalty, positive recommendation, increased custom)
- effects of unsatisfactory customer service (take business elsewhere, complaints, litigation)

2 Know how to maintain and increase customer loyalty

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

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

3 Know how to identify and confirm customer requirements

3.1 Methods of questioning and listening techniques for identifying customer requirements

- methods of questioning (open questions, closed questions, reflection to confirm understanding)
- listening techniques (repeating information to check understanding, nodding, saying yes, building and maintaining rapport)
- how techniques assist identifying customer requirements (accurate information, understanding of facts, confirm and manage customer expectations)

3.2 Confirming and recording customer requirements

- confirming (repeating information to check understanding)
- recording (written, computer input)

4 Know about products and services used within the textile care service

4.1 Own textile care organisations products and services

- products and services, eg linen or garment hire, contract wash, same-day service, towel service, mat service, press only, tailoring service
- add-on sale items, eg 5-star service, retexturing, air freshener

4.2 Promotions and benefits

- promotions and benefits, eg loyalty schemes, discounts, loss leader, up-selling, alternative services, additional services, quicker/slower services, discounts
- how to find out about current promotions

5 Know how to handle customer complaints and problems

5.1 Handling complaints and problems

- follow guidelines (own organisation, industry)
- timeliness of actions
- limits of own job role/authority
- reporting to appropriate person
- record keeping
- communication (timeliness, appropriate to situation)
- techniques (remain calm, match tone, nod, listen, check understanding)

5.2 Key stages in resolving complaints

- stages (listen to the complaint, record the complaint, investigate the complaint, agree solutions, reply to the complaint, check satisfaction of customer at each stage)

Unit 7: Finishing Processes within the Textile Care Service

Unit reference number: F/502/6729

QCF Level 2: BTEC Specialist

Credit value: 7

Guided learning hours: 48

Unit aim

The aim of this unit gives learners knowledge and awareness of the different finishing processes within the textile care service industry. This will include:

- finishing processes for different textile classifications
- identifying and dealing with common textile faults
- machine operational and maintenance procedures.

Essential resources

Finishing equipment, either a:

- calender/ironer
- former/rotary cabinet
- hot plate/swing press
- ironing table
- manual/automatic press,
- tumble dryer
- tunnel finisher.

Learning outcomes and assessment criteria

To pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the finishing processes required for different textile classifications	1.1	Describe the finishing processes required for different textile classifications
2	Recognise textile faults and know the action required following identification of a fault	2.1	Identify common textile faults and explain the required action following identification of a fault
		2.2	Describe the possible consequences should the correct action not be taken
3	Know how to operate and maintain finishing machines safely and efficiently	3.1	Describe how to operate finishing machines safely and efficiently
		3.2	Describe common machinery faults and the actions required
		3.3	Explain the possible consequences should the correct action not be taken

Unit content

1 **Know the finishing processes required for different textile classifications**

1.1 *Finishing processes required for different textiles classifications*

- processes (tumble dry, calender/iron, fold, press, tunnel finish, roll, form finish)
- matching finishing process to textile classifications

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

2.1 *Common textile faults*

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

2.2 *Consequences of not taking correct action*

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

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

3.1 *Operate finishing machines safely and efficiently*

- finishing machinery, eg tumble dryers, professional ironing table, tunnel finisher, calender/ironer, form finish/rotary cabinet, free steam press, hot head press, towel folder, continuous roller towel processing machine
- operate (manufacturer's instructions, health and safety requirements, safety features, company procedures)
- safe systems of work (PPE, assessing risks, COSHH)
- manufacturer's instructions
- regular maintenance
- machine capacity, controls, components, eg loading weight, programmes, steam, air, vacuum, switching on/off
- safe use of machine controls
- machine components, eg safety devices, alarms
- efficient use of machine, eg correct programme, steam/vacuum times, correct finishing techniques

3.2 Common machinery faults and actions required

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

3.3 Consequences of not taking correct action

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

Unit 8: Repair, Alteration and Maintenance of Textiles within the Textile Care Service

Unit reference number: F/502/6732

QCF Level 2: BTEC Specialist

Credit value: 5

Guided learning hours: 36

Unit aim

The aim of this unit gives learners knowledge related to textile alteration and repair within the textiles care service. This will include:

- textiles alteration, repair and maintenance techniques
- alterations and repair to quality standards
- machine operation and maintenance.

