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# Qualification Specification

## Highfield Level 2 Diploma in Customer Service Skills (RQF)

Qualification Number: 603/4687/5

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## Highfield Level 2 Diploma in Customer Service Skills (RQF)

### Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

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### Qualification regulation and support

The Highfield Level 2 Diploma in Customer Service Skills (RQF) has been developed and is awarded by Highfield Qualifications, and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and regulated by Qualification Wales.

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### Key facts

<b>Qualification number:</b>	603/4687/5
<b>Learning aim reference:</b>	60346875
<b>Credit value:</b>	39
<b>Assessment method:</b>	Portfolio of Evidence
<b>Guided learning hours (GLH):</b>	280
<b>Total qualification time (TQT):</b>	390

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### Qualification overview and objective

This qualification has been developed to support learners completing the Customer Service Practitioner Apprenticeship Standard and can be used to assess their readiness for end-point assessment. It covers the knowledge, skills and behaviour pass criteria of the standard, as described in the ST0072/AP02 Assessment Plan. It does not cover any distinction criteria that are part of the Assessment Plan.

This qualification uses the same references for the assessment criteria as used in the Highfield End Point Assessment for Customer Service Practitioner. The qualification does not cover any distinction criteria that may be part of the Assessment Plan. Consequently, the numbering of the references may not be sequential.

It is also designed as a stand-alone qualification for those learners wishing to gain a nationally recognised qualification in retail.

The objective of the qualification is to support a role in the workplace in retail, giving learners the opportunity to learn and evidence their knowledge and competency either as part of an apprenticeship or as a stand-alone qualification.

The qualification provides learners with the knowledge, understanding and skills in customer service such as:

- understanding the organisation
- influencing skills
- dealing with customer conflict and challenge

## Entry requirements

To register on to this qualification, learners are required to meet the following entry requirements:

- be 16 years of age or above
- have a basic level of literacy and numeracy

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## Centre requirements

There are no specific requirements for the centre as long as each learner's workplace is suitably equipped for the chosen units to be delivered and assessed.

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## Guidance on delivery

The total qualification time for this qualification is 390 hours and of this 280 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

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## Guidance on assessment

The qualification is a combined knowledge and competence qualification. It is assessed through the completion of a portfolio of evidence, which must be internally assessed and quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed. Additional guidance is included at the bottom of each unit suggesting how assessment criteria can be assessed.

All knowledge-based criteria are pre-fixed with K. The skill and behaviour-based criteria are prefixed either with S for skills or B for behaviour.

Learners must achieve all of the pass criteria across all units, in order to be awarded a Pass. Examples of evidence for the portfolio could include:

Knowledge criteria:

- worksheets
- record of oral and written questioning
- assignments/projects/reports
- candidate and peer reports
- record of professional discussion

Skills and behaviour criteria:

- assessor observation – completed observational checklists
- witness testimony
- record of professional discussion
- candidate and peer reports

Assessors can use other methods of assessment as long as they are valid and reliable

**For Unit 9, learners can either take assessment criteria S9.1, S9.2 and S9.3 or S9.4, S9.5 and S9.6 depending on their role in the customer service sector. S9.1, S9.2 and S9.3 are for learners who**

deal with customers on a face-to-face basis and S9.4, S9.5 and S9.6 are to be taken by learners who have no face-to-face contact with customers.

For Unit 17, learners can either take assessment criteria B17.1 or B17.2 depending on their role in the customer service sector. If they deal with customers on a face-to-face basis they should complete B17.1 and if they deal with customers on a non-facing basis they should take B17.2.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

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### Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

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### Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing a learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of Highfield Qualifications' website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

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### Assessor requirements

Highfield Qualifications strongly recommends nominated assessors for this qualification to meet the following:

- have current, relevant occupational expertise and knowledge that has been gained through 'hands-on' experience in the industry and could include qualifications such as:
  - Highfield Level 2 Certificate in Customer Service
  - Highfield Level 2 Diploma in Customer Service
  - Highfield Level 3 Certificate in Customer Service
  - Highfield Level 3 Diploma in Customer Service
- hold or be working towards a recognised assessing qualification, which could include any of the following:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess Learner Performance Using a Range of Methods
  - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
- maintain appropriate continued professional development for the subject area

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### Internal quality assurance (IQA) requirements

Highfield Qualifications strongly recommends internal quality assurers for this qualification to meet the following:

- have current, relevant occupational expertise and knowledge that has been gained through ‘hands-on’ experience in the industry and could include qualifications such as:
  - Highfield Level 2 Certificate in Customer Service
  - Highfield Level 2 Diploma in Customer Service
  - Highfield Level 3 Certificate in Customer Service
  - Highfield Level 3 Diploma in Customer Service
- hold or be working towards a recognised internal quality assurance qualification, which could include any of the following:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - D34 or V1 verifier awards
- maintain appropriate continued professional development for the subject area

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### Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications’ Reasonable Adjustments Policy for further information/guidance.

