

# **GQA PAA\VQSET LEVEL 2 CERTIFICATE IN COMMERCIAL LAUNDRY OPERATIONS**

## **601/1776/X**

### **Centre Qualification Handbook**

**Competence-based Qualifications  
AUGUST 2021 V1**

**GQA Qualifications  
Unit 1, 12 O'clock Court, Sheffield, S4 7WW  
info@gqaqualifications.com**



**PAA\VQ-SET**

# CONTENTS PAGE

<b>INTRODUCTION TO THE HANDBOOK</b> .....	<b>3</b>
Qualification Assessment and Support Materials .....	3
<b>LEVEL 2 CERTIFICATE IN COMMERCIAL LAUNDRY OPERATIONS</b> .....	<b>4</b>
<b>ASSESSMENT REQUIREMENTS</b> .....	<b>6</b>
<b>ASSESSMENT STRATEGY</b> .....	<b>6</b>
<b>ASSESSMENT METHODS AND TYPES OF EVIDENCE</b> .....	<b>9</b>
<b>GLOSSARY</b> .....	<b>11</b>
<b>LEVEL 2 CERTIFICATE IN COMMERCIAL LAUNDRY OPERATIONS</b> .....	<b>13</b>
CONTENT OF THE QUALIFICATION .....	13
<u>MANDATORY UNITS</u> .....	13
UNIT HS 2K      KNOW AND UNDERSTAND HEALTH, SAFETY AND SECURITY AT WORK IN THE LAUNDRY AND DRY CLEANING INDUSTRY.....	13
UNIT HS 2C      HEALTH, SAFETY AND SECURITY AT WORK IN THE LAUNDRY AND DRY CLEANING INDUSTRY .....	15
UNIT LDC 25K     HOW TO MAINTAIN EFFECTIVE WORKING RELATIONSHIPS AT WORK .....	17
UNIT LDC 25C     MAINTAINING EFFECTIVE WORKING RELATIONSHIPS AT WORK .....	19
UNIT LDC 3K      HOW TO CLASSIFY ITEMS AND MAKE UP LOADS FOR CLEANING .....	21
UNIT LDC 3C      CLASSIFY ITEMS AND MAKE UP LOADS FOR CLEANING.....	23
UNIT LDC 17K     HOW TO INSPECT AND DISPATCH LAUNDERED AND CLEANED ITEMS .....	25
UNIT LDC 17C     INSPECT AND DISPATCH LAUNDERED AND CLEANED ITEMS .....	27
<u>OPTIONAL UNITS - GROUP 1</u> .....	29
UNIT LDC 4K      HOW TO CARRY OUT THE WASHING PROCESS .....	29
UNIT LDC 4C      CARRY OUT THE WASHING PROCESS .....	31
UNIT LDC 5K      HOW TO CLEAN ITEMS SAFELY BY CONTINUOUS TUNNEL WASHING PROCESSES .....	33
UNIT LDC 5C      CLEAN ITEMS SAFELY BY CONTINUOUS TUNNEL WASHING PROCESSES .....	36
UNIT LDC 6K      HOW TO PROCESS CABINET ROLLER TOWELS IN ONE STAGE .....	39
UNIT LDC 6C      PROCESS CABINET ROLLER TOWELS IN ONE STAGE .....	41
<u>OPTIONAL UNITS - GROUP 2</u> .....	43
UNIT LDC 7K      HOW TO TUMBLE-DRY ITEMS .....	43
UNIT LDC 7C      TUMBLE-DRY ITEMS .....	45
UNIT LDC 9K      HOW TO PROCESS FLAT WORK THROUGH CALENDERS .....	47
UNIT LDC 9C      PROCESS FLAT WORK THROUGH CALENDERS .....	49
UNIT LDC 10K     HOW TO DRY-FINISH AND INSPECT GARMENTS USING A TUNNEL FINISHER.....	51
UNIT LDC 10C     DRY-FINISH AND INSPECT GARMENTS USING A TUNNEL FINISHER.....	53

## **INTRODUCTION TO THE HANDBOOK**

---

This qualification sits within the Regulated Qualifications Framework (RQF).

This Qualification Handbook has been developed to ensure that GQA Centres understand the requirements of the qualification. The Handbook contains the following information:

- Qualification Structure
- Assessment Requirements
- Assessment Methods
- Glossary
- Qualification Units

This Qualification Handbook has been developed to provide support in the implementation of the qualification as well as giving information to ensure that the assessment and quality assurance is consistent, robust and reliable within each centre and nationally. The handbook also contains details of the skills and/or knowledge the learner must obtain to achieve the units and qualification.

### Qualification Structure

This section of the handbook summarises the content of the qualification and the skills and/or knowledge learners that achieve it can be expected to gain. It also outlines the units required to achieve the qualification and will give the learner an idea of how long the qualification will take to achieve through the Total Qualification Time (TQT) and how much contact time they can expect through the Guided Learning Hours (GLH). It also provides information about possible progression opportunities once the qualification has been achieved.

### Assessment Requirements

The assessment requirements for the qualification will cover any specific information about how the qualification may be assessed, such as whether assessors require specific qualifications or occupational competence and whether simulation is permitted in the achievement process.

### Assessment Methods

This section summarises the different assessment methods and types of evidence that support assessment; these may be used to demonstrate competence or the achievement of knowledge and understanding.

### Qualification Units

The unit overview summarises the content of the unit and the skills and/or knowledge the learner will have gained on achievement of the unit. The units may also contain additional information in the assessment context which will describe the areas to be covered and any appropriate assessment guidance and evidence requirements which will outline additional assessment requirements and should be built into assessment plans and included on assessment records. The unit detail will also confirm whether simulation is permitted for that particular unit.

### Qualification Assessment and Support Materials

Centres will be sent the following qualification assessment and support materials:

- Assessment Forms - it is not mandatory to use these forms. Centres may wish to use their own assessment documentation - these should be approved by the External Verifier prior to use.
- Learner Guide
- Qualification Handbook
- Registration Spreadsheet & Certification Claim Forms

## LEVEL 2 CERTIFICATE IN COMMERCIAL LAUNDRY OPERATIONS

---

### Qualification Summary

This qualification will provide recognition for Laundry Operatives working in commercial laundries and requires learners to understand and demonstrate safe working practices, working with others and dealing with items appropriately in a commercial laundry. The qualification structure ensures learners also understand and can demonstrate skills in washing and finishing operations.

### Total Qualification Time (TQT) and Guided Learning Hours (GLH)

#### Guided Learning Hours (GLH)

Guided Learning Hours are the time the learner is under the immediate supervision or guidance of a lecturer, supervisor, tutor or other appropriate provider or education or training.

