

SQA Advanced Unit Specification

General information

Unit title: Accommodation Operations (SCQF level 7)

Unit code: J481 47

Superclass: NB

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Version: 01

Unit purpose

This unit is designed to develop knowledge and understanding of the variety of accommodation services provided by different sectors of the hospitality industry and the expectations of customers using these services.

The unit also covers the importance of achieving and maintaining standards within accommodation operations.

This unit is available as an option in the SQA Advanced Certificate in Hospitality Operations at SCQF level 7 and the SQA Advanced Diploma in Hospitality Management at SCQF level 8, but can also be delivered as a freestanding unit.

Outcomes

On successful completion of the unit, the learner will be able to:

- 1 demonstrate knowledge of accommodation provision within different sectors of the hospitality industry
- 2 explain how accommodation standards are maintained within different sectors of the hospitality industry
- 3 explain how resources used to maintain accommodation standards are stored, controlled and issued

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Credit points and level

1 SQA unit credit(s) at SCQF level 7: (8 SCQF credit points at SCQF level 7).

Recommended entry to the unit

Entry is at the discretion of the centre. However, achievement of the unit Accommodation Operations at SCQF level 5 would be an advantage.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the **support notes section** for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods, or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

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Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Demonstrate knowledge of accommodation provision within different sectors of the hospitality industry.

Knowledge and/or skills

- ◆ range of accommodation facilities and services
- ◆ tangible and intangible elements of accommodation
- ◆ levels of service/organisational standards
- ◆ customer expectations in different sectors of the hospitality industry
- ◆ role of accommodation staff in different sectors of the hospitality industry

Outcome 2

Explain how accommodation standards are maintained within different sectors of the hospitality industry.

Knowledge and/or skills

- ◆ reasons for cleaning
- ◆ standards of cleanliness and frequency of cleaning
- ◆ categories, origin, transmission and prevention of soilage
- ◆ resources required for maintaining accommodation standards
- ◆ definition of linen items
- ◆ reporting and recording procedures for maintaining accommodation standards

Outcome 3

Explain how resources used to maintain accommodation standards are stored, controlled and issued.

Knowledge and/or skills

- ◆ storage and security of accommodation resources
- ◆ control and issue of accommodation resources
- ◆ maintenance of linen items

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Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

For Outcome 1 learners are required to:

- ◆ describe the facilities and services provided by three different types of hospitality organisation
- ◆ identify three tangible and three intangible elements of service provision
- ◆ describe the organisational standards of two different types of hospitality organisation
- ◆ compare the customer expectations of two different types of hospitality organisation
- ◆ identify the role of accommodation staff in two different types of hospitality organisation

For Outcome 2 learners are required to:

- ◆ describe four benefits of planned cleaning programmes
- ◆ identify four recognised standards of cleanliness and the frequency of cleaning required to maintain them
- ◆ identify the three common categories of soilage, their origin and transmission
- ◆ explain four ways in which transmission of different types of soilage can be prevented
- ◆ identify a minimum of two examples from each of the following types of resource used in the maintenance of accommodation standards:
 - equipment
 - agents
 - linen
- ◆ identify two reporting and recording procedures used in the maintenance of accommodation standards

For Outcome 3 learners are required to:

- ◆ identify the storage requirements for five different types of accommodation servicing resource
- ◆ identify four appropriate issuing systems for accommodation servicing resources
- ◆ identify the types of resource used for the servicing of residential accommodation typically found on a housekeeping trolley and give one example of each
- ◆ describe how linen items are maintained and identify three examples from each of the following:
 - storage
 - sorting for laundering
 - checking for damage before and after laundering

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Support notes

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Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

The unit is designed to introduce learners to the different types of accommodation offered by different sectors of the hospitality industry and how accommodation standards are maintained.

Examples of accommodation providers could include:

- ◆ hotels
- ◆ guest houses and bed and breakfast establishments
- ◆ hostels
- ◆ student halls of residence
- ◆ residential homes
- ◆ serviced apartments
- ◆ cruise liners

Learners should carry out basic research into three organisations that provide residential accommodation and identify the main facilities offered by them, highlighting tangible and intangible elements.