Essential resources

- access to sewing machines
- access to work table
- access to repair/sewing mentor
- company repair policy
- company complaints policy

Learning outcomes and assessment criteria

To pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the basic sewing techniques required to alter and repair textiles	1.1	Describe the difference between an alteration and a repair
		1.2	Describe the basic sewing techniques required to alter and repair textiles
2	Know about repair and alteration procedures	2.1	Describe how to determine a repair procedure
		2.2	Describe how to apply the appropriate repair procedure
		2.3	Describe how to determine an alteration procedure
		2.4	Describe how to apply the appropriate alteration procedure
3	Know about supplementary equipment which may be used for specific sewing operations	3.1	Identify supplementary equipment which may be used for specific sewing operations
		3.2	Describe the function of the supplementary equipment
4	Know how to maintain textile properties, finishes and trimmings	4.1	Describe how to maintain textile properties, finishes and trimmings
5	Know the quality standards of textiles maintenance, repair and alterations	5.1	Describe the quality standard of textiles maintenance, repair and alterations expected by the organisation
6	Know how to operate the sewing machine safely and efficiently	6.1	Describe how to operate the sewing machine safely and efficiently
		6.2	Describe the machine maintenance processes within own responsibility

Unit content

1 Know the basic sewing techniques required to alter and repair textiles

1.1 *Difference between alteration and repair*

- alterations, change a textile item, eg shorten/hem skirt, shorten sleeve, alter size, add pockets, lengthen, add collar
- repair a textile item, eg zip replacement, mend burst seam, re-sew fallen hem, replace button, reline

1.2 *Basic sewing techniques required to alter and repair textiles*

- sewing techniques, eg stitch types, seam types, darn, zip insertion, hem, button attach, trim, reline, leather sew

2 Know about repair and alteration procedures

2.1 *Determine repair procedure*

- identify damage
- assess damage
- repair procedures, eg blind hem, overlock, darn, closed seam techniques for tailored garments, household textiles, outerwear

2.2 *Apply the appropriate repair procedure*

- select correct procedure for repair
- characteristics of item, eg tailored, casual, finishes
- quality standards

2.3 *Determine alteration procedure*

- alteration procedures, eg patch or replace lining, darn or patch tear, blind hem, top stitch, overlock, closed seam, open seam
- identify alteration required
- assess alteration required

2.4 *Apply appropriate alteration procedure*

- select correct procedure for alteration
- item characteristics
- quality standards

3 Know about supplementary equipment which may be used for specific sewing operations

3.1 Supplementary equipment used for specific sewing operations

- types of supplementary equipment, eg zipper foot, hemming foot, seam guide, blind hemmer attachment, specialised needles, Teflon foot

3.2 Function of supplementary equipment

- functions, eg button attach, blind hem, zip insertion, leather sew, binding, trim attach

4 Know how to maintain textile properties, finishes and trimmings

4.1 Maintain textiles properties

- sustain characteristics of textiles (consider fabric/textiles tolerances eg stiffness, shine, softness, lustre, absorbency)
- finishes, eg anti static finish, metallic finish, flame retardant finish, acid resistant finish, anti-microbial finish, print
- trimmings, eg sequins, buttons, zips, applique, embroidery, binding

5 Know the quality standards of textiles maintenance, repair and alterations

5.1 Quality standard of textile maintenance, repair and alterations

- appropriate and correct methods and resources, eg techniques, thread, stitch length, stitch type, seam type, trim, finish

