



# Maintain and operate an industrial laundry

D1.HHK.CL3.04

Assessor Manual





# **Maintain and operate an industrial laundry**

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**Assessor Manual**



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# Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

## **Suggested Assessment Methods**

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

## **Alternative Assessment Methods**

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audio tapes
- Case studies
- Log books

- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

### **Selection of Assessment Methods**

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of two - three Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

### **Assessing Competency**

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

#### *Pass Competent (PC)*

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

#### *Not Yet Competent' (NYC)*

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.



The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

### **Regional Qualifications Framework and Skills Recognition System**

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

### **Recognition of Prior Learning**

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

### **Code of practice for assessors**

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]).

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

## **Instructions and checklist for assessors**

### **Instructions**

General instructions for the assessment

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their C/NYC status
- Complete the relevant documentation and submit to the appropriate department.

### *Preparation*

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

### *Briefing Checklist*

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

**Checklist for Assessors**

<b>Prior to the assessment I have:</b>	<b>Tick (✓)</b>	<b>Remarks</b>
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
<b>During the assessment I have:</b>		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
<b>After the assessment I have:</b>		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

## Instructions for recording competency

### Specifications for Recording Competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

## Instructions for different assessment methods

### Specifications for Work Project Assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place.

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):
 

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X.

  - You are required to complete these activities:
    - a) *Using the 'X' method of assessment.*
    - b) *At 'X' location*
    - c) *You will have 'X time period' for this assessment.*
  - You are required to compile information in a format that you feel is appropriate to the assessment.
  - Do you have any questions about this assessment?”
- Commence Work Project assessment:
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions.
- Participants complete work projects in the most appropriate format
- Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard.
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
  - Enter Student name
  - Enter Assessor name
  - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):
 

*“These oral questions are part of the formal assessment for the unit of competency titled X.*

*There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.*

*We have 60 minutes for this assessment.*

- I will give you feedback at the end of the assessment.
- Do you have any questions about this assessment?"
- Commence Oral Questioning assessment:
- Complete Assessment Record for the Oral Questioning by:
  - Ticking C or NYC, as appropriate
  - Entering 'Remarks' as required
  - Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### **Specifications for Written Question Assessment**

These guidelines concern the use of written questioning.

Assessors should follow these guidelines.

- Familiarise self with Questions and Answers provided.
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date.
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

"These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment.

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?"
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions.
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date

- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard.
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### **Specifications for Observation Checklist**

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Competent' or 'Not Yet Competent' decision for the participant.

### **Specifications for Third Party Statement**

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.



## Competency Standard

<b>UNIT TITLE:</b> MAINTAIN AND OPERATE AN INDUSTRIAL LAUNDRY		<b>NOMINAL HOURS:</b> 60 hours
<b>UNIT NUMBER:</b> D1.HHK.CL3.04		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required to operate an on- or off-premises industrial laundry to launder and dry clean items in commercial capacities using industrial equipment to support the needs of an accommodation establishment		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Perform basic laundry functions</b></p> <p>1.1 <i>Receive soiled linen</i></p> <p>1.2 <i>Sort/count items</i> for laundering</p> <p>1.3 <i>Weigh items</i></p> <p>1.4 <i>Operate washer extractors or CBWs</i></p> <p>1.5 <i>Operate dryers</i></p> <p>1.6 <i>Complete finishing process</i></p> <p>1.7 <i>Sort linen for re-wash</i></p> <p>1.8 <i>Sort linen for repairs</i></p> <p>1.9 <i>Count/package and transport linen</i></p> <p><b>Element 2: Perform dry cleaning functions</b></p> <p>2.1 <i>Receive and check items</i></p> <p>2.2 <i>Sort items for dry cleaning/washing</i></p> <p>2.3 <i>Complete stain removal process</i></p>	<p><b>Unit Variables</b></p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to laundering facilities supplied by the labour divisions of the hotel and travel industries and may include:</p> <p>1. Housekeeping</p> <p>Receive soiled linen may include:</p> <ul style="list-style-type: none"> <li>• By client</li> <li>• By delivery times</li> <li>• Methods of transportation.</li> </ul> <p><i>Sort/count items</i> may include:</p> <ul style="list-style-type: none"> <li>• Physically counting items received</li> <li>• Taking into account care labels</li> <li>• Factoring in customer/source information – about stain type, requirements</li> </ul>	