Learners should also consider the customer expectations, organisational levels of service and the role of accommodation staff within two of the three previously identified establishments.

Learners could be encouraged to reflect on their own views of the standards provided by a variety of different accommodation providers. Learners' research may take the form of reading, researching using the internet, as well as visiting workplace environments and talking to people who work in industry.

Examples of accommodation staff could include:

- ◆ head housekeeper
 - overall responsibility for ensuring that the organisations' standards of cleanliness are maintained
 - manages budgets for accommodation resources
 - controls accommodation resources
 - overall responsibility for the accommodation team
 - liaises with maintenance and other departments
 - ensures compliance with legislative requirements

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- ◆ floor supervisor
 - allocates work duties to team members
 - performs routine inspections and spot checks of all rooms
 - reports and follows up on any maintenance defects or other issues
 - inspects service areas, store rooms and corridors
 - manages and trains team members to ensure their performance is to the standard required
 - manages stock control and the maintenance of equipment
 - ensures the adherence to organisational standards at all times
- ◆ room attendant
 - changing bed linen and towels
 - making beds
 - vacuuming floors
 - dusting and polishing furniture
 - cleaning bathrooms
 - replacing stocks of guest supplies
 - re-stocking drinks in the mini-bar
- ◆ linen room attendant
 - stores and issues or distributes bed and table linen and uniforms
 - collects and segregates, counts and records number of items of soiled linen and uniforms for repair or laundry, and places items in appropriate containers
 - examines laundered items to ensure cleanliness and free from damage
 - stacking towels, bed sheets, pillow cases, etc, into appropriate sections of linen cupboard

Learners should be aware of the general principles and reasons for cleaning, such as:

- ◆ ensuring the provision of a socially acceptable environment
- ◆ ensuring the overall cleanliness of the entire establishment at all times
- ◆ preservation of furniture, fabric, fixtures and fittings
- ◆ to control pests
- ◆ to meet customer expectations
- ◆ to meet legislative requirements

The various standards of cleanliness required within different organisations should be discussed and explanation of the four recognised standards of cleanliness outlined, ie:

- ◆ hygienically clean
- ◆ prestige
- ◆ general
- ◆ basic

Examples of where the different standards of cleanliness would be used should be given. Customer expectations of different types of organisation could be compared, eg, what customers expect from a four-star hotel compared to their expectations of a guest house or student halls of residence.

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Learners should be introduced to the resources required to achieve and maintain acceptable accommodation standards, such as:

- ◆ equipment
- ◆ cleaning agents
- ◆ linen

Monitoring, reporting and recording procedures should be considered in the terms of cleaning specifications, checklists, observation, etc.

Learners should be introduced to the acceptable storage requirements for accommodation servicing resources, such as:

- ◆ types and size of storage
- ◆ facilities required
- ◆ accessibility
- ◆ security
- ◆ health and safety

Issue of accommodation resources should be researched by learners and appropriate methods identified in terms of usage, for example:

- ◆ set amount
- ◆ requisition
- ◆ top up
- ◆ new for old/clean for dirty

Learners should be made aware of the types of resource used for the servicing of residential accommodation typically found on a housekeeping trolley, examples could include:

- ◆ cleaning agents, such as:
 - multipurpose cleaner
 - toilet cleaner
- ◆ cleaning equipment, such as:
 - vacuum
 - mop and bucket
 - appropriate colour coded cloths
- ◆ linen, such as:
 - bed sheets
 - duvets and duvet covers
 - pillows and pillow cases
 - towels
 - robes and slippers
- ◆ guest supplies for bedroom area, such as:
 - toiletries (vanity tray)
 - toilet tissue
 - stationery

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- hospitality tray
- minibar supplies
- robes and slippers
- ◆ guest suppliers for public areas, such as:
 - toilet tissue
 - soap refills
 - hand towels
- ◆ refuse disposal in accordance with sustainability policy, eg colour coded bin bags/containers

Procedures in relation to the storage, sorting and checking of linen should be highlighted to ensure the learners are aware of the importance of this resource in maintaining and delivering the accommodation product.