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### ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner’s identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner’s identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card or travel card

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

**For more information on learner ID requirements, please refer to Highfield Qualifications’ Core Manual.**

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### Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 2 End-Point Assessment for Customer Service Practitioner apprenticeship standard
- Highfield Level 3 End-Point Assessment for Customer Service Specialist apprenticeship standard
- Highfield Level 3 Certificate in Customer Service
- Highfield Level 3 Diploma in Customer Service

### Useful websites

- <https://www.gov.uk/government/collections/apprenticeship-standards>
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### Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:

- <https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

As an apprentice you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: <http://ct.highfieldelearning.com/org/TheHighfieldGroup>
  - answer the questions
  - click start
-

## Appendix 1: Qualification structure

To complete the Highfield **Level 2 Diploma in Customer Service Skills (RQF)**, learners must complete **all units** contained within the mandatory group

### Mandatory group

Learners must achieve **all units** in this group

Unit reference	Unit title	Level	GLH	Credit
J/617/6433	Knowing your customers	2	10	2
L/617/6434	Understanding the organisation	2	26	3
R/617/6435	Meeting regulations and legislation	2	16	3
Y/617/6436	Systems and resources	2	6	1
D/617/6437	Your role and responsibility	2	5	1
H/617/6438	Customer experience	2	8	1
D/617/6440	Product and service knowledge	2	16	2
H/617/6441	Interpersonal skills	2	9	1
M/617/6443	Communication	2	40	5
A/617/6445	Influencing skills	2	8	1
F/617/6446	Personal organisation	2	18	2
J/617/6447	Dealing with customer conflict and challenge	2	30	5
L/617/6448	Developing self	2	12	2
R/617/6449	Being open to feedback	2	15	2
J/617/6450	Team working	2	16	2
L/617/6451	Equality – treating all customer as individuals	2	12	2
R/617/6452	Presentation – dress code, professional language	2	18	2
Y/617/6453	Right first time	2	15	2



## Appendix 2: Qualification content

<b>Unit 1: Knowing your customers</b>	
<b>Unit Ref: J/617/6433</b>	<b>GLH: 10</b>
<b>Credit: 2</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<p>K1 Understand who customers are. Understand the difference between internal and external customers Understand the different needs and priorities of your customers and the best way to manage their expectations, recognising and knowing how to adapt style to be highly effective</p>	<p>K1.1 Explain the difference between internal and external customers in the context of their organisation K1.2 Describe the specific needs of different customers, including those protected under current Equality law K1.3 Explain when and how to adapt their service approach to meet the needs and expectations of customers</p>

Unit 2: Understanding the organisation		
Unit Ref: L/617/6434	GLH: 26	Credit: 3
Learning Outcomes	Assessment Criteria	
<p>K2 Know the purpose of the business and what 'brand promise' means</p> <p>Know your organisation's core values and how they link to the service culture</p> <p>Know the internal policies and procedures, including any complaints</p>	<p>K2.1 State the aims of the organisation in relation to its <b>sector</b></p> <p>K2.2 State what is meant by the organisation's '<b>brand promise</b>'</p> <p>K2.3 Explain how the organisation's <b>core values</b> relate to its service culture</p> <p>K2.4 State the purpose of different <b>organisational policies and procedures</b> that affect their customer service role</p> <p>K2.5 Describe the type of guidelines in a digital media policy that affect the use of social and digital media in the work environment</p>	
Amplification and Guidance		
<ul style="list-style-type: none"> <li>• <b>Sector</b> <ul style="list-style-type: none"> <li>○ Public, private or third sector (charity)</li> </ul> </li> <li>• <b>'Brand promise'</b> <ul style="list-style-type: none"> <li>○ Is a commitment or promise made between a company and its customers.</li> </ul> </li> <li>• <b>Core values</b> <ul style="list-style-type: none"> <li>○ principles that guide an organisations internal and external behaviour and conduct.</li> </ul> </li> <li>• <b>Organisational policies and procedures</b> <ul style="list-style-type: none"> <li>○ An organisations policies and procedures that are used internally</li> </ul> </li> </ul>		

