



# Unit 16: Accommodation Operations

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## Delivery guidance

Learners will need to develop knowledge and understanding of accommodation operations, in particular the supervisory roles and responsibilities. Learners will develop skills and knowledge relating to key procedures, including documentation that is needed for cleaning public areas and servicing guest rooms. They will also gain knowledge of cleaning agents, equipment, resources and methods. It is important to establish at the start of this unit that accommodation services cover a large number of areas and that accommodation staff take care of laundry operations, interiors, quality control and cost control, as well as helping to ensure the comfort and satisfaction of guests. Working in this area, learners will develop many skills that are hugely beneficial to future career progression within the hospitality industry. The industry is constantly having to adapt to trends and risk factors, so emphasise why it is an advantage to have good all-round industry knowledge and a wide range of skills. You are likely to use a range of different teaching, learning and delivery methods in this unit, such as the following.

- Trips and visits: Where possible, visits to different types of accommodation operation in hospitality businesses are one of the most effective ways of developing learners' knowledge and understanding. Use visits to emphasise the integral role of accommodation operations in the success of a business and to illustrate the great career opportunities available to those who want to progress.
- Case studies: Use case studies to illustrate the impacts, both positive and negative, of different types of accommodation operation. Emphasise the changing work environment and developing skills and knowledge that take into account the personalisation of service and the need to maximise revenue in an increasingly competitive environment.
- Individual or group presentations: Learners can explore a range of different accommodation services across hospitality businesses and investigate the planning required to make them a success.
- Employer engagement: Industry experts in accommodation operations in hospitality can share their approach, especially to procedures and standards. Experts could also share examples of planning materials, procedure documents and customer service guidelines.
- Work experience: Learners could undertake work placements at accommodation operations and share their experiences with others.
- Discussions: Learners can participate in class and small group discussions on, for example, different customer service scenarios in accommodation operations and emerging trends for different customer types.

Group work is a useful and acceptable form of delivery and formative assessment, but you must ensure that each learner independently produces their own evidence containing sufficient depth and detail for summative assessment.

## **Approaching the unit**

For learning aim A, learners should first be introduced to the range, types and standards of accommodation operations within the hospitality industry. Visits to a range of providers are the most effective way of showing learners what is available; the internet is also an excellent source of information. Learners should examine the various responsibilities of accommodation services and discuss the challenges facing staff in fulfilling them.

Case study materials and an investigation of customer reviews and stories in the media will help learners to appreciate the potential impact of accommodation services/staff on customer satisfaction and the success of a business. Learners could also find job vacancies in accommodation operations, including supervisory roles. This will enable them to gain an understanding of the purpose of accommodation operations in hospitality.

Understanding and reviewing procedures and documentation for different areas of accommodation services will be an important part of the learning in this unit. You could deliver this by showing learners industry exemplars of documentation and then asking them to complete their own versions.

Learning aims B and C should develop learners' understanding of the importance and workings of accommodation operations. They introduce the main techniques and procedures used in public areas and guest rooms. Learners will need to understand the importance of standards and procedures to ensure these are maintained. Learners would benefit from industry visits or a talk from an industry expert when studying this content. Give your learners the opportunity to audit and review standards, for example, using a case study; this will help to develop their knowledge in this area.

Accommodation operation skills can be assessed through role play or in a real working environment, but learners should learn more than the processes and procedures involved in servicing areas. Focus on how they communicate with guests, their body language, listening skills and the ability to ask the right questions and say the right things. Practice will obviously develop these skills as will the opportunity to observe through work experience or demonstrations. Learners could examine the role of accommodation services for a range of providers through case studies.

It is not necessary to teach the learning outcomes in order: allowing learners to practise their skills from the outset will support their development and understanding of the skills required.



