

# Unit 23: Accommodation Operations in Hospitality

<b>Unit code:</b>	<b>K/601/0499</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to enable learners to gain knowledge and understanding of the structure, role and responsibilities of staff in accommodation operations, the methods and documentation used, and the importance of safety, security and environmental issues, and gain skills to clean and service rooms, using appropriate cleaning agents, equipment, resources and methods.

## ● Unit introduction

Accommodation operations, traditionally known as 'housekeeping', is often overlooked and frequently carries a low profile. However, it is in this department that most of the profit may be generated and it is therefore important for industry professionals to understand of this area and the responsibilities of the accommodation manager or 'housekeeper'. Accommodation operations does not relate purely to hotels; it also covers cruise ships, holiday centres, time-share resorts, halls of residence, residential care homes and the growing private service sector.

The accommodation sets the standards of quality and service provided to customers in a business, particularly in the hotel sector, where star ratings can dictate the facilities and services offered to guests. The industry is diverse in terms of customers' needs and budgets. The hotel sector itself varies enormously, from luxury five star hotels to the growing availability of budget accommodation, such as roadside lodges.

This unit allows learners to identify and develop the skills necessary to provide accommodation services, including practical cleaning and room-servicing skills, as well as the supervisory aspects of scheduling work and using documentation to plan work and maintain standards. Environmental issues are increasing in importance, and accommodation supervisors and managers need to understand of how they can contribute to the conservation of resources.

Any learner wishing to enter the hospitality industry, especially the hotel sector, will benefit from a sound understanding of accommodation operations. Professionalism is vital, both to the success of the hospitality business and to employees' future careers. This unit enables the learner to appreciate and demonstrate a professional manner while undertaking the practical activities within this unit.

## ● Learning outcomes

### On completion of this unit a learner should:

- 1 Know the structure, role and responsibilities of staff in accommodation operations
- 2 Understand the methods and documentation used to maintain standards in accommodation operations
- 3 Be able to clean and service rooms, using appropriate cleaning agents, equipment, resources and methods
- 4 Know the importance of safety, security and environmental issues for accommodation operations.

# Unit content

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## 1 Know the structure, role and responsibilities of staff in accommodation operations

*Accommodation operations:* types of business (hotels, budget, self-catering); guest facilities; design and decor in different types of accommodation; trends

*Structure:* organisation of department eg manager, floor supervisors; types of staff eg room attendants, cleaners, linen porters, maintenance, florist

*Roles:* cleaning; servicing of bedrooms; maintenance reports

*Responsibilities:* principles of cleaning; types of cleaning; cleaning systems; pest infestation and control methods; maintenance (planned, preventative, emergency); links with other departments eg front office, food and beverage (room service); budget control; efficient use of resources; self-checking; conforming to relevant legislation; professionalism (attitude, appearance, dress code, hygiene, communication, teamwork, attention to detail)

## 2 Understand the methods and documentation used to maintain standards in accommodation operations

*Methods:* cleaning routines; task analysis; job procedure cards; work schedules

*Documentation:* types eg work procedures, checklists, work schedules, duty rota, maintenance schedules; records

*Standards:* quality; inspection; specifications eg Standards of Performance manual; contract hire; specialist services eg window cleaning, waste disposal; legal; audits

## 3 Be able to clean and service rooms, using appropriate cleaning agents, equipment, resources and methods

*Cleaning skills:* different areas eg bedroom, bathroom, public areas; core cleaning skills eg dusting, mopping, polishing, shampooing, suction cleaning, using floor machines; other cleaning skills eg glass cleaning, cleaning of sanitary fittings

*Room servicing:* bed making; replenishing supplies (stationery, courtesy tray, mini-bar); bathroom supplies (towels, toiletries); turn-downs

*Cleaning agents:* detergents; polishes; solvents; disinfectants; window cleaning agents

*Equipment:* manual eg cloths, brushes, mop; mechanical eg vacuum cleaners, floor machines, wet pick-ups; room attendant's trolley; Sanibin

*Resources:* linen; towels; guest giveaways (stationery, toiletries); pillows; z-beds

*Methods:* cleaning routines; task analysis; job procedure; work schedules

#### 4 Know the importance of safety, security and environmental issues for accommodation operations

*Safety:* legal requirements eg care of substances hazardous to health regulations, fire precautions, health and safety at work, risk assessment, manual handling; safe practices eg use of electrical equipment, use of warning signs, disposal of cleaning agents; incidents eg bomb alerts

*Security:* personal; guests; valuables eg safes; control of keys; access to guest areas; storerooms; dealing with lost property; use of CCTV