The GLH for this qualification is 140

#### Total Qualification Time (TQT)

Total Qualification Time is comprised of 2 elements:

1. GLH  
plus
2. an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by (but not under the immediate supervision of) a lecturer, supervisor, tutor or other appropriate provider or education or training

The TQT for this qualification is 290

### Achieving the Qualification

**12 Units must be achieved.**

Mandatory Units: All 8 Mandatory Units must be achieved.

Optional Units Groups 1 & 2: Learners must achieve 2 units from each Option Group 1 and 2. Knowledge and competence units must be taken together i.e. if unit LDC 4k is chosen, unit LDC 4c must also be completed; and vice-versa.

#### Mandatory Units

Unit No.	Unit Name	Credit Value
HS 2k	Know and understand health, safety and security at work in the laundry and dry cleaning industry	3
HS 2c	Health, safety and security at work in the laundry and dry cleaning industry	2
LDC 25k	How to maintain effective working relationships at work	2
LDC 25c	Maintaining effective working relationships at work	1
LDC 3k	How to classify items and make up loads for cleaning	2
LDC 3c	Classify items and make up loads for cleaning	3
LDC 17k	How to inspect and dispatch laundered and cleaned items	3
LDC 17c	Inspect and dispatch laundered and cleaned items	2

### Optional Units

Option Group 1 - learners must achieve 2 units from this Option Group.

Unit No.	Unit Name	Credit Value
LDC 4k	How to carry out the washing process	3
LDC 4c	Carry out the washing process	3
LDC 5k	How to clean items safely by continuous tunnel washing processes	3
LDC 5c	Clean items safely by continuous tunnel washing processes	4
LDC 6k	How to process cabinet roller towels in one stage	3
LDC 6c	Process cabinet roller towels in one stage	3

Option Group 2 - learners must achieve 2 units from this Option Group.

Unit No.	Unit Name	Credit Value
LDC 7k	How to tumble-dry items	3
LDC 7c	Tumble-dry items	2
LDC 9k	How to process flat work through calenders	3
LDC 9c	Process flat work through calenders	3
LDC 10k	How to dry-finish and inspect garments using a tunnel finisher	3
LDC 10c	Dry-finish and inspect garments using a tunnel finisher	2

### Progression

This qualification will allow the learner in the employed workforce to be accredited for their work skills and confirms occupational competence in Commercial Laundry Operations at Level 2. Learners may be able to progress to team leader or management roles and associated qualifications at Level 3.

Further information can be found on the GQA website [www.gqaqualifications.com](http://www.gqaqualifications.com) or on the Register of Regulated Qualifications website <http://register.ofqual.gov.uk>

## ASSESSMENT REQUIREMENTS

---

Assessors must ensure that, when assessing the skills, knowledge and/or understanding, the evidence produced by learners is:

- Valid - does evidence meet the requirements described in the unit?
- Authentic - has the learner produced the evidence?
- Current - has the evidence been produced recently and does it demonstrate current competence?
- Sufficient - is there enough evidence to demonstrate competence?

to enable reliable and consistent judgements to be made about the achievement of all the requirements of the unit(s) and qualification.

GQA Centres must ensure that people involved in the assessment process have the appropriate expertise and are adequately informed and supported to fulfil their responsibilities.

### ASSESSMENT STRATEGY

Below is the information to support the assessment requirements of the qualification:

- Mandatory use of evidence from workplace performance
- Use of Simulation
- Occupational competence of assessors and verifiers

#### ***Mandatory use of evidence from workplace performance***

- a. Unless the use of simulation is expressly permitted within the qualification or unit specific evidence requirements, evidence must demonstrate the learner's competence in a real or realistic environment.
- b. Knowledge and Understanding will be assessed via (pre-set and/or free form) questions, or by inference from performance, which cover three primary types of knowledge:
  - Knowledge of facts and procedures
  - Understanding of principles, concepts and underpinning procedures
  - How to apply principles and procedures in specific contexts

All questions must be asked by the assessor at appropriate moments throughout the assessment process, preferably linked to observed activity and/or review of documentary evidence. The questions asked of, and answers provided by, the learner must be recorded.

#### ***Use of Simulation***

- c. The qualification or unit specific assessment requirements will define where evidence from simulation is acceptable, and in which contexts.

Simulation should be used only where direct evidence of learner performance cannot be obtained. Under these circumstances simulation may be used for summative assessment. Reasons for the use of simulation should be made clear to and agreed by the external verifier and should include the following details:

- which competence (and standards) the simulation was designed to assess;
- the kind of equipment, facilities and physical environment proposed for the simulation of performance. It is unlikely that the External Verifier will approve a simulation if it does not involve real plant and equipment;
- how the simulated activity relates to the learner's normal work context in terms of the pressures of time, access to resources and access to information, and the communication media; and

- how the simulation was set up and conducted, preferably supported by physical evidence such as photographs or inspection of a test rig.

Assessors, internal verifiers and external verifiers should monitor the proportion of evidence generated via simulations to ensure that it is not the primary source of a learner's claim to competence.

- d. Under these circumstances simulations are reserved for aspects of competence illustrated by the following contexts:
- where demonstration of emergency shutdown and related safety procedures would be; **dangerous and/or disruptive** to plant/environment/individuals; **too costly** such as total plant shutdown or dealing with spillage of dangerous substances; where **issues of confidentiality** restrict access to real work opportunities;
  - demonstrating specific aspects of the operation which rarely or never occur due to effective quality assurance systems;
  - the capacity to integrate disparate knowledge to cope with unforeseen events and to solve problems; or
  - aspects of working relationships and communications for which no opportunity has presented for the use of naturally occurring workplace evidence of learner performance.
- e. Simulation must enable the individual to demonstrate competence in a real or realistic work environment. In this context this means in specialist centres which replicate the workplace in terms of equipment and environment, reflect normal working situations and use relevant industrial or commercial standards and procedures. Short work placements or non-realistic work environments which do not replicate the pressures and requirements of normal commercial or industrial activities will not be acceptable. The bulk of the learner's evidence should be drawn from their normal working activity and not consist of artificially contrived opportunities for one-off demonstration of competence. Similarly equipment must be that used in current commercial and industrial contexts. Procedures and standards used should be those which are nationally or internationally recognised or devised by specific companies as standard operating procedure.
- f. Simulation must enable the individual to acquire his/her skills and knowledge in a realistic work environment. In this context this means in specialist centres which replicate the workplace in terms of equipment and environment, it reflects normal working situations and uses relevant industrial or commercial standards and procedures. Where possible providers should attempt to replicate the pressures and requirements of normal commercial or industrial activities. Equipment must be that used in current commercial and industrial contexts. Procedures and standards used should be those which are nationally or internationally recognised or devised by specific companies as standard operating procedure.
- g. Circumstances outside of those listed in Section D above may also be considered suitable for the use of simulation with the agreement of the External Verifier and GQA. Under these circumstances simulation may be used for formative assessment only.

