

# **Textile Care Operative Apprenticeship, Level 2: End-Point Assessment Plan**

## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Textile Care Operative apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to textile care operative apprentices, their employers and training providers.

Full time apprentices will spend a minimum of 12 months (typically 12-14 months) on-programme working towards the apprenticeship standard, with a minimum of 20% off-the-job training.

Textile care operative is a core and option apprenticeship standard. The EPA must assess apprentices against the core knowledge, skills and behaviours (KSBs), and knowledge and skills relating to their chosen option:

- Commercial Laundry
- Dry/Wet Cleaning

The EPA should only start once the employer is satisfied that the apprentice is consistently working at, or above, the level set out in the occupational standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

Apprentices without English and mathematics at level 2 must achieve level 1 English and mathematics and take the tests for level 2 as gateway requirements prior to taking their EPA.<sup>1</sup>

The EPA must be completed within an 8-week period, after the apprentice has met the EPA gateway requirements.

EPA must be conducted by an organisation approved to offer services against this apprenticeship standard, as selected by the employer, from the Education and Skills Funding Agency's (ESFA's) Register of End-Point Assessment Organisations (RoEPAO).

The EPA consists of two distinct assessment methods:

- knowledge test
- practical skills assessment

Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction.

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<sup>1</sup> For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3. British Sign Language qualification are an alternative to English qualifications for those whom this is their primary language.

<b>On-programme (typically 12-14 months)</b>	<b>End-point assessment gateway</b>	<b>End-point assessment (maximum 8-weeks)</b>
Training to develop the textile care operative occupational standard's knowledge, skills and behaviours  Working towards English/maths Level 1 and 2 (if required)	English/maths Level 1 and taken tests for level 2, as a minimum  Employer satisfied apprentice is consistently working at, or above, the level of the occupational standard	Knowledge test followed by Practical skills assessment  Graded fail, pass or distinction
<b>Textile care operative standard</b>		

Figure 1 - Typical textile care operative apprenticeship standard summary

## End-point assessment gateway

The EPA should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO. Employers may wish to take advice from their apprentice's training provider(s).

Gateway requirements:

- English and mathematics at level 1 and taken the tests for level 2, as a minimum. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3. British Sign Language qualification are an alternative to English qualifications for those whom this is their primary language.

## End-point assessment methods, timescales and location

The EPA consists of two distinct assessment methods:

- knowledge test
- practical skills assessment

The EPA must be completed over a maximum period of 8 weeks, after the apprentice has met the EPA gateway requirements.

Apprentices must complete and gain a pass or distinction in the knowledge test before completing the practical skills test. EPAOs must make arrangements to ensure the knowledge test result is communicated in a timely way and wherever possible on the day it is taken.

The practical skills test must take place in the apprentice's normal workplace, during normal working conditions.

EPAOs must ensure that the knowledge test is conducted under controlled conditions in a suitable environment i.e. quiet room free from distraction and influence, with the necessary equipment, for example computer (if required). It is anticipated that EPAOs will use the apprentice's employer's premises wherever possible to minimise costs. The knowledge test may be conducted face-to-face or via an online platform. EPAOs must ensure appropriate methods to prevent misrepresentation are in place. For example, screen share and 360-degree camera function with an administrator/invigilator when taking the knowledge test on-line.

Requirements for each assessment method are detailed below.

## Method 1 – Knowledge test

- The knowledge test must assess apprentices against the occupational standard’s knowledge as shown in Annex 1.
- The knowledge test must consist of 30 multiple-choice knowledge based questions.
- Each question must present the apprentice with four options, from which the apprentice must select one correct option.
- Each question answered correctly must be assigned one mark, any incorrect or missing answers must be assigned zero marks.
- Apprentices must have a one-hour to complete the knowledge test.
- The knowledge test must be closed book i.e. apprentices can’t refer to reference books or materials.
- Knowledge tests can be either electronic or paper-based.
- Apprentices must take the knowledge test in the presence of an EPAO administrator/invigilator – be it face-to-face or remote.
- The maximum administrator/invigilator to apprentice ratio must be 1-to-10 if face-to-face; or 1-to-5 if remote.
- Knowledge tests must be marked by EPAO independent assessors or markers following a marking guide produced by the EPAO; electronic marking is permissible.
- A grade must be assigned using the following grading boundaries:

Grading boundaries	Fail	Pass	Distinction
Marks	0-17	18-23	24-30

- EPAOs must develop the knowledge test questions, it is recommended that they do so in consultation with representative employers; where they do this, they must put measures in place to ensure question security.
- EPAOs must ensure the knowledge test is available for apprentices within four weeks of request to the EPAO, after the apprentice has completed the EPA gateway.
- EPAOs must develop and maintain a knowledge test question bank of sufficient size to prevent predictability and review them regularly (at least once a year) to ensure they are fit for purpose.
- Knowledge test questions must be set so that a pass will represent competence in the knowledge; with a distinction representing a deeper understanding of the knowledge.
- EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.
- The EPAO should consider the level of English required for the apprenticeship and pitch questions using appropriate language to ensure inclusivity.
- Example question:

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- What would you do at the end of the working day?
  - Leave all equipment such as ironers and dryers on until the last minute
  - Remove all hot work and place in a safe area for cool down at least one-hour before end of the day.
  - Leave work in the dryer at the end of the production day.
  - Keep machines on until 15 minutes before the end of the day.

## Method 2 – Practical skills assessment

- EPAOs must ensure the practical skills assessment is scheduled to be completed within eight weeks of the apprentice passing the knowledge test.
- Apprentices must complete a practical skills assessment, consisting of a walk-and-talk, direct observation and questioning, on a one-to-one basis with an independent assessor.
- The practical skills assessment must assess the occupational standard's core KSBs and the apprentice's chosen option's knowledge and skills as shown in Annex A.
- Walk-and-talk – apprentices must conduct a tour of their workplace with their independent assessor, explaining the five stages of their company's textile care operations, as follows:
  - sorting
  - washing
  - drying
  - finishing
  - sorting/packaging

The time for the walk-and-talk must be 45 minutes +/-10%. The independent assessor should only ask questions if clarification is required and this must be during the time allowed for the walk-and-talk.

- Direct observation and questioning - apprentices must be directly observed completing all five stages of the textile care operations – as above. For apprentices completing the commercial laundry option, the observation must directly assess one of the following: hospitality, healthcare, food, workwear or cleanroom. For apprentices completing the wet/dry option, the observation must directly assess one of the following: solvents, spotting/specialist materials or receiving items. The employer should inform the independent assessor on workplace operations and scheduling so that they can plan the practical skills assessment. During the observation, the independent assessor must ask questions relating to the five stages and the apprentice's specialist option, asking follow-up questions where clarification is required. Independent assessors must ask 35 questions during the direct observation, with a minimum of 5 questions per stage; follow up questions are allowed to seek clarification. The time for the direct observation

and questioning must be 1-hour-45 minutes +/-10% with a minimum of 20 minutes spent observing each stage.

- Evidence of how the apprentice has demonstrated the KSBs must be documented by the independent assessor.
- Practical skills assessments must be carried out over a total assessment time period of 3 hours +/-10%, with the time for each component as detailed above. There may be breaks during the practical skills assessment to allow the apprentice to move from one location to another and for breaks etc.
- The practical skills assessment must be graded by independent assessors using the grading criteria in Annex B.
- EPAOs must develop the questions for the practical skills assessment; it is recommended that they do so in consultation with representative employers, where they do this they must put measures in place to ensure question security.
- EPAOs must develop and maintain a practical skills assessment question bank of sufficient size to prevent predictability and review them regularly (at least once a year) to ensure they are fit for purpose. The assessor can also prepare questions that are pertinent to the KSBs.
- Practical skills assessment questions must be designed to assess against the pass and distinction criteria.
- EPAOs must ensure that apprentices have a different set of questions for the practical skills assessment in the case of re-sits/re-takes.