Unit 3: Meeting regulations and legislation		
Unit Ref: R/617/6435	GLH: 16	Credit: 3
Learning Outcomes	Assessment Criteria	
<p>K3 Know the appropriate legislation and regulatory requirements that affect your business Know your responsibility in relation to this and how to apply it when delivering service</p>	<p>K3.1 Explain how the relevant legislation and regulations affect the organisation's customer service provision</p> <p>K3.2 State your responsibilities for keeping information confidential in the organisation</p> <p>K3.3 State the responsibilities of employees and employers under the Health and Safety at Work Act</p>	

Unit 4: Systems and resources		
Unit Ref: Y/617/6436	GLH: 6	Credit: 1
Learning Outcomes		Assessment Criteria
K4 Know how to use systems, equipment and technology to meet the needs of your customers. Understand types of measurement and evaluation tools available to monitor customer service levels	K4.1 Explain the different systems, equipment and/or technology available in the organisation used to meet customer needs effectively K4.2 Describe the <b>measures and evaluation tools</b> used in the organisation to monitor customer service levels	
Amplification and Guidance		
<ul style="list-style-type: none"> <li>• <b>Measures and evaluation tools</b> <ul style="list-style-type: none"> <li>○ Methods or tools used to evaluate, measure and document.</li> </ul> </li> </ul>		

Unit 5: Your role and responsibility		
Unit Ref: D/617/6437	GLH: 5	Credit: 1
Learning Outcomes		Assessment Criteria
K5 Understand your role and responsibility within your organisation and the impact of your actions on others Know the targets and goals you need to deliver against	K5.1 Explain how the actions taken in the context of your job role and responsibilities impact on others in the organisation K5.2 Describe how to achieve their agreed targets and goals	

Unit 6: Customer experience		
Unit Ref: H/617/6438	GLH: 8	Credit: 1
Learning Outcomes		Assessment Criteria
K6 Understand how establishing the facts enable you to create a customer focused experience and appropriate response Understand how to build trust with a customer and why this is important	K6.1 Explain how an understand of the facts can be used to create a customer focused experience K6.2 Explain how to build trust with customers and the importance of doing so	

Unit 7: Product and service knowledge		
Unit Ref: D/617/6440	GLH: 16	Credit: 2
Learning Outcomes		Assessment Criteria
K7 Understand the products or services that are available for your organisation and keep up-to-date	K7.1 Explain the difference between the <b>features and benefits</b> of products and/or services in relation to the organisation K7.2 Describe how to maintain knowledge of the organisation’s products and/or services	
Amplification and Guidance		
<ul style="list-style-type: none"> <li>• Features and benefits                             <ul style="list-style-type: none"> <li>○ Features- Are facts about products or services that add credibility and substance to your pitch</li> <li>○ Benefits- Give customers a reason to obtain something because benefits explain how the product or service improves the customers life</li> </ul> </li> </ul>		

<b>Unit 8: Interpersonal skills</b>		
<b>Unit Ref: H/617/6441</b>	<b>GLH: 9</b>	<b>Credit: 1</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
S8 Use a range of questioning skills, including listening and responding in a way that builds rapport, determines customer needs and expectations and achieves positive engagement and delivery	S8.1	Demonstrate willingness and ability to engage with customers in a positive manner using relevant interpersonal skills
	S8.2	Work with customers to build a rapport, recognising and where possible meeting their needs and expectations
	S8.3	Show willingness to work with others and share ideas where appropriate

Unit 9: Communication		
Unit Ref: M/617/6443	GLH: 40	Credit: 5
Learning Outcomes	Assessment Criteria	
<p>S9 <b>(Depending on job role and work environment)</b> Use appropriate verbal and non-verbal communication skills, along with summarising language during face-to-face communications</p> <p><b>And/or</b></p> <p>Use appropriate communication skills, along with reinforcement techniques (to confirm understanding) during non-facing customer interactions</p>	<p><b>Face to Face</b></p> <p>S9.1 Demonstrate ability to make initial customer contact and use appropriate verbal and non-verbal communication skills</p> <p>S9.2 Adapt tone, behaviour and body language when necessary, recognising and confirming understanding of needs and expectations</p> <p>S9.3 Demonstrate ability to recognise when to summarise and the techniques to use</p> <p><b>Non-Facing</b></p> <p>S9.4 Demonstrate ability to make initial customer contact and make use of appropriate communication skills</p> <p>S9.5 Adapts tone and behaviour when necessary, recognising and confirming understanding of needs and expectations</p> <p>S9.6 Demonstrates ability to recognise and use reinforcement techniques during customer interactions</p>	
Amplification and Guidance		
<ul style="list-style-type: none"> <li>• Reinforcement techniques                             <ul style="list-style-type: none"> <li>○ Something used to clear up customer confusion and help them understand</li> </ul> </li> </ul>		
Unit Guidance		