### ***Occupational competence of Assessor and Verifiers***

h. Assessors:

- must be competent in the units they are assessing. This is shown through the assessor having achieved the award they are assessing OR providing quality evidence to the external verifier that they are able to make valid judgements of the competence of learners. This could be done through a combination of a) personal interview, b) review of employment histories and/or c) examination of the assessor's judgement during assessments.
- must have a working knowledge of awards and a full understanding of that part of the award for which they have responsibility.
- should hold or be working towards suitable qualifications for assessment, as defined by GQA.

i. Internal verifiers:

- must be either working in the appropriate sector itself OR they must be able to demonstrate they possess practical and up-to-date knowledge of current working practices appropriate to the sector in which they are carrying out verification practices; and
- must be appointed by a GQA recognised centre
- must have a working knowledge of the awards they are internally verifying
- should hold or be working towards suitable qualifications for verification, as defined by GQA.

## ASSESSMENT METHODS AND TYPES OF EVIDENCE

The following section gives information on the different assessment methods/types of evidence that support assessment. The following assessment methods/types of evidence may be used to demonstrate competence or that the learner has achieved the required level of knowledge and understanding.

### *Observation of Performance*

Observation allows the assessor to see learners carrying out their work activities. It will take place primarily in the workplace but can also be undertaken in a training scheme. Natural discussion should take place where possible during observation, allowing the assessor to ask questions relating to what they are observing at the time. Assessors must capture their observations either by a written report and/or other methods (e.g. video, audio recording).

### *Questioning*

This method of assessment can be used to ensure that the learner has knowledge and understanding to support their skills. Questions can be used to check knowledge - these questions can either be verbal during or at the end of an observation, or they can be set in a written format in formal or informal conditions. As some units may focus entirely on learners' knowledge, assessors may encourage a variety of evidence to meet the requirements of the unit - use of verbal and/or written questions, learner statements and professional discussion (see below). Verbal questioning or professional discussion should be captured, either by written notes or audio recording.

### *Products*

Work product evidence may be generated as a result of work activities undertaken by learners, and could include reports, letters, or records of work carried out.

### *Witness Statement or Testimony*

A Witness Statement or Testimony is confirmation by others that the learner carried out an activity or series of activities relevant to the requirements of the unit. It could be written by the learner and signed by the witness to confirm that it did take place, or the witness may write the statement. Alternatively, the assessor could speak to the witness and record the discussion. The statement can then be used as evidence within an assessment.

There may be occasions when an Expert Witness may be required to contribute to the assessment process. GQA's definition of an Expert Witness is 'an experienced employee who works in partnership with the assessor, by observing the learner carrying out their duties and recording their observations in line with the assessment procedures'. It should be noted that while the Expert Witness makes a valued contribution to the assessment process, it is the assessor who makes the assessment decision.

### *Simulation*

Simulations are a source of performance evidence showing how an activity is carried out. Simulations require careful planning to ensure that they reflect as near as possible "real life" conditions and the requirements of the qualification(s). As a result of this the costs to set up a simulation may be considerable. Simulations are likely to be used in the following situations:

- they occur infrequently (e.g. dealing with emergencies)
- they involve unusual working conditions (e.g. working in isolation, outside the workplace)
- the work is hazardous
- it is not cost effective

Any use of simulation should be discussed and agreed with the GQA External Verifier and approved prior to implementation.

### ***Recognition of Prior Learning (RPL)***

This is the process whereby credit is given to experienced individuals for their previous achievements. It requires careful mapping of the individual's experience to the unit(s) to ensure that it meets the requirements. This exercise must be referred to the External Verifier to ensure that all the evidence presented is acceptable.

### ***Professional Discussion***

A Professional Discussion gives the learner the opportunity to tell their assessor what they are doing and why they are doing it in a particular way. The discussion should be supported by appropriate evidence - an observation report, work product or witness testimony. Professional Discussions should be planned to give the learner the chance to prepare, and should be recorded.

### ***Learner Statements***

A Learner Statement is an account of an activity that took place, described by the learner. A detailed statement could demonstrate skill, and also provides evidence of knowledge and understanding. Learner statements should be authenticated by an appropriate person.

### ***Photographs and use of other media***

Photographs and use of other media, e.g. video and audio, can provide detail of work activities carried out and questioning. Photographs are more effective when used with supporting statements. Video and audio evidence should be effectively referenced to allow specific activities or questioning to be found easily. It is important to note that if photographs and other media are to be used, the learner and assessor should ensure that permission is gained from all people who may be involved.

## GLOSSARY

Term	Definition
Access Arrangements	Arrangements that are approved in advance of an examination or assessment to allow achievement to be demonstrated by learners with a disability, special learning needs (including where the learner's first language is not English, Welsh or Irish) or to avoid unlawful discrimination
Appeal	The process through which an awarding organisation may be challenged on the outcome of an enquiry about results or, where appropriate, other procedural decisions affecting a centre or an individual learner
Assessment	The process of making judgements about the extent to which a learner's work meets the requirements of a unit, or any additional assessment requirements of a qualification
Assessor	A person who assesses a learner's work
Award of Qualifications	A certificate (electronic or paper-based) issued to an individual that recognises their achievement
Award	A qualification with a TQT value between 10 and 129
Awarding Organisation	A body recognised by the qualifications regulators to award qualifications
Centre	An organisation accountable to an awarding organisation for assessment arrangements leading to the award of qualifications
Centre Recognition	A process through which a centre wishing to offer an award or awards is confirmed as being able to maintain the required quality and consistency of assessment, and comply with other requirements of the awarding organisation
Certificate (1) for a Unit or Qualification	A record of attainment of a qualification issued by an awarding organisation
Certificate (2)	A qualification with a TQT value between 130 and 369
Credit	An award that may be made to a learner in recognition of the achievement of a unit or qualification
Credit Value	The number of credits that may be awarded to a learner for the successful achievement of a unit or qualification
Diploma	A qualification with a TQT value of 370 or above
Guided Learning Hours	The number of hours of teacher-supervised or directed study time required to teach a qualification or unit of a qualification
Learning Time	The amount of time a learner at the level of the unit is expected to take, on average, to complete the unit to the standard required
Level	An indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the learner in demonstrating that achievement