### Assessment model

Learning aim	Key content areas	Recommended assessment approach
<p><b>A</b> Investigate the structure, requirements and supervision of accommodation operations</p>	<p><b>A1</b> Hospitality accommodation operations</p> <p><b>A2</b> Supervisor responsibilities and skills in accommodation operations</p>	<p>A written report reflecting research into accommodation operations, and a supervisor's skills and responsibility.</p>
<p><b>B</b> Be able to clean public areas, using appropriate cleaning agents, equipment, resources and methods</p>	<p><b>B1</b> Cleaning standard operating procedures in public areas</p> <p><b>B2</b> Storage of supplies</p>	<p>A written report reflecting research into the cleaning of public areas.</p> <p>Practical observation of cleaning public areas and storage of housekeeping supplies.</p> <p>Written evidence covering the review of the procedures.</p>
<p><b>C</b> Be able to service guest rooms, using appropriate cleaning agents, equipment, resources and methods</p>	<p><b>C1</b> Cleaning standard operating procedures for servicing of rooms</p> <p><b>C2</b> Dealing with laundry</p>	<p>A written report reflecting research into the servicing of rooms.</p> <p>Practical observation of room servicing and storage of linen.</p> <p>Written evidence covering the review of the procedures.</p>

## **Assessment guidance**

It is recommended that this unit is internally assessed through assignments and observations. All learners must independently generate evidence that can be authenticated. The recommended assessment of this unit is through three internally assessed assignments. Assignments are holistic for this qualification, so tasks should not prescribe pass, merit or distinction criteria; instead, they should allow learners to achieve all the criteria by completing the task in full.

The first recommended assignment for learning aim A is a written report summarising learners' research into operations in different types of accommodation in hospitality. The second part of this written report describes various roles and responsibilities in accommodation operations, in particular the supervisor's responsibilities. This could include an organisational structure chart for contrasting businesses.

The recommended assessment for learning aims B and C is part observation and part written report; naturally occurring evidence can be used for both learning aims. The observation could take the form of role play situations, or it could be assessed in a real working environment, perhaps a work experience placement. The assessment should consist of two scenarios:

- 1 cleaning public areas
- 2 servicing guest rooms.

For both observation situations, learners will need to complete, to a professional standard, documentation used in accommodation operations. The observation assessment should be videoed where possible and the tutor should complete a record of activity for each individual learner. (This could also be done by the professional witnessing the situation.) Assessors should complete observation records, while people such as work colleagues can complete witness statements. Observation records alone are not sufficient sources of learner evidence; the original learner-generated evidence must support them. The written report explaining the requirements for cleaning public areas and servicing rooms must be detailed and backed up with evidence to cover the distinction criteria.

You will need to allow time for assessment work within the GLH. You must allow individual learners to select their own examples of accommodation operations in hospitality to investigate, and to choose the research evidence to include in their work, if they are to show the individual creativity required to achieve the universal distinction criterion.



## Getting started

**This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.**

<b>Unit 16: Accommodation Operations</b>
<p><b>Introduction</b></p> <p>A good place to start would be to stress the importance of accommodation services to your learners. Knowing that it is a job area that might not immediately appeal, show them some exciting and interesting career opportunities using job advertisements or profiles of people from the industry, or people who started in accommodation services and then rose through the ranks. Explain that all functions, activities and areas of accommodation services support the guests' experiences, which can heavily influence their opinion and experiences of the business.</p>
<p><b>Learning aim A: Investigate the structure, requirements and supervision of accommodation operations</b></p> <ul style="list-style-type: none"><li>• Ask your learners to discuss the types of business that might employ an accommodation services team. Once they have come up with a list, get them to group the businesses into different areas and to consider the main objectives of each business. As a class, discuss the similarities and differences within and between the areas.</li><li>• Learners should research a selection of business websites and identify different types of accommodation provider, the facilities available to guests and the rates charged. Provide an activity sheet in which they can record this information.</li><li>• Put learners into small groups and give each group a business organisation chart for a specific accommodation services department. Ask each group to research job vacancies for the various job roles on their chart and to put together a 10-minute presentation providing an overview of the purpose of each department.</li><li>• Give learners a series of job descriptions for different accommodation businesses. (An overview of the duties of various job roles will be enough for this activity.) Explain that one of the objectives of accommodation services is to make customers feel that they are the first to use the facilities. Ask learners to come up with their own explanation of what this means and to pick out from the job descriptions the various duties that contribute to staff achieving this objective.</li><li>• A guest speaker (supervisor or manager in accommodation operations) could give a talk on a supervisor's role, responsibilities and skills. Before the session, ask learners to write some questions that they would like to know the answers to; emphasise questions/content on role, responsibility and skills.</li><li>• Lead a whole class discussion reviewing the information gathered from the talk and considering what roles and responsibilities there are and how they are different between businesses. Move the discussion on to the skills needed to match these roles and responsibilities. Ask students to write a report describing the roles and responsibilities of different job roles in accommodation services.</li><li>• Take learners on a visit to a local business so they can find out about the different job roles and the services provided by accommodation operations. It would be good practice for learners to write an observation record of what they have seen.</li><li>• After the visit, work with learners to produce an organisational chart for the local business visited, focusing in particular on the accommodation operations. Then show learners at least two different types of business (contrasting, if possible) and ask them to identify how the businesses may differ and why.</li></ul>