## **Apprenticeship grading**

Each assessment method must be graded fail, pass or distinction, according to the requirements set out in this plan. Restrictions on grading apply where apprentices re-sit/re-take an assessment method – see re-sit/re-take section below.

The EPAO must combine the grades of both assessment methods to determine the overall EPA/apprenticeship grade.

To achieve a pass, apprentices must achieve a pass or distinction in both assessment methods.

To achieve a distinction, apprentices must achieve a distinction in both assessment methods.

See grading combinations table below.

Independent assessors' decisions relating to the practical skills test must be subject to moderation by the EPAO – see internal quality assurance section below. Decisions must not be confirmed until after moderation.

Knowledge test grade	Practical skills assessment grade	EPA/apprenticeship grade
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Distinction	Fail	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

Figure 2 - Grading combinations

### Re-sit and re-take information

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit/re-take. Re-sits/re-takes must not be offered to apprentices wishing to move from pass to distinction. A re-sit does not require further learning, whereas a re-take does.

The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action. Apprentices should have a supportive action plan to prepare for the re-sit/re-take.

A practical skills assessment re-sit/re-take must be completed and passed within 12 weeks of the apprentice passing the knowledge test, otherwise the entire EPA must be retaken.

The maximum grade awarded to a re-sit/re-take will be pass, unless the EPAO identifies exceptional circumstances accounting for the original fail.

EPAOs must ensure that apprentices complete a different knowledge test and/or practical skills assessment when taking a re-sit/re-take.

### End-point assessment organisations

Employers must choose an independent EPAO approved to deliver the EPA for this apprenticeship from the Education and Skills Funding Agency's (ESFA's) Register of End-Point Assessment Organisations (RoEPAO).

### Requirements for independent assessors, invigilators and markers

EPAOs must appoint:

- administrators/invigilators and markers to administer/invigilate and mark the knowledge test.
- independent assessors to assess and grade the practical skills assessment.
- quality assurance staff to undertake moderation of EPAs.

Independent assessors must meet the following requirements:

- be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest.
- hold or be working towards an assessor qualification, for example the equivalent of A1, Certificate in Assessing Vocational Achievement (CAVA) or Training Assessment and Quality Assurance (TAQA) and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading.
- have relevant experience of working in the textile care sector, in a management or technical consultant position.
- have knowledge of current industry; for example, worked within the sector within the last 5-years or able to evidence up-to-date knowledge gained through exposure to industry and/or training (note: the industry does not currently have a means of recognising continued professional development).
- undertake a minimum of two-days' EPAO standardisation training per year.

EPAOs must appoint administrators/invigilators and markers to administer/invigilate and mark the knowledge test. They must have no direct connection with the apprentice, their employer or training provider, i.e. there must be no conflict of interest. There are no specific qualification or experience requirements for administrators/invigilators/markers. They must be trained in the task(s) by their EPAO and operate according to their guidance.

Quality assurance staff must hold or be working towards quality assurance qualifications. They must be independent of the apprentice, their employer and training provider, i.e. there must be no conflict of interest.

### **Internal quality assurance**

Internal quality assurance refers to the requirements that EPAOs must have in place to ensure consistent, reliable, accurate and valid assessment decisions. EPAOs for this EPA must undertake the following:

- appoint independent assessors that meet the requirements as detailed in this plan – see above.
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading.
- have quality assurance systems and procedures that support fair, reliable and consistent assessment across organisation and over time.
- operate regular standardisation events that enable assessors to attend a minimum of two events per year.
- operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 20% of each independent assessors' assessments moderated.