<b>Term</b>	<b>Definition</b>
<b>Mandatory Units</b>	Units that must be achieved for the qualification to be awarded
<b>National Occupational Standards (NOS)</b>	Describe what a person needs to do, know and understand in a job to carry out the role in a consistent and competent way
<b>Optional Unit</b>	A unit that a learner may choose to complete to achieve the required number of units for award of the qualification
<b>Pathway</b>	A route to the achievement of a qualification that requires particular units to be achieved and is identified by an endorsement to a qualification title
<b>Qualification</b>	An award made to a Learner for the achievement of the required units or other components for that qualification
<b>Qualification Level</b>	An indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the learner, represented by a qualification
<b>Qualifications Regulators</b>	Government-designated statutory organisations required to establish national standards for qualifications and secure consistent compliance with them
<b>Recognition of Prior Learning (RPL)</b>	A method of assessment 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 do not need to develop through a course of learning
<b>Sector Skills Council</b>	A body responsible for formulating and reviewing occupational standards for a specific sector across the UK, and for supporting the development of units and qualifications based on these standards. Each SSC is an employer-led, independent organisation and is licensed by government
<b>Standardisation Of Assessment</b>	A process to ensure that assessment leading to the award of qualifications is applied consistently by individuals, centres and awarding organisations
<b>Unique Learner Number (ULN)</b>	The unique number that is used to identify an individual learner
<b>Unit</b>	A component of a qualification

## LEVEL 2 CERTIFICATE IN COMMERCIAL LAUNDRY OPERATIONS

---

### CONTENT OF THE QUALIFICATION

#### MANDATORY UNITS

UNIT HS 2K	KNOW AND UNDERSTAND HEALTH, SAFETY AND SECURITY AT WORK IN THE LAUNDRY AND DRY CLEANING INDUSTRY
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	18

---

#### Unit Overview

This unit addresses the knowledge required to take responsibility for health, safety and security at work in the laundry and dry cleaning industry.

#### Assessment Guidance and Evidence Requirements

##### Evidence Requirements

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

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 Guidance

- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

**Learning Outcome and Assessment Criteria**

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Know how to contribute to the safety and security of the workplace and its contents	1.1. Identify the location of alarms, emergency exits, escape routes, emergency equipment and assembly points 1.2. Explain how to store materials and equipment safely
2. Know how to monitor the workplace for hazards	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 2.2. Explain how to handle and store hazardous substances
3. Know how to take action in the event of fire, emergencies or accidents	3.1. Describe the procedures to be followed in the event of ONE of the following types of emergency: <ul style="list-style-type: none"> <li>a. Fire</li> <li>b. Contamination (e.g. from leaks, spillages, gas emissions)</li> <li>c. Accident and injuries to personnel</li> <li>d. Explosions (e.g. gas)</li> </ul> 3.2. Identify the nominated First Aiders 3.3. Describe what the most likely accidents and emergencies are in the workplace and how to deal with them
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. Know how to communicate effectively with colleagues and customers	8.1. Describe the forms of communication e.g. written, oral, electronic etc. and give examples of the various forms of communication

<b>UNIT HS 2C</b>	<b>HEALTH, SAFETY AND SECURITY AT WORK IN THE LAUNDRY AND DRY CLEANING INDUSTRY</b>
LEVEL	2
CREDIT VALUE	2
GUIDED LEARNING HOURS	10

---

### Unit Overview

This unit addresses the skills required to take responsibility for health, safety and security at work in the laundry and dry cleaning industry.

### Assessment Guidance and Evidence Requirements

#### Evidence Requirements

In this unit the learner will be required to work safely and will, in addition to the assessment criteria:

- Show where alarms, emergency exits, escape routes, emergency equipment and assembly points are located
- Show how to handle and store hazardous substances
- Demonstrate procedures to be followed in the event of **ONE** of the following types of emergency:
  - Fire
  - Contamination (e.g. from leaks, spillages, gas emissions)
  - Accident and injuries to personnel
  - Explosions (e.g. gas)

#### Assessment Guidance

- Simulation may be used in this unit, in relation to the assessment of rare and/or dangerous occurrences, or where there could be major disruption to the work process.
- For the assessment of all other criteria, workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- This unit should not be taken prior to taking *HS 2k - Know and understand health, safety and security at work in the laundry and dry cleaning industry*.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

Expert Witnesses from the learner's workplace may be used as part of the assessment process.

### Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to contribute to the safety and security of the workplace and its contents	1.1. Locate alarms, emergency exits, escape routes, emergency equipment and assembly points 1.2. Store materials and equipment safely 1.3. Make arrangements to maintain security to cover personnel, public and premises
2. Be able to monitor the workplace for hazards	2.1. Recognise potential hazards and rectify where possible 2.2. Handle waste and debris and move them to a safe location 2.3. Identify malfunctions in machinery and equipment, correcting if possible, and report them 2.4. Note service malfunctions and chemical leaks and report them
3. Be able to take action in the event of fire, emergencies or accidents	3.1. Follow emergency procedures correctly and safely for the various kinds of incident which may occur 3.2. Use the appropriate emergency equipment correctly and safely 3.3. Use the appropriate protective clothing
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

<b>UNIT LDC 25K</b>	<b>HOW TO MAINTAIN EFFECTIVE WORKING RELATIONSHIPS AT WORK</b>
LEVEL	2
CREDIT VALUE	2
GUIDED LEARNING HOURS	7

---

### Unit Overview

This unit addresses the knowledge required to maintain effective working relationships at work.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

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

1. The organisation's rules, codes, guidelines and standards.
2. Limits of personal responsibility.
3. Reporting procedures.
4. Responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health).

#### **Assessment Guidance**

- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

**Learning Outcome and Assessment Criteria**

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Know how to work closely with colleagues and line managers in a cooperative and helpful manner	1.1. Define own roles and responsibilities 1.2. Describe roles and responsibilities of colleagues, immediate managers and others in the workplace 1.3. Explain the importance of effective working relationships
2. Know how to share and pass on information to colleagues	2.1. Describe the types of information passed between colleagues 2.2. Explain the importance of identifying problems and following organisational procedures when communications break down
3. Know how to behave in an appropriate manner at work	3.1. Explain the organisational rules for conduct at work 3.2. Describe the organisational grievance and disciplinary procedures
4. Know how to act upon instructions and information promptly and seek clarification from others when necessary	4.1. Describe the agreed lines of communication and reporting procedures 4.2. Explain the types of communication difficulties in the workplace and the importance of seeking help where necessary 4.3. Explain how to act on instructions received from immediate manager
5. Know how to report to line managers and seek to minimise difficulties and problems	5.1. Explain the importance of keeping managers informed and the types of information they require 5.2. Describe the types of misunderstandings and problems that can arise and the efforts made to resolve these
6. Know how to keep accurate records, complete forms and other documentation	6.1. Describe what types of records are kept and the importance of completing them accurately 6.2. Explain what forms and documentation are commonly used and how to complete them
7. Know how to communicate effectively with colleagues and customers	7.1. Describe the forms of communication e.g. written, oral, electronic etc. and give examples of the various forms of communication

<b>UNIT LDC 25C</b>	<b>MAINTAINING EFFECTIVE WORKING RELATIONSHIPS AT WORK</b>
LEVEL	2
CREDIT VALUE	1
GUIDED LEARNING HOURS	4

---

### Unit Overview

This unit addresses the skills required to maintain effective working relationships at work.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

Assessors must be satisfied that the learner has met the requirements of the unit over a sufficient period of time with colleagues, management and customers.