6 Know how to operate the sewing machine safely and efficiently

6.1 Operating the sewing machine safely and efficiently

- safe systems of work, eg PPE, assessing risks, COSHH
- manufacturer's instructions
- company procedures
- regular maintenance
- safe use of machine controls
- machine components, eg needle guard, belt guard, turn off during needle change, needle disposal
- efficient use of machine (control, speed, stitch length, needle change, tension, attachment change, threading)

6.2 Machine maintenance processes within own responsibility:

- machine operator's responsibility, eg needle change, oiling, cleaning, attachment change, maintenance, temperature monitoring, testing press pressure, reporting faults
- outside of operator's responsibility, eg electrics, machine overhaul, overheating, machine breakdowns

Unit 9: Stock Control, Receipt and Storage Systems within the Textile Care Service

Unit reference number: J/502/6733

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 20

Unit aim

The aim of this unit gives learners knowledge related to stock control, receipt and storage in a textile care service system. This will include:

- stock control and maintenance
- receiving, handling and storing stock
- recording stock

Essential resources

There are no special resources needed for this unit.

Learning outcomes and assessment criteria

To pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the purpose of stock control in the textile care service	1.1 1.2 1.3	Describe the purpose of stock control Define the importance of maintaining stock levels Describe the possible consequences of not carrying the right levels of stock
2	Know the documentation for stock control in the textile care service	2.1 2.2	Describe the documentation required for stock control in the organisation Describe the possible consequences of lack of or inaccurate documentation relating to stock control
3	Know how goods are received by a textile care service organisation	3.1 3.2 3.3	Describe how stock is received by a textile care service organisation Describe the importance of knowing what stock is expected and when it is due to arrive Define how and why the quality and quantity of the stock received is checked
4	Know the procedures for reporting and recording quantity and quality variations	4.1	Describe the procedure for reporting and recording quantity and quality variations
5	Know how stock should be handled and stored	5.1 5.2	Describe how stock should be stored to prevent damage or loss Describe stock-handling techniques which prevent damage and loss
6	Know how to maintain stock in storage	6.1 6.2	Describe why the quality of stock should be checked regularly Describe the possible reasons why stock may deteriorate and how it can be prevented

Unit content

1 Understand the purpose of stock control in the textile care service

1.1 Purpose of stock control

- organisational processes for stock control, eg documentation, stock control systems, reporting/recording defects
- purpose (manage costs, ensure items are readily available, avoid surplus)

1.2 Importance of maintaining stock levels

- continuity of production
- ability to meet customer requirements
- maintain condition of stock items, eg damage, sell-by date

1.3 Consequences of not carrying right levels of stock

- consequence of under stock, eg unable to carry out textile care processes, loss of sales, loss of custom
- consequence of over stock, eg impact on profits, lack of facilities, damage, out of date

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

2.1 Stock control documentation

- despatch notes
- receipt book
- stock-take sheet

2.1 Stock control documentation

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

2.2 Consequences of inaccurate or lack of stock control documentation

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

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

3.1 How stock is received

- company goods inwards procedure

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

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

3.3 Checking quality and quantity of stock

- checking methods, eg inspection of items, counting, visual checks, scanning, matching to documentation
- reasons for checks (identify damage, breakages, incorrect items, incorrect number of items, stock levels, eg use by dates, availability)

4 Know the procedures for reporting and recording quantity and quality variations

4.1 Reporting and recording procedures

- company procedures, eg report to appropriate person, stock control systems
- supplier procedures, eg discrepancies

5 Know how stock should be handled and stored

5.1 Store stock to prevent damage or loss

- correct storage (temperature, humidity, location, light, dust security)
- causes of damage, eg incorrect handling, storage
- causes of loss, eg theft, inaccurate stock control, incorrect paperwork
- facilities eg storage space, separate area

5.2 Stock handling techniques

- manual handling
- mechanical handling
- use of handling aids

6 Know how to maintain stock in storage

6.1 Quality of stock

- check for damage, eg perished, soiled, leaks
- check right level of stock
- audit requirements
- shelf life