<p>2.4 Operate dry cleaning machine</p> <p>2.5 Perform pressing, inspection, minor repairs and finishing activities</p> <p>2.6 Package and transport items</p> <p><b>Element 3: Complete and maintain laundry records</b></p> <p>3.1 Complete required <i>internal records</i></p> <p>3.2 Complete required <i>external records</i></p> <p><b>Element 4: Undertake maintenance functions</b></p> <p>4.1 Understand and follow basic maintenance functions</p> <p>4.2 Arrange for <i>professional maintenance</i></p>	<ul style="list-style-type: none"> <li>• Sorting by service required</li> <li>• Sorting by source</li> <li>• Sorting by urgency</li> <li>• Sorting by colour/colour fastness</li> <li>• Sorting by item type</li> <li>• Sorting by soil and stain</li> <li>• Sorting by fiber and fabric</li> <li>• Sorting by laundering method to be applied</li> <li>• Separation of damaged items</li> <li>• Checking pockets for contents</li> <li>• Checking clothing for jewellery.</li> </ul> <p><i>Weigh items</i> may include:</p> <ul style="list-style-type: none"> <li>• Using commercial weigh platforms.</li> </ul>
	<p><i>Operate washer extractors/CBWs</i> must include:</p> <ul style="list-style-type: none"> <li>• Following manufacturer’s instructions</li> <li>• Adhering to occupational health and safety requirements</li> <li>• Selecting the correct wash program – by considering the most applicable:             <ul style="list-style-type: none"> <li>▪ Wash water temperature</li> <li>▪ Rinse water temperature</li> <li>▪ Water level</li> <li>▪ Load weight</li> <li>▪ Agitation cycle</li> <li>▪ Detergent and other chemicals and additives to achieve cleaning of the wash</li> </ul> </li> </ul>

- Checking gauges during process
  - Re-washing
  - Automation process.
- Operate dryers* relates to:
- Selecting the sequence of the loads depending on urgency and client requirements
  - Selecting the correct temperature for each load
  - Selecting the time for the cycle
  - Grouping like items for the drying process.
- Complete the finishing process* may include:
- The feeding process
  - Flatbed ironing, roll/cylinder ironing and multi-roll ironing
  - Folding machines/manual folding
  - Steam pressing – including use of guns and bucks
  - Stacking.
- Sort linen for rewash* may include:
- Inspection during finishing
  - Treating rewash items.
- Sort linen for repairs* may include:
- Condemning of linen
  - Re-making of linen.

	<p><i>Count/package and transport linen</i> may include:</p> <ul style="list-style-type: none"><li>• Automatic counters</li><li>• Stringing machines</li><li>• Wrapping</li><li>• Transportation methods.</li></ul> <p><i>Receive and check items</i> may include:</p> <ul style="list-style-type: none"><li>• Checking items received against count</li><li>• Polymarking</li><li>• Summary sheets.</li></ul> <p>Sort items for dry cleaning/washing may include:</p> <ul style="list-style-type: none"><li>• Sorting by colour/whites/darks/delicates</li><li>• Sorting by fibre/fabric</li><li>• Sorting by care label.</li></ul> <p>Complete stain removal will include:</p> <ul style="list-style-type: none"><li>• Using spotting board/chemicals.</li></ul> <p>Operate dry cleaning machine will include:</p> <ul style="list-style-type: none"><li>• Following manufacturer's instructions</li><li>• Complying with all occupational health and safety requirements</li><li>• Differentiating between solvents – perchlorethylene and white spirit</li><li>• Assessing between load service of machines</li><li>• Loading machine correctly</li></ul>
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- Selecting correct program for load type/classification
- Selecting additive dispensing and preparing dosing system (where applicable)
- Monitoring additives and dosing systems
- Monitoring machine operation and dry cleaning procedures
- Unloading garments.

*Packaging* may relate to the use of:

- Garment tunnels
- Heat sealing equipment
- Bags and hangers.

*Perform pressing , inspection, minor repairs and finishing activities* may include:

- Collars and cuffers
- Pants topper
- Hard head press
- Body formers
- Tunnel presses
- Puff irons
- Shirt folders.

*Internal records* may relate to:

- Operational documentation
- Labour records
- Stock usage records
- Breakdowns and malfunction records
- Maintenance requests and records.

*Package and transport* will include:

- Collating and matching items for return
- Using promotional packaging
- Using dry cleaning docketts
- Using trolleys and racks.