#### **Assessment Guidance**

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- This unit should not be taken prior to taking *LDC 25k - How to maintain effective working relationships at work*.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

Expert Witnesses from the learner's workplace may be used as part of the assessment process.

**Learning Outcome and Assessment Criteria**

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
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
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

<b>UNIT LDC 3K</b>	<b>HOW TO CLASSIFY ITEMS AND MAKE UP LOADS FOR CLEANING</b>
LEVEL	2
CREDIT VALUE	2
GUIDED LEARNING HOURS	10

---

### Unit Overview

This unit addresses the knowledge required to classify items and make up loads for cleaning.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

In this unit the learner will be required to know how to prepare items and make up loads for cleaning and will, in addition to the assessment criteria:

- Know what to do if an excessively soiled load of items come into the laundry
- Know how to check that all the equipment is in good repair

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

1. The organisation's rules, codes, guidelines and standards.
2. Equipment operating procedures.
3. Relevant responsibilities under the Health and Safety at Work Act and COSHH (Control of Substances Hazardous to Health).
4. Manufacturer's instructions
5. HSG(95) 18 (Health Service Guidance)
6. HACCP (Hazard Analysis and Critical Control Points)
7. BS EN 14065 where appropriate (British Standard)

#### **Assessment Guidance**

- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

### Learning Outcome and Assessment Criteria

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

<b>UNIT LDC 3C</b>	<b>CLASSIFY ITEMS AND MAKE UP LOADS FOR CLEANING</b>
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	10

---

### Unit Overview

This unit addresses the skills required to classify items and make up loads for cleaning.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

In this unit the learner will be required to prepare items and make up loads for cleaning and will, in addition to the assessment criteria:

- Show how to sort the items by staining and soiling degrees, i.e. light, medium & heavy.
- Show how to sort by material/fabric type taking care not to mix the fabrics for the wash process, and taking note of the care label instructions.
- Show all loads have to be weighed so that the machines are loaded as per the manufacturer's instructions and the material types being washed.

The minimum requirements are observation of the learner over a period of time and on at least two different occasions, classifying items and making up loads. The only machine involved in this unit is the weigh machine for loads.

#### **Assessment Guidance**

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- This unit should not be taken prior to taking *LDC 3k - How to classify items and make up loads for cleaning*.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

Expert Witnesses from the learner's workplace may be used as part of the assessment process.

**Learning Outcome and Assessment Criteria**

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
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
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

<b>UNIT LDC 17K</b>	<b>HOW TO INSPECT AND DISPATCH LAUNDERED AND CLEANED ITEMS</b>
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	15

---

### Unit Overview

This unit addresses the knowledge required to inspect and dispatch laundered and cleaned items.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

In this unit the learner will be required to know how to inspect items coming from the main laundry process and will:

- Know what the acceptable quality level is for the items being inspected
- Know how to make a customer's order whilst maintaining the level of quality
- Know how to use any packaging machinery and understand any problems that they may encounter in this task e.g. packing damp items causing mildew

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

1. The organisation's rules, codes, guidelines and standards.
2. Equipment operating procedures.
3. Machine and equipment capabilities.
4. Relevant responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health).
5. Manufacturer's instructions
6. Other legislation as necessary

#### **Assessment Guidance**

- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

**Learning Outcome and Assessment Criteria**

Learning outcomes The learner will:	Assessment criteria The learner can:
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"> <li>• Health and Safety at Work Act</li> <li>• Control of Substances Hazardous to Health (COSHH)</li> <li>• Other relevant legislation</li> </ul>
4. Know how to prepare items for dispatch and transfer to dispatch point	4.1. Explain the procedure for storing items prior to dispatch 4.2. Describe the procedure for checking parcels against specification and transferring them to dispatch point 4.3. Explain how to ensure customers' special instructions have been carried out
5. Know how to check that work has been carried out as planned	5.1. Describe how to identify and deal with problems/faults which may arise in carrying out the work 5.2. Describe the organisation's required standard for completed work
6. Know how to keep accurate records, complete forms and other documentation	6.1. Describe what types of records are kept and the importance of completing them accurately 6.2. Explain what forms and documentation are commonly used and how to complete them
7. Know how to communicate effectively with colleagues and customers	7.1. Describe the forms of communication e.g. written, oral, electronic etc. and give examples of the various forms of communication

<b>UNIT LDC 17C</b>	<b>INSPECT AND DISPATCH LAUNDERED AND CLEANED ITEMS</b>
LEVEL	2
CREDIT VALUE	2
GUIDED LEARNING HOURS	7

---

### Unit Overview

This unit addresses the skills required to inspect and dispatch laundered and cleaned items.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

In this unit the learner will be required to inspect items coming from the main laundry process and will, in addition to the assessment criteria:

- Check that the item has been washed correctly and has no soiling or staining
- Check that the item is folded as per the customers instructions
- Check that the item is not creased and that quality requirements are met

The minimum requirements are observation of the learner over a period of time making up orders for at least two customers.

#### **Assessment Guidance**

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- This unit should not be taken prior to taking *LDC 17k - How to inspect and dispatch laundered and cleaned items*.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

Expert Witnesses from the learner's workplace may be used as part of the assessment process.

**Learning Outcome and Assessment Criteria**

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
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 prior to 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
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

## OPTIONAL UNITS - GROUP 1

<b>UNIT LDC 4K</b>	<b>HOW TO CARRY OUT THE WASHING PROCESS</b>
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	21

---

### Unit Overview

This unit addresses the knowledge required to carry out the washing process.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

In this unit the learner will be required to know how to carry out the wash process using a washer extractor and will, in addition to the assessment criteria:

- Know what the common faults are that occur in the day to day running of the machine, and how to stop the machine if this happens
- Know what chemicals and additives are used and in which part of the process they are used, and what the consequences are of mixing or using the wrong chemical in the wash
- Understand what the care labels mean for the wash process and know what wash process to use for different fabrics and materials
- Know how the complete wash programme works and know what is happening at each stage of the programme, including temperature, dip levels and correct weight loading
- Know how to check the load has been classified correctly, the correct programme selected for washing, the load has been washed correctly and how to deal with items that have not been washed satisfactorily
- Know how to unload the machine and pass on to the next stage.