- Draw up a list of businesses in the area which employ an accommodation services team. Make sure you include two types of business from each type of accommodation, as per the examples in the unit content. Put learners into small groups and allocate an organisation or type to each group. Ask each group to write a checklist of the possible hygiene, safety and security hazards that would come under the remit of accommodation services in their organisation. This exercise will be enhanced if you are able to put your learners in touch with a manager or supervisor from the relevant area so they can investigate how these hazards are managed.
- Use a presentation to introduce basic accommodation operations documentation. You could give learners examples of documentation and ask them to fill it out using dummy data. They could then exchange their documents with another learner to compare their work and receive feedback.
- Give learners a room status report and a list of room attendants (including the hours they work). Then ask them to allocate rooms to attendants. Use a named hotel and show pictures of different room types. You could also provide a list of weekly and monthly tasks for learners to refer to if they are unable to fill the room attendants' hours with room cleaning only. Once they have completed the task, learners should compare notes and discuss how many rooms each room attendant is expected to clean in their allocated hours. Learners could then collate this information into a written report. For an extension activity, they could add a justification for the plan they have put forward and include a contingency plan.
- Ensure learners are prepared for assessment before giving them the assignment brief.

### **Learning aim B: Be able to clean public areas, using appropriate cleaning agents, equipment, resources and methods**

- Ask learners to give their own definition of a standard and to write a standard for a public area such as the lobby of a hotel. Get them to review each other's work. As a class, discuss any difficulties learners encountered when completing this exercise. Show examples of standards from industry, for learners to compare with their own work. Ideally, these should come from work experience or a visit to a hospitality business.
- Discuss with learners the importance and purpose of setting performance standards. Ask them to inspect an area of your centre with no checklist. Once they have checked the area, ask them to compare their results.
- Following on from the activity above, put learners into small groups and ask them to design a checklist for checking the cleanliness of a particular public area of your centre. Pool ideas to produce one master checklist, then ask learners to check the area again, this time using the checklist.
- Describe different types of cleaning materials and their usage. Ask learners to identify the potential health and safety risks of each item. Get them to design a 'how to use safely' card for one type of cleaning material.
- Demonstrate the use of one item of cleaning material. Ask learners to select their own piece of equipment, write a job card for its use, then demonstrate its use to the rest of the group. Ensure learners consider safe use and storage of cleaning materials.
- You could ask learners, in groups, to list all the materials, tools and equipment they might need. Ask them where they think each item should be stored to ensure a good workflow. Ask them to share their ideas and highlight the importance of having a clean and well-organised stock and storage system to aid efficiency. Ask learners to use this information to write a short report to collate their research.
- Divide the class into pairs and, within each pair, assign one learner the role of a staff member and the other learner a guest. Get each pair to role play various guest/staff interactions, for



example, customers asking for directions or information about the business. Encourage pairs to swap partners and roles and to give constructive feedback to each other to help with evaluation.

- Set up an 'Accommodation services' area. Have learners take turns in a staff or supervisor role. Have supervisors informally rate or give feedback on the level of professionalism shown by the staff.
- The previous activity presents opportunities to review skills and procedures. To extend it, agree – as a class – a set of standards against which the 'staff' can be measured. Create a marking sheet based on this set of standards so the supervisors can more formally rate the staff. Supervisors can then write a report on the performance of the staff. As an extension task, learners can evaluate their performance against the report.
- Ensure learners are prepared for assessment before giving them the assignment brief.