6.2 Reasons for stock deterioration and prevention

- Reasons for deterioration, eg damp/water, mould/mildew, accidental damage, inappropriate packaging, attack from vermin/insects, atmospheric, soiling, oxidation, temperature
- prevention, eg correct storage, correct moving and handling procedures, rotation

Unit 10: **Inspect and Pack Finished Goods within the Textile Care Service**

Unit reference number: **T/502/6730**

QCF level 2: **BTEC Specialist**

Credit value: **3**

Guided learning hours: **18**

Unit aim

The aim of this unit gives learners knowledge and awareness of inspection and packing processes within textile care services, covering cleanliness, presentation and packaging of finished items. This will include:

- inspecting and packing quality standards and processes
- identifying and dealing with textiles and packaging faults
- item documentation.

Essential resources

- access to packing section
- access to Polymark process
- access to RTS (return to sender) processes
- access to packing and dispatch mentor
- company packing and dispatch SOP (standard operating procedure), SWP (safe working practice document).

Learning outcomes and assessment criteria

To pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand inspect and pack quality standards	1.1	Outline the organisation's quality standard for the inspection and packaging of textile items
2	Know the inspect and pack processes required within textile care services	2.1	Describe the inspect and pack processes required within the textile care service
3	Know how to identify textile faults, incorrect packaging and the action required	3.1	Describe common textile faults and incorrect packaging
		3.2	Outline required action for common textile faults and incorrect packaging
		3.3	Describe how faulty textiles and incorrect packaging may affect the customer
		3.4	Describe the possible consequences of faulty textiles and incorrect packaging on the reputation of the organisation
4	Know the documentation required within the inspect and pack process	4.1	Describe the documentation required within the inspect and pack process
		4.2	Describe the function of the documentation
		4.3	Describe the possible consequences of applying incorrect documentation

Unit content

1 Understand inspect and pack quality standards

1.1 Quality standard for inspecting and packaging textile items

- appropriate internal quality standards for inspection and packaging
- customer requirements, eg specific packaging, folding, presentation

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

2.1 Inspection and packing processes

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

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

3.1 Common faults

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

3.2 Required action for common textile faults and incorrect packaging

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

3.3 How faulty textiles and incorrect packaging affect customers

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

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

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

4 Know the documentation required within the inspect and pack process

4.1 Documentation required

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

4.2 Function of documentation

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

4.3 Consequences of applying incorrect documentation

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

12 Further information and useful publications

Laundry and dry cleaning technology further information and useful publications

Textbook/Handbooks

Marjorie A Taylor – Technology of Textile Properties, 3rd Edition (Forbes 1991)
ISBN 9780901762825

Dry-cleaning Technology Centre Laundry Technology Centre provides a range of comprehensive handbooks for the Launderer & Dry Cleaners for on-site reference and NVQ/Apprentice training qualifications. Available from, **www.dtcltc.com**.

Websites

www.care-labelling.co.uk	The Home Laundering Consultative Council (HLCC) oversees the meaning and application of symbols on care labels on clothing and textiles
www.dtcltc.com	Dry cleaning Technology Centre Laundry Technology Centre Laundry & Dry cleaning consultants
www.gcl.org.uk	Guild of Cleaners and Launderers- technical and professional society whose aim is to further knowledge and skills in all branches of the industry
www.laundryandcleaningnews.com	The textile care industry's only international journal and LCN its sister publication for the UK. News and features, including technical articles, on textile rental, laundry and dry cleaning.
www.tsa-uk.org	Textile Service Association trade association for the laundry, dry cleaning and textile rental industries in the UK, with membership ranging from large multi-site public companies to smaller family businesses
www.hse.gov.uk/laundries/index.htm	Health and Safety Executive Guidance on health and safety in the laundry and dry cleaning industries.

General further information and useful publications

For further information about the qualification(s) featured in this specification, or other Edexcel qualifications, please call Customer Services on 0844 576 0026 (calls may monitored for quality and training purposes) or visit our website (www.edexcel.com).

Related information and publications include:

- Equality Policy
- Information Manual (updated annually)
- Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications
- Recognition of Prior Learning Policy
- Quality Assurance Handbook (updated annually).