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

1. The organisation's rules, codes, guidelines and standards.
2. Equipment operating procedures.
3. Machine and equipment capabilities.
4. Relevant responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health).
5. Manufacturer's instructions
6. All of the above which are relevant to the organisation

#### **Assessment Guidance**

- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

### Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to make services and machinery ready for use	1.1. Describe how to make services and machinery ready for work 1.2. Describe the operational settings and range of performance from machines 1.3. Describe the relevant responsibilities under the: <ul style="list-style-type: none"> <li>• Health and Safety at Work Act</li> <li>• Control of Substances Hazardous to Health (COSHH)</li> <li>• Other relevant legislation</li> </ul>
2. Know how to select work required for washing processes	2.1. Explain the difference between fibres and fabrics 2.2. Explain the differences between wash programmes 2.3. Explain which detergents, chemicals and additives may be used 2.4. Describe the use of care labels
3. Know how to load machines	3.1. Describe how to load machines correctly and safely in accordance with operating procedures 3.2. Explain how to select the correct load weight for the machine and the fabric 3.3. Describe the problems with high and low dip levels 3.4. Explain the different temperature settings for wash programmes
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
8. Know how to communicate effectively with colleagues and customers	8.1. Describe the various forms of communication e.g. written, oral, electronic etc. and give examples of appropriate uses of the various forms of communication

<b>UNIT LDC 4C</b>	<b>CARRY OUT THE WASHING PROCESS</b>
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	14

---

### Unit Overview

This unit addresses the skills required to carry out the washing process.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

In this unit the learner will be required to carry out the wash process using a washer extractor and will, in addition to the assessment criteria:

- Show what the different programmes are on the machine and know what type of material they would use them for
- Show they know how to use the machine correctly.

The minimum requirements are observation of the learner over a period of time, washing at least two loads of different types. The machinery requirements are a washer extractor of any size.

#### **Assessment Guidance**

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- This unit should not be taken prior to taking *LDC 4k - How to carry out the washing process*.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

Expert Witnesses from the learner's workplace may be used as part of the assessment process.

**Learning Outcome and Assessment Criteria**

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
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
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

<b>UNIT LDC 5k</b>	<b>HOW TO CLEAN ITEMS SAFELY BY CONTINUOUS TUNNEL WASHING PROCESSES</b>
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	18

---

### Unit Overview

This unit addresses the knowledge required to clean items safely by continuous tunnel washing processes.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

In this unit the learner will be required to know how to carry out the wash process using a continuous tunnel washer and will, in addition to the assessment criteria:

- Know what the common faults are that occur in the day to day running of the machine, and how to stop the machine if this happens
- Know what chemicals and additives are used and in which part of the process they are used, and what the consequences are of mixing or using the wrong chemical in the wash
- Know what each compartment of the continuous tunnel washer does and at what stage in the process they relate to
- Know how the machine loads and unloads
- Know what the safe entry procedure is for your continuous tunnel washer
- Know how the complete wash programme works and know what is happening at each stage of the programme, including temperature, dip levels and correct weight loading
- Know how the press works and that the items move to the next stage

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

1. The organisation's rules, codes, guidelines and standards.
2. Equipment operating procedures.
3. Machine and equipment capabilities.
4. Relevant responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health).
5. Manufacturer's instructions
6. Other legislation as necessary

#### **Assessment Guidance**

- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

### Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to make services and machinery ready for use	1.1. Describe how to make services and machinery ready for use 1.2. Explain the operational settings and range of performance from machines 1.3. Describe how to carry out routine maintenance
2. Know how to select work for continuous tunnel washing (CTW) process	2.1. Explain how to determine the classification of loads 2.2. Describe how to plan the work required making the best use of resources 2.3. Explain the importance of reporting any possible problems/faults identified at the planning stage
3. Know how to control the continuous tunnel washing (CTW) process	3.1. Explain how the complete continuous tunnel washing process works 3.2. Describe common faults that can occur in the process 3.3. Explain the importance of ensuring that the machine is not under or overloaded 3.4. Explain programme selection, the difference between wash programmes and temperature settings
4. Know how to correctly and safely operate the continuous tunnel washing (CTW) process	4.1. Describe how to operate the process safely in accordance with the manufacturer's instructions 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 4.3. Describe the actions to be taken in the case of malfunctions 4.4. Describe how to stop a malfunctioning CTW 4.5. Describe the procedures for reporting a fault 4.6. Describe relevant responsibilities under the: <ul style="list-style-type: none"> <li>• Health and Safety at Work Act</li> <li>• Control of Substances Hazardous to Health (COSHH)</li> <li>• Risk Assessments</li> <li>• Other relevant legislation</li> </ul>
5. Know how to identify any problems which may arise	5.1. Describe the importance of monitoring: <ol style="list-style-type: none"> <li>a. The loading area</li> <li>b. Dip and bath dip level sensors</li> <li>c. Proximity sensors</li> <li>d. Thermostats and temperature gauges</li> </ol>
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 e.g. written, oral, electronic etc. and give examples of appropriate uses of the various forms of communication

<b>UNIT LDC 5C</b>	<b>CLEAN ITEMS SAFELY BY CONTINUOUS TUNNEL WASHING PROCESSES</b>
LEVEL	2
CREDIT VALUE	4
GUIDED LEARNING HOURS	21

---

### Unit Overview

This unit addresses the skills required to clean items safely by continuous tunnel washing processes.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

In this unit the learner will be required to carry out the wash process using a continuous tunnel washer and will, in addition to the assessment criteria:

- Check the machine safety features prior to starting work
- Show what the different programmes are on the machine and know what type of material they would use them for
- Show they know how to use the machine correctly

The minimum requirements are observation of the learner over a period of time, and at least 2 cycles of the continuous tunnel washer. The machinery requirements are a continuous tunnel washer of any size.

#### **Assessment Guidance**

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- This unit should not be taken prior to taking *LDC 5k - How to clean items safely by continuous tunnel washing processes*.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

Expert Witnesses from the learner's workplace may be used as part of the assessment process.