### **Learning aim C: Be able to service guest rooms, using appropriate cleaning agents, equipment, resources and methods**

- Recap with learners the importance and purpose of setting performance standards. Ask them to inspect a guest room with no checklist. If this is not possible, you could provide images of different hotel rooms. Once all learners have checked the area, ask them to compare their results.
- Following on from the activity above, put learners into small groups and ask them to design a checklist for checking the cleanliness of a guest room. Collate the ideas to produce one master checklist, then ask learners to carry out their standard checks once again.
- Ask learners to prepare a list of stationery, guest information, hospitality supplies and toiletries that should be in a hotel room. Ask them to discuss whether this should be the same in every room. For example, would the items in a suite differ from those in a standard room? Ask learners to write a job card detailing where the items should be placed and when each item should be replaced.
- Guide learners through laundry procedures using case studies highlighting the important points, e.g. efficiency, customer service, health and safety.
- Ask learners to create their own laundry procedure for a large hotel and then get them to feedback to the class on the parts they thought were important for different reasons, e.g. efficiency, customer service, health and safety.
- Divide the class into pairs and assign one learner in each pair the role of a staff member and the other a guest. Get each pair to role play various guest/staff interactions, for example, responding to customer requests. Encourage pairs to swap partners and roles. This activity could be observed by peers giving written feedback.
- Ask a hotel to allow your learners to inspect two or three rooms, using the checklists created earlier in this learning aim. Get learners to speak with the accommodation services staff and compare their findings with those of others in the group, and their checklists with the hotel's own checklist. If possible, compare the results of learners' inspections with those of a professional; maybe the hotel staff will be willing to provide an exemplar for learners to compare with.
- Give learners a plan of a standard hotel bedroom. As a group, ask them to consider the daily cleaning and servicing requirements, including:
  - the bathroom
  - the types and methods of cleaning
  - fabrics, floor surfaces, fixtures and fittings
  - order of cleaning.

Use their ideas to design a work procedure for the daily cleaning of a room.

- Demonstrate how to make a bed. If this is not possible, show learners a video of the different methods. Learners should then have the opportunity to practise what they have observed, including 'hospital corners' and the 'turning down' service offered by luxury hotels. This could be achieved during a visit to a hotel or a work placement.
- Ask learners to investigate the different cleaning frequencies in different types of business, i.e. hospital, hall of residence, hostel, budget hotel, luxury hotel. Consider why the differences occur. Get learners to list daily, weekly, monthly and spring-cleaning jobs in at least two contrasting businesses.
- Give learners a list of maintenance requirements for a business and ask them to put them in order of priority, giving reasons for their choices. Introduce the concept of planned, routine, preventative and emergency maintenance.
- Divide the class into pairs and assign one learner in each pair the role of a staff member and the other a guest. Get each pair to role play various guest/staff interactions, for example, dealing with a customer report of an infestation. Encourage pairs to swap partners and roles.
- Set up an 'Accommodation services' area. Have learners take turns in a staff or supervisor role; supervisors should informally rate or give feedback on the level of professionalism provided by the staff. This presents opportunities to review skills and procedures.
- Ensure learners are prepared for assessment before giving them the assignment brief.



## **Details of links to other BTEC units and qualifications, and to other relevant units/qualifications**

This unit links to:

- Unit 1: The Hospitality Industry
- Unit 15: Front Office Operations.

## **Resources**

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Internationals in Hospitality . Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

### **Textbooks**

Andrews, S., *Textbook of Hotel Housekeeping Management & Operations*, McGraw Hill India, 2017, ISBN 9780070655720

This book aims to help you develop a complete understanding of the operational structure of accommodation services. Suitable for tutors and learners.

Raghubalan, G. and Raghubalan, S., *Hotel Housekeeping: Operations and Management*, 3rd edition, OUP India, 2015, ISBN 9780199451746

This book explores the key elements of housekeeping and the theoretical foundations and techniques of operations. It covers core concepts and gives guidance on practicalities. Suitable for tutors and learners.

### **Websites**

The Institute of Hospitality – an international organisation for people working in or studying hospitality; the site offers professional development and information on the latest trends

The International Hotel and Restaurant Association – brings together, among other things, the latest news in the industry and case studies with a particular focus on sustainability

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.*