Publications on the quality assurance of BTEC qualifications can be found on the Edexcel website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications/home.aspx

13 Professional development and training

Edexcel supports UK and international customers with training related to 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 in 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.

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 monitored for training purposes.

The training we provide:

- is practical – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Annexe A

Progression opportunities

Examples of progression opportunities to other Edexcel qualifications within the Textiles sector:

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/Higher Nationals	BTEC Specialist/Professional qualifications	NVQ/competence-based qualifications
5				Edexcel level 5 Diploma in Management (QCF)
4				
3			Edexcel BTEC level 3 Award/Certificate in Management (QCF) Edexcel BTEC level 2 Award, Certificate and Diploma in Textiles (QCF)	Edexcel level 3 NVQ Certificate in Management (QCF)
2			Edexcel BTEC level 2 Certificate in Laundry and Dry Cleaning Technology (QCF) Edexcel BTEC level 2 Award, Certificate and Diploma in Textiles (QCF)	Edexcel level 2 NVQ in Laundry Operations (QCF)
1				
Entry				

Annexe B

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Certificate in Laundry and Dry Cleaning Technology (QCF) against the underpinning knowledge of the National Occupational Standards in Laundry and Dry Cleaning. The mapping can be used by centres when they are planning holistic delivery and assessment activities.

KEY

- # indicates partial coverage of knowledge in the NOS unit
- a blank space indicates no coverage of the knowledge

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
BTEC Specialist units											
National Occupational Standards											
HS2	Health, safety and security at work in the laundry & dry cleaning sector	#	#	#				#	#		
LDC1	Collect soiled items and deliver laundered and cleaned items to customers										
LDC2	Look after the customer		#				#				#
LDC3	Classify items and make up loads for cleaning	#				#					
LDC4	Carry out the washing process	#	#	#		#					
LDC5	Clean items safely by continuous tunnel washing processes	#		#		#					
LDC6	Process cabinet roller towels in one stage	#		#		#					
LDC7	Tumble-dry items			#							

National Occupational Standards		BTEC Specialist units													
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10				
LDC8	Press and finish garments following laundry	#	#				#								
LDC9	Process flat work through calenders	#	#	#											
LDC10	Dry-finish and inspect garments using a tunnel finisher	#	#												
LDC11	Form-finish and inspect garments using steam and/or air	#	#	#											
LDC12	Remove stains by dry-cleaning	#			#										
LDC13	Clean items by dry-cleaning process	#		#	#										
LDC14	Garment and item finish using the ironing table / free steam press after dry-cleaning	#	#	#											
LDC16	Repair, alter and maintain fabrics and materials		#										#		
LDC17	Inspect and dispatch laundered and cleaned items		#												#
LDC18	Select items and assemble orders for delivery to individual customers as part of the laundry or dry-cleaning service		#	#										#	#
LDC19	Place goods and materials in storage to support laundry or dry cleaning services		#											#	#
LDC20	Order, receive and verify goods and materials going into storage for laundry or dry-cleaning services		#	#										#	#
LDC21	Deal with solvent emissions in dry-cleaning	#		#	#										

National Occupational Standards		BTEC Specialist units												
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10			
LDC23	Use a safe system for unblocking continuous tunnel washers													
LDC24	Manage continuous tunnel washers													
LDC25	Maintain effective working relationships at work	#		#										

Annexe C

Mapping to Level 1 Functional Skills in English and Mathematics

Level 1 English	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
English – speaking, listening and communication										
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – reading										
Read and understand a range of straightforward texts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – writing										
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Level 1 Mathematics	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Mathematics – representing										
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine				✓	✓				✓	
Identify and obtain necessary information to tackle the problem				✓	✓				✓	
Select mathematics in an organised way to find solutions				✓	✓				✓	
Mathematics – analysing										
Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes				✓	✓				✓	
Use appropriate checking procedures at each stage				✓	✓				✓	

Mathematics – interpreting

Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations

✓

✓

✓

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