**Learning Outcome and Assessment Criteria**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to make services and machinery ready for use	1.1. Make services and machinery ready for use 1.2. Check and calibrate weighing devices, keeping test weights for this purpose 1.3. Ensure that colleagues understand their roles 1.4. Identify any possible problems
2. Be able to select work for continuous tunnel washing (CTW) process	2.1. Plan the work required making the best use of resources available 2.2. Calculate the correct weight for each classification of work 2.3. Select programmes correct for the classification 2.4. Handle items with care
3. Be able to control the continuous tunnel washing (CTW) process	3.1. Control the continuous tunnel washing (CTW) process 3.2. Ensure that thermostats and temperature gauges have the correct settings 3.3. Ensure that the machine is not under or over loaded 3.4. Check for overloading and/or lack of water which causes blockages 3.5. Check there is sufficient water for each type of classification 3.6. Ensure that work is loaded cleanly into the hopper/first stage compartment 3.7. Use appropriate detergents, chemicals and additives in accordance with manufacturer's instructions
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 dip level sensors to ensure a clean transfer 5.3. Monitor proximity sensors that control rotation of the drum during transfer

<p>6. Be able to check that work has been carried out as planned</p>	<p>6.1.Remove any items which are not washed properly 6.2.Identify and report any machine faults and component part malfunctions</p>
<p>7. Be able to keep accurate records, complete forms and other documentation</p>	<p>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</p>
<p>8. Be able to communicate effectively with colleagues and customers</p>	<p>8.1.Communicate effectively with colleagues to ensure that they understand what work they must do</p>

<b>UNIT LDC 6K</b>	<b>HOW TO PROCESS CABINET ROLLER TOWELS IN ONE STAGE</b>
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	21

---

### Unit Overview

This unit addresses the knowledge required to process cabinet roller towels in one stage.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

In this unit the learner will be required to know how to carry out the wash process for processing cabinet roller towels and will, in addition to the assessment criteria:

- Know what the common faults are that occur in the day to day running of the machine, and how to stop the machine if this happens
- Know what chemicals and additives are used and in which part of the process they are used, and what the consequences are of mixing or using the wrong chemical in the wash
- Know how the complete wash programme works and knows what is happening at each stage of the programme, including temperature, dip levels and correct weight loading
- Know how to check the towels have been prepared correctly, the correct programme selected for washing, the towels have been washed correctly and know how to deal with towels that have not been washed satisfactorily
- Know how to unload the machine and pass on to the next stage.

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

1. The organisation's rules, codes, guidelines and standards.
2. Equipment operating procedures.
3. Relevant responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health).
4. Manufacturer's instructions
5. Other legislation as necessary

#### **Assessment Guidance**

- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

### Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to make machinery, supplies and services ready for use	1.1. Describe how to make machinery and mobile equipment, supplies and services ready for use 1.2. Describe which detergents and chemicals will be used 1.3. Explain the types of problems encountered when setting up continuous processing operations (i.e. re-threading of towels and cleaning the J box) 1.4. Describe the company's procedures for routine maintenance
2. Know how to select work for cleaning	2.1. Describe how to select work for cleaning 2.2. Explain how to plan the work to make best use of the resources available 2.3. Explain the importance of identifying any possible problems at the planning stage
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"> <li>• Health and Safety at Work Act</li> <li>• Control of Substances Hazardous to Health (COSHH)</li> <li>• Other relevant legislation</li> </ul>
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
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 e.g. written, oral, electronic etc. and give examples of appropriate uses of the various forms of communication

<b>UNIT LDC 6C</b>	<b>PROCESS CABINET ROLLER TOWELS IN ONE STAGE</b>
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	14

---

### Unit Overview

This unit addresses the skills required to process cabinet roller towels in one stage.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

In this unit the learner will be required to carry out the wash process for processing cabinet roller towels and will, in addition to the assessment criteria:

- Check the machine safety features prior to starting work
- Show what the different programmes are on the machine and know what type of material they would use them for
- Show they know how to use the machine correctly

The minimum requirements are observation of the learner over a period of time, washing two different loads. The machinery requirements are a washer of any size.

#### **Assessment Guidance**

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- This unit should not be taken prior to taking *LDC 6k - How to process cabinet roller towels in one stage*.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

Expert Witnesses from the learner's workplace may be used as part of the assessment process.

### Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
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
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"> <li>• Wrapping</li> <li>• Polytubing</li> <li>• Stacking</li> <li>• And other forms of storage</li> </ul>
4. Be able to identify any problems which may arise	4.1. Identify and deal with 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 towels
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 as required in line with the organisation's rules, guidelines and standards
7. Be able to communicate effectively with colleagues and customers	7.1. Communicate effectively with colleagues and customers using the most effective form of communication

## OPTIONAL UNITS - GROUP 2

<b>UNIT LDC 7k</b>	<b>HOW TO TUMBLE-DRY ITEMS</b>
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	14

---

### Unit Overview

This unit addresses the knowledge required to tumble-dry items.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

In this unit the learner will be required to know how to carry out the tumble drying process for work coming from a washer and will, in addition to the assessment criteria:

- Know what the common faults are that occur in the day to day running of the machine, and how to stop the machine if this happens
- Know the drying requirements of at least 3 different fabrics/materials
- Understand how different fabrics/materials react in the tumble dryer
- Know what spontaneous combustion is and how to prevent this from occurring
- Know how the tumble drying process works
- Know what the care label instructions mean for the tumble drying process

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

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

#### **Assessment Guidance**

- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

### Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to make machinery and equipment ready for use	1.1. Describe how to make machinery and equipment ready for use 1.2. Explain the importance of routine maintenance
2. Know how to select the work for tumble drying	2.1. Describe how to select the work for tumble drying 2.2. Explain how to plan the work to make best use of the resources available 2.3. Explain the importance of identifying any possible problems at the planning stage 2.4. Describe the use of care labels and distinguish between fibres and fabrics
3. Know how to correctly and safely operate the tumble dryer	3.1. Explain how to correctly and safely operate the tumble dryer according to the manufacturer's instructions 3.2. Explain how to select correct programmes 3.3. Describe how to load and unload items 3.4. Describe the major hazards associated with the tumble-drying process (e.g. spontaneous combustion) 3.5. Describe relevant responsibilities under the: <ul style="list-style-type: none"> <li>• Health and Safety at Work Act</li> <li>• Control of Substances Hazardous to Health (COSHH)</li> <li>• Other relevant legislation</li> </ul>
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 e.g. written, oral, electronic etc. and give examples of appropriate uses of the various forms of communication

<b>UNIT LDC 7C</b>	<b>TUMBLE-DRY ITEMS</b>
LEVEL	2
CREDIT VALUE	2
GUIDED LEARNING HOURS	10

---

### Unit Overview

This unit addresses the skills required to tumble-dry items.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

In this unit the learner will be required to carry out the tumble drying process for work coming from a washer and will, in addition to the assessment criteria:

- Check the machine safety features prior to starting work
- Show what the different programmes are on the machine and know what type of material they would use them for

The minimum requirements are observation of the learner over a period of time, drying at least two loads of differing fabrics/materials. The machinery requirements are a tumble dryer of any size.