### **Assessment tools and materials**

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EPAOs must produce assessment tools and supporting materials for the EPA that follow best assessment practice, as follows:

- knowledge test question bank
- practical skills assessment question bank
- documentation for recording assessment evidence and decisions
- guidance for independent assessors on conducting the EPA
- guidance for apprentices, their employers and training providers on the EPA

## **External quality assurance**

External quality assurance arrangements will ensure that EPAOs delivering EPA for this apprenticeship operate consistently and in line with this plan.

External quality assurance for this apprenticeship standard will be undertaken by an employer-led organisation with industry knowledge: UK Fashion & Textile Association.

## **Implementation**

### **Affordability**

The following factors should ensure the EPA is affordable:

- the observation is completed in the work-place; minimising the apprentice's down time and travel cost; meaning the apprentice is contributing to the workplace whilst being assessed; and EPAOs will not need to purchase equipment to set up test centres
- the knowledge test can be completed in employers' premises and/or on-line, meaning EPAOs should not have to pay for rooms

### **Volumes**

It is anticipated that there will be 100 starts in year one of this apprenticeship standard and 150 per year once established.

## Annex A – Knowledge, skills and behaviours to be assessed by each assessment method

Assessment method	Key
Knowledge test	KT
Practical skills assessment	PSA

CORE KNOWLEDGE		PSA	KT
Industry Background	<b>K1.</b> The sector history, current role in the economy and future trends.		●
Company	<b>K2.</b> Their company services and structure; and their role within it, including employment rights and responsibilities.	●	
Health and Safety	<b>K3.</b> How the Health and Safety at Work Act applies to their role including areas of legislation specific to noise, chemicals (Control of Substances Hazardous to Health regulations), fire, dust, Working Time Regulations, safety processes, manual handling, safety management, risk assessment and hazard identification in the work area, and working at heights.		●
Quality Standards	<b>K4.</b> The quality standards associated with their role including ISO 9001 Quality Management, ISO 14001 Environmental Management, and ISO 18001 Health and Safety.		●
Environmental Practices	<b>K5.</b> The impact of sector processes on the environment, the efficient use of resources, recycling, reuse and the safe disposal of all types of waste.	●	
Cleaning Processes	<b>K6.</b> The chemistry and mechanical function behind the cleaning process to produce a quality product, including stain removal, creasing, colour loss, greying and yellowing, and impact on different fabric types.		●
Finishing Processes	<b>K7.</b> The finishing process and how it impacts on finished product quality and on different fabric types.	●	
Machine Breakdowns and Failure	<b>K8.</b> How breakdowns, stoppages and failure impacts on production and how to identify, and escalate, potential hazards and issues. <b>K9.</b> Simple machine corrections and adjustments, for example speed and temperature on finishing equipment.	● ●	
Technology and IT	<b>K10.</b> How IT, technology and systems are used within the sector, the benefits of these and how they can improve production efficiencies and quality, including current and future developments.		●

CORE SKILLS		PSA	KT
Communication and Time Management	<p><b>S1.</b> Communicate effectively with internal/external customers, colleagues and managers and work as part of a team.</p> <p><b>S2.</b> Effectively self-manage their time and work load at all times to meet customer service level agreements.</p>	●  ●	
IT and Equipment	<p><b>S3.</b> Use IT, technology, systems and equipment, safely and efficiently, in line with SOPs and minimising impact on environment.</p> <p><b>S4.</b> Complete correct documentation in line with SOPs. Rectify basic faults in equipment, for example product mis-feed.</p>	●  ●	
Sorting	<p><b>S5.</b> Sort/classify and identify products for processing, including identifying any special cleaning processes required, for example stain removal.</p> <p><b>S6.</b> Ensure work flow scheduling to meet customer demands.</p>	●  ●	
Washing	<p><b>S7.</b> Process items, including any specialist treatment requirements.</p> <p><b>S8.</b> Ensure washing is prioritised in line with operational demands.</p>	●  ●	
Drying	<p><b>S9.</b> Dry items to achieve the quality of product in a timely manner to fit in with operational demands.</p>	●	
Finishing	<p><b>S10.</b> Finish the product in line with customer quality standards.</p> <p><b>S11.</b> Quality check the finished products and identify any rejects or rewash.</p>	●  ●	
Sorting / Packing	<p><b>S12.</b> Sort and pack items ready for return to the customer.</p> <p><b>S13.</b> Ensure all products are packed to the correct quantity and type and are packaged according to the customer requirements.</p>	●  ●	
CORE BEHAVIOURS <i>for a Textile Care Services Operative</i>		PSA	KT
<p><b>B1.</b> Health and Safety-first attitude with diligent good house-keeping</p> <p><b>B2.</b> Self-motivated to meet operational targets</p> <p><b>B3.</b> Flexible in a fast-moving customer-focussed environment</p> <p><b>B4.</b> Positive and respectful, aware of equality and diversity considerations</p>		● ● ● ●	