*External records* may relate to:

- Billing documentation
- Customer records.

*Professional maintenance* may relate to:

- Calling in professional maintenance assistance as required.

#### **Assessment Guide**

The following skills and knowledge must be assessed as part of this unit:

- The enterprise's policies and procedures in regard to laundering activities and levying laundry charges
- Principles of chemical handling and safety
- Basic maintenance of laundry equipment
- Ability to use a variety of laundry cleaning techniques
- Principles of infection control
- Knowledge of fabrics, fibers.

#### **Linkages To Other Units**

- Receive and resolve customer complaints
- Process transactions for purchase of goods and services
- Launder linen and guests' clothes.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Understanding of stain charts and the demonstrated ability to identify stains and determine correct treatment for same
- Demonstrated ability to sort, count and check laundry items
- Demonstrated ability to read and interpret 'care' and textile labels and to respond to individual client requests
- Demonstrated ability to use washing equipment/extractors
- Demonstrated ability to dry clean nominated items
- Demonstrated ability to use drying machines
- Demonstrated ability to use pressing, ironing, steaming and folding equipment
- Demonstrated ability to wrap and pack clothing, uniforms and general linen items
- Demonstrated ability to effect basic linen and clothing repairs
- Demonstrated ability to complete internal and external records and documentation.

**Context of Assessment**

Assessment must ensure:

- Actual or simulated workplace demonstration of a nominated range of laundry services and support activities including the use of dry cleaning equipment.

**Resource Implications**

- Training and assessment must include the use of real equipment (including dry cleaning equipment) and items for laundering
- Access to the enterprise's policies and procedures.

<p><b>Assessment Methods</b></p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> <li>• Observation of practical candidate performance</li> <li>• Inspection of finished products</li> <li>• Role plays</li> <li>• Oral and written questions</li> <li>• Third party reports completed by a supervisor</li> <li>• Project and assignment work.</li> </ul> <p><b>Key Competencies in this Unit</b></p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating</i></p>		
<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
Collecting, organizing and analysing information	1	Read 'care' and textile labels; read chemical and cleaning agent labels
Communicating ideas and information	1	Pass on information about stains
Planning and organizing activities	1	Plan laundry workload and priorities
Working with others and in teams	1	Cooperate with staff to deliver required laundry items



	Using mathematical ideas and techniques	1	Calculate dosage rates for chemicals and cleaning agents; process charges
	Solving problems	1	Determine stain treatment; resolve guest complaints
	Using technology	1	Operate laundry equipment



## Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Maintain and operate an industrial laundry D1.HHK.CL3.04
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Competent 'C' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol>

Questions	Response	
	C	NYC
1. Describe how soiled linen is received into the laundry where you work.	<input type="checkbox"/>	<input type="checkbox"/>
2. What factors might you take into account when sorting items for laundering?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
3. Why is soiled linen weighed before it is treated?	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe the operating instructions for a washer extractor or CBW.	<input type="checkbox"/>	<input type="checkbox"/>
5. What are the two important factors to be determined before using dryers to dry a wash load?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
6. What is a 'buck' used for in the finishing process?	<input type="checkbox"/>	<input type="checkbox"/>
7. What do you take into account when sorting linen for rewashing?	<input type="checkbox"/>	<input type="checkbox"/>
8. What do you take into account when sorting linen for repairs?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
9. Identify one item of equipment you use to package linen prior to transportation and explain what it is used for and how you use it.	<input type="checkbox"/>	<input type="checkbox"/>
10. What is involved in receiving and checking items prior to dry cleaning them in your workplace?	<input type="checkbox"/>	<input type="checkbox"/>
11. What do you take into account when sorting items for dry cleaning?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
12. Describe the use of the spotting board in the stain removal process.	<input type="checkbox"/>	<input type="checkbox"/>
13. Tell me how you operate the dry cleaning machine in your workplace.	<input type="checkbox"/>	<input type="checkbox"/>
14. What do you look for when inspecting an item after it has been dry cleaned?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
15. Describe how you package and transport sheets and bed linen in your workplace.	<input type="checkbox"/>	<input type="checkbox"/>
16. What internal records do you need to complete in your workplace as part of the laundering process?	<input type="checkbox"/>	<input type="checkbox"/>
17. What external records do you need to complete in your workplace as part of the laundering process?	<input type="checkbox"/>	<input type="checkbox"/>



