

Abu Dhabi Centre for Technical and Vocational Education and Training
Retail Services
Qualification title: Level 2 Component Award in communication and retail
Qualification code: SALD70020314

Qualification Structure

Qualification type: Component Award	Discipline: L	Sector: D70	Level: 2	No in series: 03	Year of approval: 14
Credit value: 6 Credit hours		Certification requirement: 2 Core Units			
Qualification aims					
<p>The aim of the qualification is to prepare early school leavers that have not completed the minimum schooling to undertake practical workplace experience and perform very basic duties within a variety of retail environments. This qualification provides the skills and knowledge for an individual to be competent in communication in a range of activities and functions in retail operations. Work would be undertaken in various retail store settings, such as specialty stores, supermarkets, department stores and retail outlets. Individuals may work with some autonomy or in a team but usually under close supervision.</p>					
Qualification units					
Core units					
Unit code:	Unit no:	Unit title:		Level:	Credit value:
LD700200214	1	Interact with customers		2	3
LD700200514	2	Communicate in the workplace to support team and customers		2	3
Specialist units					
Unit code:	Unit no:	Unit title:		Level:	Credit value:
Optional units					
Unit code:	Unit no:	Unit title:		Level:	Credit value:
Prerequisites					
Entry Requirements			Required skills and knowledge		
No entry requirements of skills and knowledge ability			<ul style="list-style-type: none"> • Basic numeracy. • IELTS equivalent of 2.5 is preferred. 		
Qualification Pathways					
This qualification			Pathways		
Level 2 Component Award in communication and retail			Certificate 2 in Retail Operations Level 2 Composite Award in safe stock control and merchandising Level 2 Composite Award in retail products Level 2 Component Award in retail services Level 2 Component Award in stock control and merchandising Level 2 Component Award in career planning for retail		
Level 2 Component Award in communication					

<p>and retail is open to candidates of either gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning.</p> <p>There should be equality of access for candidates and candidates must be enabled and supported to undertake this qualification.</p> <p>All institute staff involved in the assessment or delivery of these qualifications should understand learner's requirements and, through initial assessment, match them to the needs and capabilities before entering learners as candidates for this qualification.</p>		
Copyright and Ownership	Modification history	
Copyright of units, Intellectual Property Rights and ownership of the qualification will be owned by ACTVET.	Release No: 1	Previous Code:
	Comment:	New Code:
National Occupational Standards	UK and Australia	

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Qualification Overview

This qualification is suitable for	This qualification is suitable for early school leavers that have not completed minimum schooling to enter the workplace and perform very basic duties in an office environment.	
Target market	The target market for this qualification is for young and early school leavers with low skill or knowledge and no experience of work.	
Job related activities/tasks	The core components contain knowledge and skills in: Communicate and interact in the workplace, to support team and customers	
Work context/conditions	This qualification is for any individual who is, or wishes to be, involved in the basic job functions in any retail organisation in any sector, or field.	
Example employers	Government organisations. Private sector employers.	
Example jobs	Related Occupations	
Retail Service Assistant Retail Supervisor Sales Representative Warehouse attendant	Hotel Customer Service Supervisor Receptionist Airline Customer Service Representative Call Center Customer Service Employee	
Employability	This qualification includes employability skills.	
Professional Association	International professional association such as Chartered Institute of Management.	

<p>Abu Dhabi Centre for Technical and Vocational Education and Training Retail Services Qualification title: Level 2 Component Award in communication and retail Qualification code: SALD70020314</p> <p>Delivery and Assessment</p>	
Mode of delivery	
<p>Mode of delivery will be classroom or any other mode of delivery that meets the needs of the learner, ensuring learner has access to appropriate resources. It is strongly advised that learning and development of subject content and associated skills be referenced to real vocational situations in an office environment.</p>	
Arrangements for learners with special assessment requirements	
<p>Arrangements for learners with special assessment requirements may need to be adapted to meet;</p> <ul style="list-style-type: none"> • language requirements • cultural or religious requirements • physical disabilities • particular learning needs. 	
Trainer qualifications	
<p>Training of learners will be by qualified Licensed Vocational Trainers who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Trainer (proposed). Licensed Vocational Trainers should be qualified and have recent experience of work in office environments. The trainer will comply with all licensing and accreditation requirements for an ACTVET Licensed Trainer.</p>	
Training methods	
<p>Licensed Vocational Trainers must use appropriate methods of training for classroom environment that reflects the vocational requirements of a workplace setting. Learning must be paced to meet the learner's needs, preferred style of learning and is taught at a level where all learners comprehend the concepts trained.</p>	
Assessment	
<p>Assessment will be in classroom environment conducted by Assessors who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Assessor. Assessment methodology will be selected to utilise the most appropriate methods of assessment for the knowledge or skill involved and will be tailored to meet the requirements of the Unit Standards. Assessors must take into consideration any special assessment arrangements for learners to ensure learners are not disadvantaged in the assessment process.</p>	<p>Assessors must have:</p> <ul style="list-style-type: none"> • licensed Vocational Assessor qualifications or similar • applied industrial experience • assessment practices that meet QFEmirates National Standards of assessment • regular professional development practices.