<b>OPTION KNOWLEDGE</b>	<b>Commercial Laundry</b>	<b>PSA</b>	<b>KT</b>
Healthcare Sector	<b>CK1.</b> Decontamination in laundering quality standards, for example Risk and Bio-Contamination in the Laundry Environment (British Standard European Norm BS EN 14065), Decontamination of Linen in health and social care (Health Technical Memorandum HTM 01-04) and, BS EN 13795 Surgical drapes, gowns and clean air suits, used as medical devices for patients, clinical staff and equipment.		●
Food Sector	<b>CK2.</b> Requirements for Risk and Bio-Contamination Control (RABC) and processes required to remove foreign bodies and risk of biological cross-contamination.		●
Work-wear Sector	<b>CK3.</b> Performance standards of garments including, ISO 20471 High Visibility, ISO 11612 Protection against Heat and Flame, ISO 11611 Protection against welding and allied processes and, BS EN 13034 Protective clothing against liquid chemicals.		●
Clean Room Sector	<b>CK4.</b> Requirements for Clean Room customers, including control measures for product and people exposure and, BS EN 13795 Surgical drapes, gowns and clean air suits, used as medical devices for patients, clinical staff and equipment.		●
Continuous Batch Washer (CBW)/Continuous Tunnel Washer (CTW) Health and Safety	<b>CK5.</b> The Textile Services Association (TSA) guidelines on the safe access and entry to a CBW and CTW.		●
<b>OPTION SKILLS</b>	<b>Commercial Laundry</b>	<b>PSA</b>	<b>KT</b>
Healthcare Sector	<b>CS1.</b> Adhere to laundering quality standards for decontamination, EN 14065 or HTM 01-04.	●	
Food Sector	<b>CS2.</b> Operate to RABC and quality standards required to remove foreign bodies, biological and cross contamination.	●	
Workwear Sector	<b>CS3.</b> Apply quality and safety measures to ensure work-wear garments meet the international standards before delivery to customer.	●	
Clean Room Sector	<b>CS4.</b> Operative within Clean Room customer expectations.	●	
Hospitality Sector	<b>CS5.</b> Adhere to laundering quality standards appropriate for hospitality customers.	●	

OPTION KNOWLEDGE	DRY/WET CLEANING	PSA	KT
Care labelling and fibre and fabric identification	<b>DWK1.</b> International care label symbols, garment labelling and different types of fibres/fabrics including how they react in the dry cleaning process.		●
Solvents	<b>DWK2.</b> Types of dry cleaning solvents, their safe handling, and compliance with the standards for use, storage and disposal for example Registration, Evaluation, Authorisation and Restriction of Chemicals (REACH) and Solvent Emissions Directive (SED).		●
Spotting / Specialist materials	<b>DWK3.</b> Stain classification and the use of chemicals and spotting to remove them with focus on specialist materials (for example, skins, fur, suede, etc.), including awareness of unique inherent problems.		●
OPTION SKILLS	DRY/WET CLEANING <i>Textile Care Services Operative can:</i>	PSA	KT
Customer Interaction	<b>DWS1</b> Engage with the customer, assess cleaning options and advise customer, confirming risk level of received item and maintaining effective communication throughout the process.	●	
Solvents	<b>DWS2.</b> Handle dry cleaning solvents safely, complying to REACH and SED specifications.	●	
Spotting / Specialist materials	<b>DWS3.</b> Identify the stain and choose the right chemical and spotting technique to remove it. Adjust the technique dependent on the specialist material, showing awareness of inherent problems.	●	
Receiving Items	<b>DWS4.</b> Operate till system and check received goods, advising customer of any faults before they leave premises, resolving or escalating complaints.	●	