*Environmental issues:* wastage; cost effectiveness; waste disposal/refuse collection; energy conservation; heating and lighting control systems; water management; laundry services; pollution; recycling

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P1</b> describe the facilities, design and decor in different types of accommodation</p> <p><b>P2</b> describe the staffing structure, roles and responsibilities in accommodation operations [IE 1, 2, 3, 4, 5, 6]</p>	<p><b>M1</b> compare the facilities and the staff structure, roles and responsibilities in different accommodation operations</p>	<p><b>D1</b> evaluate the extent to which accommodation operations are meeting guests' needs in terms of the facilities and services offered</p>
<p><b>P3</b> explain the methods and documentation used to maintain standards</p> <p><b>P4</b> explain the requirements for cleaning and servicing rooms [IE 1, 2, 3, 4, 5, 6]</p>		<p><b>D2</b> assess the suitability of methods and documentation in an accommodation operation, making realistic suggestions for improvements.</p>
<p><b>P5</b> clean and service rooms in an accommodation operation, using appropriate methods, with appropriate support [SM 1, 2, 3, 4, 5, 6, 7]</p>	<p><b>M2</b> show high levels of independence and skills in cleaning and servicing rooms in an accommodation operation</p>	
<p><b>P6</b> describe safety, security and environmental issues relating to accommodation operations. [IE 1, 2, 3, 4, 5, 6, CT 1, 2, 3, 4]</p>	<p><b>M3</b> compare the way in which safety, security and environmental issues are dealt with in two accommodation operations.</p>	

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

This unit gives learners an insight into accommodation operations, whether in a hotel, hostel, cruise ship, holiday centre, time-share resort, student hall of residence or residential care home.

Visits to a variety of businesses to observe and experience different types of accommodation operations, followed by focused discussion, will introduce learners to the different types of accommodation services and responsibilities. It is important for learners to understand the relevance of accommodation services and responsibilities to both residential and non-residential operations. Learners should develop a sound understanding of how the hospitality industry relates to the care sector, including hospitals, care homes and residential homes. Industry visits would enable learners to observe the use of cleaning agents, equipment and resources, which they may not have the opportunity to experience first hand.

Learners would benefit from talks from guest speakers, for example accommodation staff, laundry service providers and pest control officers. Pest control officers will be able to provide a comprehensive appraisal of pest control, which learners may otherwise not encounter.

Learners must have the opportunity to develop and demonstrate practical skills in cleaning and servicing accommodation operations. Ideally this should be done on a work placement or through part-time employment. It is important to stress the implications of health and safety within accommodation operations, with particular attention to the use of cleaning chemicals and the risk to colleagues and the public that may occur during cleaning and servicing operations. Equally important are environmental or 'green' issues and learners need to have an understanding of how resources used in accommodation operations can be conserved, such as the laundering of guests' towels.

Examples of documentation used in the industry will be required to demonstrate how businesses define and maintain standards. This may include documentation used in setting star ratings and for joining franchised businesses and consortia. Learners will need to appreciate how this documentation can contribute to the efficient running of an accommodation operation; evaluating their use will also make a valuable contribution to the learner's future role as a supervisor in the hospitality industry.

Although this unit develops essential practical skills in accommodation operations, it could be delivered jointly with *Unit 5: Supervisory Skills in the Hospitality Industry*, offering the opportunity to organise and supervise a team in the provision of accommodation operations.