Questions	Response	
	C	NYC
18. Tell me about the basic maintenance functions you undertake in relation to one item of laundry equipment – what is the item of equipment? What do you do in terms of preventative maintenance?	<input type="checkbox"/>	<input type="checkbox"/>
19. A washer/extractor has stopped working during a program. All the checks you have done according to the Troubleshooting Guide in the Operating Instructions/Manual have failed to fix the problem. What will you do to get the equipment repaired?	<input type="checkbox"/>	<input type="checkbox"/>



# Written Questions

## Maintain and operate an industrial laundry – D1.HHK.CL3.04

Student Name: \_\_\_\_\_

Answer all the following questions and submit to your Trainer.

1. List five job titles within the laundry environment and state briefly the role of each.

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2. Give three examples of how linen may be identified.

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3. What is a par level?

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4. Identify six precautions that a linen sorter should take when sorting soiled linen.

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5. Where should you sort soiled linen? (Circle the answer)
- a) on the floor
  - b) on the loading bay
  - c) on a stainless steel bench

6. Why is it necessary to weigh linen before it is washed?

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7. Name three items that could be found when sorting through soiled linen.

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8. Explain the function of water in the washing process.

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9. What is the purpose of an antichlor?

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10. List five precautions you should take when handling chemicals.

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11. What is a "pass through" door on a tumble dryer?

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12. What is a flatwork ironer used for?

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13. If the hotel laundry records show that the rewash factor is greater than 10%, what action should you take?

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14. Give five examples of how linen may be damaged during its normal life cycle.

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15. Why is it important to record all condemned linen?

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16. What are the three main methods of managing linen? Explain each one briefly.

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17. Why should you conduct a linen stocktake at regular intervals?

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18. What is a daily summary sheet?

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19. How are small items of lingerie marked for laundering?

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20. If you find a credit card in a shirt pocket when checking, what action should you take?

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21. What is the care label symbol for pressing with a hot iron?

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22. List four different pre-spotting chemicals and what types of stains they may be used for.

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23. Describe the need for a spotting table.

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24. At what temperature does the dry cleaning machine operate at during the drying cycle?

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25. Explain how a jacket is pressed.

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26. How many presses are used to press a shirt?

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27. Name them all.

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28. What should you do if you are pressing a shirt and you see that there is still a stain on the front pocket?

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29. What is polytube used for?

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30. List four different types of records that would be kept to monitor production in the laundry.

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31. What types of costs would be involved in operating a fleet of delivery trucks?

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32. What types of issues could a guest complain about?

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# Answers to Written Questions

## Maintain and operate an industrial laundry – D1.HHK.CL3.04

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

**1. List five job titles within the laundry environment and state briefly the role of each Insert Question**

Any of the below:

- Sorter
- Washman
- Tumbler dryer operator
- Feeder
- Ironer operator
- Towel Folder
- General wash hand
- Despatch clerk
- Truck driver.

**2. Give three examples of how linen may be identified.**

Any of the below:

- By heat stamp machine.
- By embroidery
- By woven logo
- By coloured stitching
- By size.

**3. What is a par level?**

A one par level is the amount of linen needed to dress all rooms and bathrooms ready for letting or to cover all tables in a restaurant with tablecloths and napkins ready for service.

**4. Identify six precautions that a linen sorter should take when sorting soiled linen.**

- To wear protective clothing
- To cover any cuts or abrasions on their hands
- Never eat or drink when sorting linen
- Wash hands regularly

- Change uniform daily
- Be aware of potential hazards in the linen and know how to dispose of them correctly.

**5. Where should you sort soiled linen ?(Circle the answer)**

c) On a stainless steel bench

**6. Why is it necessary to weigh linen before it is washed?**

- So that machines are not overloaded or underloaded
- To control costs
- To ensure stains are removed.

**7. Name three items that could be found when sorting through soiled linen.**

Any of the below:

- Tissues
- Soap
- Guest clothing
- Soft toys
- Razors and syringes
- Coloured paper napkins.

**8. Explain the function of water in the washing process.**

Whilst water is not a chemical, it is one of the most important elements of the wash cycle. The quality of water is important in determining which washroom chemicals will be chosen. Water may have a high iron or calcium content or even a high volume of vegetable dyes from plants located by the supplying dam. All these minerals will affect the effectiveness or not of washroom chemicals chosen. Water testing must be carried out at regular intervals by a reputable company.