## Annex B – Practical skills assessment grading criteria

For KSBs covered by the criteria - see Annex A

Module Name	Criteria	Distinction: in addition to the pass criteria, the apprentice must display all the following:	Pass: the apprentice must display all the following:	Fail: the apprentice will display any of the following:
<b>Core Knowledge and Skills</b>				
Company	<b>K2</b>	N/A	Knowledge of their company's sector, the target market and the rights of the employee.	Fails to provide evidence to meet pass requirements.
Environmental Practices	<b>K5</b>	Display of knowledge at critical points that can influence the resource use and optimise results. Can accurately use statistics and figures to support their knowledge.	Knowledge of why efficient use of resources has an impact on the environment and the steps that can be taken to recycle, reuse and safely dispose of waste	Fails to provide evidence to meet pass requirements.
Machine Breakdowns and Failure	<b>K8, K9</b>	Describes potential issues that could occur on the production line and has knowledge of the effects this can have on the production processes. Can spot equipment malfunctions and irregularities prior to them becoming as problem. Is aware how to make more complex machine adjustments, for example	Knowledge of what stops the production line. Can describe the process on how to escalate an issue. Operates in line with SOPs when looking at simple machine corrections and/or adjustments.	Fails to provide evidence to meet pass requirements.

		change of product, and can implement the correct process for these.		
Communication and Time Management	<b>S1, S2</b>	Communication is proactive, and the candidate instigates the process. Communication techniques are positive and take into consideration the other person's needs. The correct style of questioning is used for situation. Prioritises work load and predicts when high work load would impact customer service and makes the necessary pre-emptive adjustments.	Communicates information and work instructions with internal/external customers, colleagues and managers. Demonstrates effective knowledge of team working and self-manage their time to meet schedules and service level agreements. Communicates effectively with colleagues and manage own time to ensure the work flow meets customer demands.	Fails to provide evidence to meet pass requirements.
IT and Equipment	<b>S3, S4</b>	Understanding of the operational reasons why equipment and systems work the way they do and the benefits they bring, including why the documentation is required. Steps are taken to stop faults before they occur and preventative action is taken.	Correctly uses relevant IT systems and appropriate equipment within SOPs and with minimal environmental impact.  Any relevant documentation or records are correctly completed and maintained.	Fails to provide evidence to meet pass requirements.

Sorting	<b>S5, S6</b>	Demonstrates knowledge of the different fabric and soiling types and their impact on the washing process, categorising items efficiently. Prioritises work based on their knowledge of customer requirements and makes work flow decisions to ensure customer needs are met.	Identifies products, in line with SOPs – pulling out any items for specialist treatment.	Fails to provide evidence to meet pass requirements.
Washing	<b>S7, S8</b>	Quality issues are identified and remedial action taken or the appropriate persons notified. Is aware of the reasons for prioritising certain customers.	Can meet operational demands by prioritising customers at supervisor direction.	Fails to provide evidence to meet pass requirements.
Drying	<b>S9</b>	Quality issues are identified and remedial action taken or the appropriate persons notified. Operational demands are exceeded.	Operates machinery to dry items in a timely manner.	Fails to provide evidence to meet pass requirements.
Finishing	<b>S10, K7 S11</b>	Quality issues are identified and remedial action taken or the appropriate persons notified.  Pre-empt and identify potential issues that can impact on product quality, know how to correct them and take steps to limit the potential for re-occurrence.	Output of item meets quality expectations and is actioned in a timely manner meeting targets, safely and with machine fault rectification where necessary. Efficiently quality check items, pulling out rejects/rewash to agreed SOPs.	Fails to provide evidence to meet pass requirements.