- For the Assessment Criteria contained in Unit 9, learners should complete the criteria relevant to their role within a customer service environment. If the learner deals with a customer on a face-to-face basis, they should complete S9.1, S9.2 and S9.3. If the learner deals with customers on a non-facing basis, they should complete S9.4, S9.5 and S9.6.



Unit 10: Influencing skills		
Unit Ref: A/617/6445	GLH: 8	Credit: 1
Learning Outcomes	Assessment Criteria	
S10 Provide clear explanations and offer options in order to help customers make choices that are mutually beneficial to both the customer and your organisation	S10.1 Offer appropriate products and/or service options to meet the identified needs of customers and the needs of the organisation S10.2 Communicate to customers in a <b>clear and coherent manner</b> how the products and/or services offered meet their needs S10.3 Handle customer objections in a positive and professional manner	
Amplification and Guidance		
<ul style="list-style-type: none"> <li>• <b>Clear and coherent manner</b> <ul style="list-style-type: none"> <li>○ i.e. without the use of jargon</li> </ul> </li> </ul>		

Unit 11: Personal organisation		
Unit Ref: F/617/6446	GLH: 18	Credit: 2
Learning Outcomes	Assessment Criteria	
S11 Be able to organise yourself, prioritise your own workload/activity and work to meet deadlines	S11.1 Prioritise and plan the completion of tasks according to agreed deadlines S11.2 Use appropriate tools and techniques to monitor the progress of tasks completion	

<b>Unit 12: Dealing with customer conflict and challenge</b>		
<b>Unit Ref: J/617/6447</b>	<b>GLH: 30</b>	<b>Credit: 5</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<p>S12 Demonstrate patience and calmness</p> <p>Show you understand the customers point of view</p> <p>Use appropriate sign-posting or resolution to meet your customers' needs and manage expectations</p> <p>Maintain informative communication during service recovery</p>	<p>S12.1 Maintain calm and patience at all times when dealing with challenging customer situations</p> <p>S12.2 Demonstrate sensitivity to, and interest in, the customers' concerns</p> <p>S12.3 Communicate in a clear and coherent manner the next steps and/or options to meet the needs and expectations of customers</p> <p>S12.4 Resolve customer conflicts and/or challenges in line with the relevant organisational policies and/or procedures</p> <p>S12.5 Keep customers informed of progress while resolving issues</p> <p>S12.6 Maintain accurate record of customer issues and progress to resolution</p>	

<b>Unit 13: Developing Self</b>		
<b>Unit Ref: L/617/6448</b>	<b>GLH: 12</b>	<b>Credit: 2</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<p>B13 Take ownership for keeping your service knowledge and skills up-to-date</p> <p>Consider personal goals and propose development that would help achieve them</p>	<p>B13.1 Conduct a self-assessment to identify their strengths and weaknesses in relation to the job role</p> <p>B13.2 Produce a personal development plan to support the achievement of their agreed learning and development goals</p>	

<b>Unit 14: Being open to feedback</b>		
<b>Unit Ref: R/617/6449</b>	<b>GLH: 15</b>	<b>Credit: 2</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
B14 Act on and seek feedback from others to develop or maintain personal service skills and knowledge	B14.1 Seek constructive feedback about their customer service skills and knowledge from others B14.2 Use feedback from others to develop their customer service skills and knowledge	

<b>Unit 15: Team working</b>		
<b>Unit Ref: J/617/6450</b>	<b>GLH: 16</b>	<b>Credit: 2</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
B15 Frequently and consistently communicate and work with others in the interest of helping customer efficiently Share personal learning and case studies with others, presenting recommendations, and improvement to support good practice	B15.1 Work with others in a positive and productive manner B15.2 Communicate information in a timely and reliable manner to team members to support them in meeting customer needs efficiently B15.3 Share personal learning and information with others to support good customer service practice	