The results of the water testing must be shared with the chemical supplier who will consider these findings when recommending the choice of chemicals necessary to produce good wash results.

Hard water (calcium and magnesium chlorides) will have an impact on the type of detergents selected and cleaning quality of the linen will decrease. Water treatment of the boiler may be necessary by a qualified company.

When there is a high iron content in the water this may be caused by old iron pipes. Where possible these pipes should be replaced so that deposits of iron will not be left on clean linens.

Water by itself is not a good cleaner but the chemicals that are added to the water makes it a medium to allow the chemicals to penetrate the soil and hold it in suspension. Water also allows the chemicals to be transported to the washload and to carry away the soiled solution. It is an excellent rinse aid.

**9. What is the purpose of an antichlor?**

These are used to inactivate any residual traces of chlorine bleaches and they prevent linen from yellowing. Some contain an optical brightener which makes white linen seem whiter by increasing light reflection. They are usually added to the second rinse cycle with a high water level.

**10. List five precautions you should take when handling chemicals.**

Any of the following:

- It is important to use the correct personal protective clothing and equipment when handling chemicals. This should always be readily available and of the correct size for individual employees:
  - Safety goggles or face masks
  - The correct protective gloves
  - Protective clothing and footwear
- When handling chemicals it is important to always wash your hands after handling them and NEVER to smoke, eat or drink
- NEVER mix chemicals at any time. To do so may cause a chemical reaction which may give off toxic gas and may harm your health. The action of mixing will also negate the action of a chemical
- Always clean minor spills up immediately to prevent falls and slips. This may be possible by hosing down the spill to the nearest drain
- Always use chemicals at the correct dilution rates. To use a chemical that is too strong will damage the linen and increase costs because of over usage. (Less is best)
- Always add chemicals to water and not water to chemicals. If some should spill there will be less harm this way
- Always store chemicals correctly - at the right temperature and preferably in a secure area
- Always use correct equipment for transporting and lifting chemical drums
- Chemicals must ALWAYS be correctly labelled for easy identification
- Empty chemicals drums must be disposed of as per local regulations.

**11. What is a "pass through" door on a tumble dryer?**

Pass through doors are where wet items are placed in the dryer from one side and dried items are removed from the opposite side.

**12. What is a flatwork ironer used for?**

To dry and iron linen at the same time.

**13. If the hotel laundry records show that the rewash factor is greater than 10%, what action should you take?**

- Check with the sorting department if there is a particular customer's goods that are being received very heavily soiled. It may be necessary to address heavy soiling with the client
- Check in the sorting department that linen is not falling on the floor and that the floor is clean. If there is a backlog in the sorting room it may be necessary to roster more staff
- Check that all areas of the laundry are being regularly cleaned
- Check the linen handling procedures away from the laundry such as on the guest floors or in the restaurants
- Check that cleaning staff are not using small items like face washers, pillowcases and napkins as cleaning cloths instead of rags. These stains will be much harder to remove
- Check that waiters and kitchen staff are not using napkins as kitchen or waiters' cloths
- Soiled table linen should never be mixed with greasy rags as the linen will pick up stains from the rags
- Check that correct wash formulas are used and that chemicals, water levels and temperatures are being maintained. You may need the assistance of the chemical supplier to do this by running test pieces of linen in the normal wash cycle
- Check that the ironer pads are clean and that the ironer bed is being regularly cleaned. Over lubrication may cause oil stains on pads. Stained ironing pads can redeposit a stain on fabrics
- Check that there is enough linen trolleys and bags for the storage of soiled line e.g. If a hotel has more soiled linen than it has trolleys or bags to place it in, linen may be tied up in bundles with sheeting or tablecloths being used and incorrect handling will result in stains from linen being dragged across floors.

**14. Give five examples of how linen may be damaged during its' normal life cycle**  
**Insert Question**

- Sheets may be torn by sharp edges on trolleys or linen chute doors
- Sheets may be torn by excessive pulling when stripping beds or being caught under bed castors
- Face washers may be used by guests to clean their shoes
- Face washers and pillowcases may be used by cleaning staff to clean
- White towels may be used by guests when dyeing their hair
- Edges of towels may fray
- Abused linen may disintegrate when washed in a recovery solution
- Table linen may be burnt where gueridon cooking takes place
- Table linen and sheeting may be damaged by cigarette butts from guests smoking in bed or being careless with lit cigarettes at the table.