			Knowledge of what the finishing process is and the customer's expectations of the product. Knowledge of the tolerances for different fabric types.	
Sorting / Packing	<b>S12, S13</b>	Zero errors on packing items. Process issues identified prior to sorting to ensure errors are kept to a minimum.	Prepares customer items for delivery in line with employer's procedures. Checks quantity, type and requirements – with final selection accurate.	Fails to provide evidence to meet pass requirements.
<b>Core Behaviours</b>				
Health & safety	<b>B1</b>	Pro-active identification of Health and Safety risks and hazards and the correct persons notified where it occurs or can explain when questioned the correct action to take.	Works in a way that ensures the health and safety of self and others.	Fails to provide evidence to meet all pass requirements.
Self-motivated	<b>B2</b>	Can give examples of how they surpass operational targets and improve their own operation when questioned.	Meets the operational target.	Fails to achieve target.
Flexible	<b>B3</b>	Suggests operational improvements and looks for different opportunities to improve the service provided to the customer when questioned.	Meets customer expectations – internal and/or external; adapts work to meet changing priorities or can explain	Fails to show flexibility and a fast-paced approach, for example bottle neck product at their station.

			how they would do this when questioned.	
Positive and respectful	<b>B4</b>	Can describe the reasons for the need to keep aware of diversity issues when questioned.	Works in a way that takes account of the needs of different people.	Fails to work in an inclusive way.
<b>COMMERCIAL LAUNDRY: Skills</b>				
Healthcare Sector; Food Sector; Hospitality Sector	<b>CS1, CS2, CS5</b>	Can explain the reasons behind the need for the standards and identify occurrences and potential occurrences that may contravene the standards.	Displays knowledge of and conducts themselves in a manner that upholds relevant quality standards.	Takes actions that jeopardises the product and does not adhere to the standards.
Workwear Sector	<b>CS3</b>	Can explain the reasons behind the need for the standards and identify occurrences and potential occurrences that may contravene the standards.	Displays knowledge and conduct themselves in a manner that upholds quality standards.	Takes actions that jeopardises the product integrity, for example passes a high vis jacket through to packing that clearly has lost its properties.
Clean Room Sector	<b>CS4</b>	Can explain the reasons behind the customer expectations and identify occurrences and potential occurrences that may negatively affect the customers' expectations.	Displays knowledge and conduct themselves in a manner that upholds quality standards.	Takes actions that jeopardises the product, for example not wearing a hairnet or PPE.
<b>DRY/WET CLEAN: Skills and Behaviours</b>				
Customer Interaction	<b>DWS1</b>	Provides customer with an exemplary experience, communicating process risks and status and, going above and beyond to ensure customer is happy and leaves with a positive impression.	Communicates effectively with the customer, making them aware of risk level and updating	Takes action that does not display service or politeness to the customer and/or leaves

		Evaluates own performance and impressions on customer.	customer regarding process status.	them questioning the process.
Solvents	<b>DWS2, B1</b>	Identifies potential handling hazards and problems before they occur and take remedial action or the appropriate persons notified.	Adheres to SED and REACH guidelines when handling solvents.	Takes action that contravenes the standards and puts the individual and others at risk.
Spotting / Specialist materials	<b>DWS3</b>	Can explain the consequences of not using the removal process when questioned.	Correctly identifies stain and material, then complete the removal process using the right tools to a level of customer satisfaction.	Unable to correctly identify stains and materials and therefore unable to remove the stain to the customers satisfaction.
Receiving Items	<b>DWS4</b>	N/A	Operates the till system whilst communicating with the customer and making customer aware of any faults, managing complaints effectively.	Unable to operate the till system effectively. Does not identify some or all faults on inspection.