#### **Assessment Guidance**

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- This unit should not be taken prior to taking *LDC 7k - How to tumble-dry items*.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

Expert Witnesses from the learner's workplace may be used as part of the assessment process.

**Learning Outcome and Assessment Criteria**

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
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
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

<b>UNIT LDC 9K</b>	<b>HOW TO PROCESS FLAT WORK THROUGH CALENDERS</b>
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	21

---

### Unit Overview

This unit addresses the knowledge required to process flat work through calenders.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

In this unit the learner will be required to know how to carry out the calendering process for flat work and will, in addition to the assessment criteria:

- Know the services required to make the machine work
- Know what faults can occur to different fabrics/materials in this process and how to counteract these
- Know what the common faults are that occur in the day to day running of the machine, and how to stop the machine if this happens
- Know what the care label instructions mean for the finishing process
- Know how the calendering process works

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

1. The organisation's rules, codes, guidelines and standards.
2. Equipment operating procedures.
3. Machine and equipment capabilities.
4. Relevant responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health).
5. Manufacturer's instructions
6. Other legislation as necessary

#### **Assessment Guidance**

- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

### Learning Outcome and Assessment Criteria

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Know how to make machinery and equipment ready for use	1.1. Describe the risks associated with calenders 1.2. Explain the differences in machinery speeds and settings for different classifications, fibre types and weights
2. Know how to select the work required	2.1. Describe how to select the work for calendering 2.2. Explain how to plan the work to make the best use of resources and the importance of identifying any potential problems 2.3. Describe the use of care labels and distinguish between fibres and fabrics
3. Know how to correctly and safely adjust and operate machines	3.1. Describe the procedures for starting up and closing down the machines 3.2. Describe how to adjust and operate machines safely in accordance with procedures 3.3. Explain specified feeding rates for loading items 3.4. Describe relevant responsibilities under the: <ul style="list-style-type: none"> <li>• Health and Safety at Work Act</li> <li>• Control of Substances Hazardous to Health (COSHH)</li> <li>• Other relevant legislation</li> </ul>
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 e.g. written, oral, electronic etc. and give examples of the various forms of communication

<b>UNIT LDC 9C</b>	<b>PROCESS FLAT WORK THROUGH CALENDERS</b>
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	14

---

### Unit Overview

This unit addresses the skills required to process flat work through calenders.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

In this unit the learner will be required to carry out the calendering process for flat work.

The minimum requirements are observation of the learner over a period of time and on at least two occasions, finishing differing fabrics/materials. The machinery requirements are calendering equipment of any size.

#### **Assessment Guidance**

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- This unit should not be taken prior to taking *LDC 9k - How to process flat work through calenders*.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

Expert Witnesses from the learner's workplace may be used as part of the assessment process.

### Learning Outcome and Assessment Criteria

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Be able to make machinery and equipment ready for use	1.1. Check that the machinery is safe and ready to use 1.2. Check that loads are suitable for calendering 1.3. Wax calender beds prior to calendering 1.4. Adjust the machinery to suit the type of load to be processed
2. Be able to select the work required	2.1. Select and prepare the flat work for calendering 2.2. Plan the work to make the best use of resources 2.3. Check loads and redirect unsuitable items 2.4. Identify any potential problems
3. Be able to correctly and safely adjust and operate machines	3.1. Follow procedures to start up and close down machines 3.2. Adjust and operate machines safely in accordance with procedures 3.3. Load items onto feeder/calenders at the specified rate 3.4. Check belts, feed bands, tapes and wax the beds as required
4. Be able to identify any problems which may arise	4.1. Identify and deal with any problems/faults which may arise in carrying out the work 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
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

<b>UNIT LDC 10K</b>	<b>HOW TO DRY-FINISH AND INSPECT GARMENTS USING A TUNNEL FINISHER</b>
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	21

---

### Unit Overview

This unit addresses the knowledge required to dry-finish and inspect garments using a tunnel finisher.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

In this unit the learner will be required to know how to carry out the tunnel finishing process for items and will, in addition to the assessment criteria:

- Know what the common faults are that occur in the day to day running of the machine, and how to stop the machine if this happens
- Know what faults can occur to different fabrics/materials in this process and how to counteract these
- Know how the finishing process works
- Know the hazards associated with the finishing process
- Know what the care label instructions mean for the finishing process

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

1. The organisation's rules, codes, guidelines and standards.
2. Equipment operating procedures.
3. Machine and equipment capabilities.
4. Relevant responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health).
5. Manufacturer's instructions
6. Other legislation as necessary

#### **Assessment Guidance**

- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

### Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to make machinery and equipment ready for use	1.1. Describe how to make machinery and equipment safe and ready for use 1.2. Explain the appropriate speeds and drying temperatures to be used
2. Know how to select the work required	2.1. Describe how to ensure that garments are suitable for tunnel finishing 2.2. Explain how to interpret care labels and distinguish between fibres and fabrics
3. Know how to correctly and safely operate tunnel finishers	3.1. Describe how to place garments on hangers and load them onto the delivery conveyor 3.2. Explain the fire hazards presented by garments falling inside the tunnel finisher 3.3. Describe relevant responsibilities under the: <ul style="list-style-type: none"> <li>• Health and Safety at Work Act</li> <li>• Control of Substances Hazardous to Health (COSHH)</li> <li>• Other relevant legislation</li> </ul>
4. Know how to identify any problems which may arise	4.1. Describe how faults in the process affect garment conditions 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 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 e.g. written, oral, electronic etc. and give examples of the various forms of communication

<b>UNIT LDC 10C</b>	<b>DRY-FINISH AND INSPECT GARMENTS USING A TUNNEL FINISHER</b>
LEVEL	2
CREDIT VALUE	2
GUIDED LEARNING HOURS	14

---

### Unit Overview

This unit addresses the skills required to dry-finish and inspect garments using a tunnel finisher.

### Assessment Guidance and Evidence Requirements

#### **Evidence Requirements**

In this unit the learner will be required to carry out the tunnel finishing process for items.

The minimum requirements are observation of the learner over a period of time and on at least two occasions, finishing differing fabrics/materials. The machinery requirements are tunnel finishing equipment of any size.

#### **Assessment Guidance**

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Assessment Strategy given in this Qualification Handbook.
- This unit should not be taken prior to taking *LDC 10k - How to dry-finish and inspect garments using a tunnel finisher*.
- The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

Expert Witnesses from the learner's workplace may be used as part of the assessment process.

**Learning Outcome and Assessment Criteria**

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
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 prior to 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 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