**15. Why is it important to record all condemned linen?**

So that items condemned can be replaced into circulation

**16. What are the three main methods of managing linen? Explain each one briefly.****a) 1 for 1:**

- The hotel or restaurant is issued with an agreed par level of linen. With this system all items are exchanged clean for dirty. If the hotel uses 100 sheets and 200 napkins then 100 clean sheets and 200 clean napkins will be returned.

**b) Top up system:**

- This is a system where no par levels are established so stock levels are just "topped up" daily
- This may lead to overstocking of items and uncontrolled costs. It may also lead to extreme shortages of linen because essentially there is little or no control.

**c) Requisitioning system:**

- This is a system where the hotel does not keep a stock of linen. It is a method used for very small hotels and restaurants who need to control their costs tightly
- An estimate is made of the linen that will be needed based on hotel occupancy and restaurant bookings
- The quantities required will be ordered from the laundry who will deliver these items
- Whilst the system is financially responsible, it may cause problems if occupancy increases or if there is unexpected patronage of the restaurant.

**17. Why should you conduct a linen stocktake at regular intervals?**

Regardless of which type of laundry service is offered or whether the laundry is off-site or on-site, regular linen stock takes of all linen should take place. This will identify any loss or theft of linen but primarily it will assist in maintaining par levels.

**18. What is a daily summary sheet?**

- The summary sheet is a record of all guest names and room numbers whose laundry or drycleaning has been received for processing
- A copy of this summary sheet is given to the laundry driver with all the guests' bags
- A copy of the summary sheet will be returned with all guest items later in the day for cross-checking and a list of charges for each guest.

**19. How are small items of lingerie marked for laundering?**

By placing all one guest's items into a net bag and labelling only the bag.

**20. If you find a credit card in a shirt pocket when checking, what action should you take?**

You should remove the credit card, making a note concerning which guest the item belongs to. Place the item in a secure location for returning to the guest later in the day. Make a note on the guest docket to this effect.

**21. What is the care label symbol for pressing with a hot iron?**

An outline of an iron with three dots on it.

**22. List four different pre-spotting chemicals and what types of stains they may be used for.**

- An ink remover (for wet and dry ink)
- Protein remover (for blood, faeces, egg, milk, perspiration and soil stains on collars)
- Paint, oil and grease remover (for paint, lipsticks, oils and greases)
- Rust remover (for residual blood stains)
- Tannin remover (for coffee, tea, red wine and some fruit juices)
- All purpose spot remover (for general light soiling stains).

**23. Describe the need for a spotting table.**

The spotting table is where pre spotting of all garments takes place prior to being washed or dry cleaned.

**24. At what temperature does the dry cleaning machine operate at during the drying cycle?**

Approximately 60C.

**25. Explain how a jacket is pressed.**

- Body former
- Used to press jackets, coats and dresses
- Jacket is placed on former and buttoned up
- Wooden flexible sleeve formers are placed in the sleeves. Item is secured
- The former is then blown up like a balloon removing creases in the garments
- The wooden sleeve formers are removed
- The jacket is then placed on a hanger and sent for packaging.

**26. How many presses are used to press a shirt?**

Usually three.



**27. Name them all.**

- Collar and cuff
- Sleever
- Shirt former or buck

**28. What should you do if you are pressing a shirt and you see that there is still a stain on the front pocket?**

Some items may require rewashing or additional stain removal. If necessary this should be done at this time as the heat during pressing may set some stains permanently.

**29. What is polytube used for?**

- Daily production records of all washing machines. (How many kgs per day of each item)
- Daily production of all tumbler dryers
- Daily production records of the flatwork ironer/folder
- Daily production records of all folding machines. (Quantities of all folded items and their type)
- Daily production records of all dry cleaning machines. (How many kgs per day)
- Daily and monthly guest laundry and dry cleaning revenues.

**30. List four different types of records that would be kept to monitor production in the laundry.**

- Fuel costs
- Insurance
- Mechanical servicing
- Vehicle registration

**31. What types of costs would be involved in operating a fleet of delivery trucks?**

Cleaning is one of the most important points when discussing preventative maintenance. Many laundries experience more breakdowns through overheating of machinery because of lint. Lint is the collection of loose fibres from linens and can block exhausts and clog up motor bearings.