- ◆ examples of storage could include:
 - dry
 - natural lighting
 - off the floor slatted shelving
 - covered ventilated
 - distinct storage area for each item of linen
 - secure
 - easy access for point of use
- ◆ examples of sorting for laundering could include:
 - coloured
 - stained/damage
 - counted
 - bundled
 - bagged
- ◆ examples of checking for damage before and after laundering:
 - torn
 - stained
 - too much/little starch
 - creased
 - not in fold
 - thin/worn
 - loss of colour

Guidance on approaches to the delivery of this unit

The delivery approaches should allow outcomes to be achieved in a learner-centred, participative and practical manner. It is recommended that the outcomes be taught in the order they appear.

Delivery should include a variety of teaching and learning approaches, such as:

- ◆ teacher/lecturer led demonstrations
- ◆ practical activities
- ◆ reflection and evaluation
- ◆ group discussions

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- ◆ question and answer sessions
- ◆ pictorial and diagrammatical illustrations
- ◆ e-learning
- ◆ internet research
- ◆ audio visual aids
- ◆ textbooks
- ◆ workplace visits
- ◆ guest speakers from industry
- ◆ any other appropriate teaching material

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

This unit can be assessed in variety of ways, such as use of responses to questions based on given situations, case study/scenario, multiple-choice questions, etc.

Outcomes 1, 2 and 3 could be assessed individually at the end of each outcome or as an integrated assessment at the end of the unit.

The assessment should be conducted in the classroom under open-book, supervised conditions. However, if multiple-choice assessment is used, this should take the form of a closed-book assessment under supervised conditions.

Outcome 1 will test learners' knowledge of the accommodation provision within different sectors of the hospitality industry, the tangible/intangible elements of accommodation, customer expectations regarding organisational standards and the role of the accommodation staff.

Outcome 2 will test learners' knowledge of the importance of maintaining acceptable accommodation standards; the different standards of cleanliness, frequency of cleaning, soilage transmission and prevention, categories of accommodation resources and reporting and recording procedures for maintaining acceptable accommodation standards.

Outcome 3 will test learners' knowledge of the organisation of accommodation resources to maintain acceptable standards, including storage requirements, issuing systems, use of a housekeeping trolley, storage and maintenance of linen.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment, we mean assessment which is supported by Information and Communication Technology, such as

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e-testing or the use of e-portfolios or social software. Centres wishing to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment — as specified in the evidence requirements — are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at: www.sqa.org.uk/e-assessment

Opportunities for developing Core and other essential skills

Information and Communication Technology: Accessing Information at SCQF level 5

Learners are likely to use the internet to identify the diverse range of accommodation provision within the hospitality industry, the services and facilities provided by different organisations and the role of accommodation staff in these organisations. Learners will also find out about the standards of cleanliness associated with different hospitality organisations and the resources required maintained standards; therefore, they will be demonstrating the Core Skill component of Accessing Information level 5.

Problem Solving: Critical Thinking at SCQF level 5

For all outcomes learners will be demonstrating the Core Skill component of Critical Thinking at SCQF level 5 when they demonstrate their knowledge of the diverse range of accommodation provision within the hospitality industry, the services and facilities provided by different organisations, the role of accommodation staff and customer expectations of these organisations. Learners will also identify and explain the standards of cleanliness associated with different organisations, recording and reporting procedures, the resources required to maintain standards and how these are controlled and issued and customer expectations.

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General information for learners

Unit title: Accommodation Operations (SCQF level 7)

This section will help you to decide whether this is the unit for you by explaining: what the unit is about; what you should know or be able to do before you start; what you will need to do during the unit; and opportunities for further learning and employment.

This unit is designed to develop your knowledge and understanding of the variety of accommodation services provided by different sectors of the hospitality industry and the expectations of customers using these services.

The unit also covers the importance of achieving and maintaining standards within accommodation operations.

You don't need any previous experience to undertake this unit however good communication skills would be an advantage.

Completion of this unit may enable you to develop the following Core Skills:

- ◆ Information and Communication Technology: Accessing Information at SCQF level 5
- ◆ Problem Solving: Critical Thinking at SCQF level 5

On completion of this unit, you could progress to other units in Hospitality at SCQF level 7 and/or seek employment in the hospitality industry.