<b>Unit 16: Equality – treating all customers as individuals</b>	
<b>Unit Ref: L/617/6451</b>	<b>GLH: 12</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<p>B16 Treat customers as individuals to provide a personalized customer service experience</p> <p>Uphold the organisations core values and service culture through your actions</p>	<p>B16.1 Recognise and respond to individual needs to provide a personalized customer service experience</p> <p>B16.2 Behave in a way that upholds the core values and service culture of the organisation</p>

Unit 17: Presentation – dress code, professional language		
Unit Ref: R/617/6452	GLH: 18	Credit: 2
Learning Outcomes	Assessment Criteria	
B17 Demonstrate professional pride in the job through appropriate dress and positive and confident language	B17.1 <u>Face-to-face</u> Present a professional image in line with the organisational dress code and code of conduct <b>OR</b> <u>Non-facing</u> Demonstrate a positive attitude and welcoming approach consistently when dealing with customers  B17.2 Maintain professional and positive language consistently in customer interactions	
Unit Guidance		
<ul style="list-style-type: none"> <li>For the Assessment Criteria contained in Unit 17, learners should complete the criteria relevant to their role within a customer service environment. If the learner deals with a customer on a face-to-face basis, they should complete B17.1. If the learner deals with customers on a non-facing basis, they should complete B17.2.</li> </ul>		

Unit 18: Right first time		
Unit Ref: Y/617/6453	GLH: 15	Credit: 2
Learning Outcomes	Assessment Criteria	
<p>B18 Use communication behaviours that establish clearly what each customer requires and manage their expectations Take ownership from the first contact and then take responsibility for fulfilling your promise</p>	<p>B18.1 Demonstrate ability to confidently approach customers, remaining positive and professional when circumstances are challenging</p> <p>B18.2 Show an ability to establish needs and expectations, working towards meeting them where possible, explaining when necessary when they cannot be met</p> <p>B18.3 Demonstrate knowledge of the organisational products and/or services and knowledge and application of the organisation’s policies and procedures</p> <p>B18.4 Demonstrate recognition of own role, responsibilities, level of authority and organisational procedures when dealing with customers</p> <p>B18.5 Take ownership from beginning to end, building and maintaining a relationship with the customer</p> <p>B18.6 Recognise the importance of good customer service to the customer and in turn the organisation, making contact as promised, referring to others as necessary with all required detail, following up to ensure conclusion</p>	

### Appendix 3: Sample Assessment Material

The following pages include sample paperwork which can be used for setting and recording actions and tracking progress and can be found in the qualification assessment pack

We *listen* and *respond*


**Assessment/Action Plan Sheet**

Learner Name		Assessor Name			
Target set Learning Outcome/ Assessment criteria	Agreed activity/evidence	Target date	Assessment Method	Target Achieved	Completed (assessor signature)
Learner Signature		Date		Planned next visit:	
Assessor Signature		Date			

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**Assessment Record Sheet**



Learner		Assessor	
Date		Location	
Assessment Method			
EV Ref	Details of the type of evidence and assessment criteria covered		
Assessor Signature: <input type="text"/>			
Learner/Witness Signature: <input type="text"/>			

Assessment method key:			
Obs	Observation	Sim	Simulation/assignment
Pe	Product evidence	Wt	Witness testimony
Q	Questioning	R	RPL



**Evidence Tracking Sheet**

**Mandatory Units**



Learner Name <input type="text"/>				
Centre Name <input type="text"/>				
<b>Mandatory Unit 1: Understanding and communicating with customers in a retail environment (H/615/6223)</b>				
Assessment Criteria				
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
1. Understand different types of customer and their purchasing habits	1.1 Identify different types of customers to the business	<input type="text"/>	<input type="text"/>	<input type="text"/>
	1.2 Describe what a customer purchasing habit is	<input type="text"/>	<input type="text"/>	<input type="text"/>
	1.3 Explain how knowing your customer purchasing habits can help to increase sales	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Understand how to use different methods of communication and increase sales	2.1 Describe different methods of communicating with customers	<input type="text"/>	<input type="text"/>	<input type="text"/>
	2.2 Describe how to determine an individual's situation and needs	<input type="text"/>	<input type="text"/>	<input type="text"/>
	2.3 Describe how to support and increase sales	<input type="text"/>	<input type="text"/>	<input type="text"/>
	2.4 Explain how to encourage customer loyalty and how this increases sales	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Understand the importance of feedback	3.1 Identify how customer feedback can be obtained	<input type="text"/>	<input type="text"/>	<input type="text"/>