Clean machinery will operate much more efficiently than dirty and it is imperative that the laundry manager has a regular scheduled cleaning programme in place for all areas of the plant.

All staff should be responsible for their area on a daily basis and then maybe once a week schedule a major clean of all areas.

Cleanliness is often overlooked in a maintenance programme.

Failure to clean machinery can cause unnecessary lost time due to breakdowns and additional costs for repairs and maintenance.

**32. What types of issues could customers complain about?**

If on-site staff cannot resolve a problem with a piece of equipment, then it is the time to call for professional maintenance

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# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Maintain and operate an industrial laundry D1.HHK.CL3.04
<b>Dates of observation</b>	
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a) Perform basic laundry functions</li> <li>b) Perform dry cleaning functions</li> <li>c) Complete and maintain laundry records</li> <li>d) Undertake maintenance functions</li> </ol> </li> <li>2. Enter the date on which the tasks were undertaken</li> <li>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>4. Complete the feedback sections of the form, if required.</li> </ol>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 1: Perform basic laundry functions</b>		
Receive soiled linen	<input type="checkbox"/>	<input type="checkbox"/>
Sort/count items for laundering	<input type="checkbox"/>	<input type="checkbox"/>
Weigh items	<input type="checkbox"/>	<input type="checkbox"/>
Operate washer extractors or CBWs	<input type="checkbox"/>	<input type="checkbox"/>
Operate dryers	<input type="checkbox"/>	<input type="checkbox"/>
Complete finishing process	<input type="checkbox"/>	<input type="checkbox"/>
Sort linen for re-wash	<input type="checkbox"/>	<input type="checkbox"/>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
Sort linen for repairs	<input type="checkbox"/>	<input type="checkbox"/>
Count/package and transport linen	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2: Perform dry cleaning functions</b>		
Receive and check items	<input type="checkbox"/>	<input type="checkbox"/>
Sort items for dry cleaning/washing	<input type="checkbox"/>	<input type="checkbox"/>
Complete stain removal process	<input type="checkbox"/>	<input type="checkbox"/>
Operate dry cleaning machine	<input type="checkbox"/>	<input type="checkbox"/>
Perform pressing, inspection, minor repairs and finishing activities	<input type="checkbox"/>	<input type="checkbox"/>
Package and transport items	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3: Complete and maintain laundry records</b>		
Complete required internal records	<input type="checkbox"/>	<input type="checkbox"/>
Complete required external records	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4: Undertake maintenance functions</b>		
Understand and follow preventative maintenance functions	<input type="checkbox"/>	<input type="checkbox"/>
Arrange for professional maintenance	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

**Feedback to student and trainer/assessor**

**Strengths:**

**Improvements needed:**

**General comments:**

**Candidate signature**

**Date**

**Assessor signature**

**Date**



## Third Party Statement

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
<b>Unit of competency:</b>	Maintain and operate an industrial laundry D1.HHK.CL3.04		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response]</i>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Receives, sorts, counts, weighs, pre-treats and repairs items for laundering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operates washers/extractors, CBWs and dryers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs ironing or pressing duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares for dry cleaning of items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operates and monitors dry cleaning machine during dry cleaning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checks items for satisfactory completion following laundering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operates packaging equipment and packages items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes required internal and external laundering records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows preventative maintenance schedules for laundry equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arranges for professional maintenance when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/feedback from Third Party to Trainer/Assessor:**

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**Third party signature:**

**Date:**

**Send to:**



## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Maintain and operate an industrial laundry	D1.HHK.CL3.04
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Competent / Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
<b>Element 1: Perform basic laundry functions</b>						
Receive soiled linen						
Sort/count items for laundering						
Weigh items						
Operate washer extractors or CBWs						
Operate dryers						
Complete finishing process						
Sort linen for re-wash						
Sort linen for repairs						
Count/package and transport linen						
<b>Element 2: Perform dry cleaning functions</b>						
Receive and check items						
Sort items for dry cleaning/washing						
Complete stain removal process						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Operate dry cleaning machine						
Perform pressing, inspection, minor repairs and finishing activities						
Package and transport items						
<b>Element 3: Complete and maintain laundry records</b>						
Complete required internal records						
Complete required external records						
<b>Element 4: Undertake maintenance functions</b>						
Understand and follow preventative maintenance functions						
Arrange for professional maintenance						





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**Angliss**  
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for foods, tourism  
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