Professionalism in the hospitality industry is vital both to the success of hospitality businesses and learners' careers. Potential employers will expect recruits to demonstrate a professional attitude to their work, to themselves, to colleagues and to their employers. Tutors must take great care to reinforce the importance of maintaining the right professional attitude, in terms of personal, social, technical and customer care skills, when working and communicating with others.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the programme of learning.
Tutor-led discussion about accommodation operations.
Tutor-led discussion about the structure, roles and responsibilities of staff in accommodation operations.
Visit to a large hotel to learn about the accommodation they provide and the role of the housekeeper and their accommodation service team. Ideally learners will have the opportunity to see a room being serviced between guests and the schedule the housekeeper uses to check the rooms prior to the customer arriving.
Learners to be given a selection of job titles on blue card and job descriptions on yellow card. In groups they must match the job with its description. Each group to present their findings and the others to discuss if correct.
<b>Assignment 1 – The Structure, Role and Responsibilities of Staff in Accommodation Operations (P1, P2, M1, D1)</b>
Learners prepare hotel job vacancy advertisements.
Learners visit an accommodation operation provider to find out about the methods they use.
Tutor-led discussion about methods used to maintain standards in accommodation operations.
Tutor-led discussion about the documentation used to maintain standards in accommodation operations.
<b>Assignment 2 – The Methods and Documentation Used to Maintain Standards in Accommodation Operations (P3, P4, D2)</b>
Learners create a presentation about the methods and documentation used to maintain standards in accommodation operations.
Tutor-led discussion about cleaning agents, equipment and resources used to clean and service rooms.
Learners work with housekeeping in local accommodation operations, learning how to clean and service a room and practically demonstrating their understanding.
Learners work with housekeeping in local accommodation operations. They must learn how to clean and service a room and practically demonstrate their understanding. A witness statement provided by the hospitality business manager or supervisor will provide evidence for P5 in this unit.
Learners practise their skills by cleaning and servicing a guest bedroom – receive feedback.
<b>Assignment 3 – Cleaning and Servicing rooms, Using Appropriate Cleaning Agents, Equipment, Resources and Methods (P5, M2)</b>
Based on cleaning and servicing a guest bedroom.
Tutor arranges for a health and safety officer to talk about safety issues for accommodation operations.
Tutor-led discussion about security and environmental issues for accommodation operations.
Learners use the internet to research environmental issues in accommodation operations.
<b>Assignment 4 – The Importance of Safety, Security and Environmental Issues for Accommodation Operations (P6, M3)</b>
Learners produce a booklet to raise awareness about the importance of safety, security and environmental issues for accommodation operations.
Tutorial support and feedback.
Self-initiated learning time.

## Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills or the ability to work independently must be supported by observation sheet(s) signed by the assessor identifying how and why specific criteria have been met.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

### **P1 – P2 – M1 – D1**

For P1 and P2, learners must investigate at least three different types of accommodation operation, giving information on the facilities, design and decor, organisational structures, and the roles and responsibilities of the staff. At this level, the description can be in general terms and does not need to refer to specific examples.

For M1, learners need to compare two types of accommodation operation. These should be similar enough for the comparisons to be meaningful. For example, budget accommodation and a three-star hotel, or a mid-range hotel and a luxury five-star hotel. Ideally, this information will come from arranged visits. What sets this apart from P1 and P2 is that, at this level, learners are expected not just to describe, but also to compare.

To achieve D1, learners must evaluate the extent to which accommodation operations meet guests' needs, in terms of facilities and services offered. This should refer to at least two examples, and these could come from accommodation operations that learners have visited during the course of this unit. A guest is paying for somewhere to sleep, but can pay varying amounts depending on the facilities and services available at different accommodation providers. This evaluation could also link these examples to the extent to which needs are being met, and to the wider availability of different types of accommodation within a given locality.

### **P3 – P4 – D2**

P3 requires learners to explain methods and documentation used to maintain standards for cleaning and room servicing within a particular accommodation operation. This may include copies of work schedules, a standards manual or checklists.

For P4, learners need to give a detailed explanation of the requirements for cleaning and servicing rooms. This could be by designing a cleaning routine for a hotel bedroom.

D2 requires learners to assess the suitability of the methods and documentation used in an accommodation operation, which should be one that the learner has worked in or visited. Learners will be expected to justify the methods and documentation used and to make suggestions for improvements, eg in terms of higher standards or greater efficiency. This should, where possible, link into the standards required for star ratings to be achieved, as awarded by various bodies, such as the AA or consortia such as Leading Hotels of the World. For example, a four-star hotel has to offer a dry cleaning service, while a five-star hotel has to offer an evening 'turn-down' service to guests.

### **P5 – M2**

For P5, learners must obtain observation sheets and witness statements from a work placement of them demonstrating cleaning and room servicing skills. Ideally this would be a work shadow exercise for a minimum of three to five days. Tutors need to ensure that learners have the opportunity in their work placements to access and use copies of actual documentation provided by the host business to maintain standards, such as the supervisor's checklists and work schedules, so that learners can also acquire some of the knowledge required to achieve P3 and P6.

To achieve M2, learners must work independently. The witness statements or observations of performance must indicate that the host business feels confident in the learner's ability to clean and service rooms on their own, to a high standard, once the work placement has been completed, whereas P5 allows learners to work with support.

## P6 – M3

For P6, learners need to research and describe the legal and organisational requirements for safety and security within accommodation operations in general, and environmental issues which should be taken into consideration when planning the efficient running of an accommodation operation. These will include an account of how cleaning agents, equipment and resources can be used and stored safely, how security procedures are laid down and how businesses can be more environmentally friendly with regards energy conservation and waste disposal. Learners' descriptions need to cover issues such as how to enter guest rooms, the use of personal, protective equipment and the frequency of changing bed linen and towels.

To achieve M3, learners are required to make reference to and compare the practices for safety, security and environmental issues taking place at businesses they have visited and/or the business where they carried out their placement. These may include notices asking guests to leave towels on the floor if they wish them to be changed, identifying the type of keys issued to guests (traditional keys or pre-programmed key cards), or the procedures in place to deal with fire evacuations.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1, D1	The Structure, Role and Responsibilities of staff in Accommodation Operations	Learners take the role of accommodation manager at a local hotel and are required to produce job vacancy advertisements to recruit new members of staff.	Learners prepare job vacancy advertisement for a range of job roles.
P3, P4, D2	The Methods and Documentation Used to Maintain Standards in Accommodation Operations	Learners continue in the same role of accommodation manager and are required to prepare a presentation for new staff on the methods and documentation used to maintain standards in accommodation operations.	Learners prepare a presentation for new staff.
P5, M2	Cleaning and Servicing Rooms, Using Appropriate Cleaning Agents, Equipment, Resources and Methods	Learners take the role of accommodation services staff at a local hotel and are required to clean and service a guest bedroom.	Role play or work placement supported by observation sheets.
P6, M3	The Importance of Safety, Security and Environmental Issues for Accommodation Operations	Learners continue in the same role of accommodation manager and are required to create a booklet for new staff.	Learners prepare a booklet for new staff.

## Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *BTEC Hospitality* suite. This unit has particular links with the following unit titles in the Hospitality suite:

Level 2	Level 3
Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism
Providing Customer Service in Hospitality	Providing Customer Service in Hospitality
Applying Workplace Skills	Supervisory Skills in the Hospitality Industry
Hospitality Front Office Operations	

### Essential resources

It is essential that all learners have the opportunity to visit at least two different hospitality businesses to research accommodation operations. Learners must also be given the opportunity of a work placement in an accommodation operation in order to demonstrate cleaning and servicing skills.

### Employer engagement and vocational contexts

Visits to different hospitality businesses would enhance learners' understanding of accommodation operations and how they can differ depending on the size and nature of the business. Learners must have the opportunity of a work placement where they can access and use copies of actual documentation provided by the host business to maintain standards, such as supervisors' checklists and work schedules, as well as to demonstrate cleaning and servicing skills.

### Indicative reading for learners

#### Textbooks

Allen D – *Accommodation and Cleaning Services: Operations v. 1* (Nelson Thornes, 1990)  
ISBN 9780748702909

Raghubalan G and Raghubalan S – *Hotel Housekeeping: Operations and Management* (Oxford Higher Education, 2007) ISBN 9780195684315

#### Journal

*Caterer and Hotelkeeper* – Reed Business Information

#### Websites

[www.bha.org.uk](http://www.bha.org.uk)

British Hospitality Association

[www.bics.org.uk](http://www.bics.org.uk)

The British Institute of Cleaning Science

[www.caterersearch.com](http://www.caterersearch.com)

Caterersearch – Hospitality news

[www.catersource.com](http://www.catersource.com)

Catersource – Education, products and news for caterers

[www.instituteofhospitality.org](http://www.instituteofhospitality.org)

Institute of Hospitality – Professional body for hospitality, leisure and tourism industries

[www.people1st.co.uk](http://www.people1st.co.uk)

People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

[www.ukha.co.uk](http://www.ukha.co.uk)

UK Housekeepers Association

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	P1 describing the facilities, design and decor in different types of accommodation P2 describing the staffing structure, roles and responsibilities in accommodation operations P3 explaining the methods and documentation used to maintain standards P4 explaining the requirements for cleaning and servicing rooms P6 describing safety, security and environmental issues relating to accommodation operations [IE 1, 2, 3, 4, 5, 6]
<b>Creative thinkers</b>	P6 describing safety, security and environmental issues relating to accommodation operations [CT 1, 2, 3, 4]
<b>Self-managers</b>	P5 cleaning and servicing rooms in an accommodation operation, using appropriate methods, with appropriate support [SM 1, 2, 3, 4, 5, 6, 7].

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Reflective learners</b>	assessing the suitability of methods and documentation in an accommodation operation, making realistic suggestions for improvements [EP 4].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching the staffing structure, roles and responsibilities in accommodation operations
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	describing the staffing structure, roles and responsibilities in accommodation operations
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	creating booklets and presentations.