Assessment methods	
<p>All assessment methods must use the appropriate assessment methods to assess knowledge and skill. There must be fair, valid, reliable, authentic and sufficient evidence for all assessment criteria.</p> <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this qualification:</p> <ul style="list-style-type: none"> • assessment of written reports summarising results of candidate skills assessment and selection outcomes • observation of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors, managers, clients or candidates 	
Assessor decisions will make assessments that will be coded according to the following schedule:	Code to be inserted on record sheet
<p>Observation of the candidate by the assessor (Role play scenarios included)</p> <p><i>Examination of the evidence by the assessor:</i></p> <p>Examination of a product Examination of the witness/expert testimony Examination of a case history Examination of a personal statement Examination of written answers to questions</p> <p><i>Questioning of the candidate or witness by the assessor:</i></p> <p>Questioning of the candidate Questioning of the witness Professional Discussion Realistic working environment Simulation</p>	<p>O</p> <p>EP EWT ECH EPS EWQ</p> <p>QC QW PD RWE S</p>
Verifier	Vocational verifiers must have
<p>The Verifier will observe Assessors carrying out assessments, review assessment decisions from the evidence provided and hold meetings with the assessment team to ensure consistency in the use of paperwork and interpretation of the qualification's requirements. Verifiers will ensure that learner tracking of registration for qualifications, assessment decisions and achievement, are recorded and maintained accurately and timely and are open to scrutiny.</p>	<ul style="list-style-type: none"> • verifier qualifications or similar • applied industrial experience • verification practices that meet NQEmirates National Standards of verification • regular professional development practices • ability to manage the learner's work environment for the verification process • ability to evidence standardisation processes.

Verification method	
Assessment and verification process will conform to the following:	
<ul style="list-style-type: none"> • Institute systems for learner, assessment and verification are unified. • Qualified Assessors must be used for all assessment. • Learner’s achievement is evidenced and recorded. • Learner is included in the assessment decision making process. • Assessment of learner’s achievement is evidenced by best practice. • Assessment takes into account diversity and language differences. • Assessment of learner’s achievement is tracked and recorded. • Learner will be able to compile their portfolio using their preferred technology. • Assessment uses valid, fair, authentic and reliable practice and reduces barriers to assessment. 	<ul style="list-style-type: none"> • Evidence collection makes efficient use of assessment opportunities and work production. • Licensed Vocational Verifiers must be used for all verifications. • Verification of learner’s achievement is evidenced by best practice. • Verification of learner’s achievement is tracked and recorded. • Standardisation of assessment and verification processes are evidenced • Evidence of sharing of learner, assessor and verifier best practice. • Evidence that complaints are addressed, recorded and solved effectively. • National Industry Sector Classification Code (SIC) to classify units and qualifications as per the guidance in the QFEmirates handbook.
Assessing and grading	
<p>This qualification is a knowledge, skills and application qualification. Assessment should, where possible, take a holistic approach. Assessment in one unit can be used as the assessment for another, if the assessed piece of work covers the criteria in the units. Assessment must be accessible for learners and the process of assessment as simple as possible. Learners must demonstrate competence by producing a portfolio of evidence.</p> <p>This qualification is examined in two ways: assessment of performance and underpinning knowledge. All performance is assessed by an assessor against the performance criteria and recorded in the Cumulative Assessment Record. Competence recognises all qualification requirements have been achieved. Not yet competent means all requirements have been attempted but yet to be achieved, insufficient evidence means all requirements have not been attempted. Underpinning knowledge is examined that more than 80% of the predetermined marking criteria should be met.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended will require prior approval from the External Verifier.</p>	
Learner evidence	
Learners must demonstrate knowledge and skill achievement in a presented portfolio.	

Risk in assessment

The learner's work environment needs proper management and risk management analyses. The following risks will be observed in the training, assessment and verification phases:

- health and safety
- stressing the learner
- inauthentic evidence/collation/unjustifiable support to the learner
- over-assessment
- potential of unfairness to the learner
- failing to meet assessment strategy of a qualification.

Appeals procedure

In the event that a learner judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation (not included in this submission).

In the event that an assessor judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation.

Abu Dhabi Centre for Technical and Vocational Education and Training
Retail Services
Qualification title: Level 2 Component Award in communication and retail
Qualification code: SALD70020314

Unit: 1
Unit title: Interact with customers
Unit code: LD700200213
Retail Operations

Level: 2	Credit value: 3	Notional learning hours: 45 hours
Unit Information		
Unit description of content		
<p>This unit describes the performance outcomes, skills, knowledge and application required to deliver service to customers. It entails being able to communicate effectively with customers, personal presentation standards, respond to customer complaints, receive and process sales demands and identify and address special customer requirements</p>		
Information for learning and achievement		
<p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance. Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.</p>		
Recording and storing of learner achievement		
<p>Keep evidence of learners’ work in the Centre for up to one year. Encourage learners to maintain learning logs and evidence of professional development. Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p>		

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Retail Services
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Unit: 1
Unit title: Interact with customers
Unit code: LD700200213
Retail Operations

Level: 2	Credit value: 3	Notional learning hours: 45 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Be able to deliver service to customers		
<p>Performance criteria:</p> <ul style="list-style-type: none"> 1.1 Communication with customers and colleagues is conducted in a polite, professional and friendly manner and in accordance with store policy. 1.2 Customer needs and reasonable requests are met or referred to supervisor in accordance with store policy. 1.3 Customer details and information are recorded where necessary. 1.4 Possible problems are anticipated and identified and appropriate action is taken to minimise the effects on customer satisfaction. 1.5 Opportunities to deliver additional levels of service beyond the customer's immediate request are identified and acted upon. 1.6 Customer contact is maintained until sale is completed in accordance with store policy 1.7 Customer is appropriately and courteously welcomed and fare-welled in accordance with store policy. 1.8 Verbal and non-verbal communication is used to develop rapport with customers during service delivery. 1.9 Repeat customer patronage is encouraged by offering special store services or products in accordance with store policy. 1.10 Customer returns or refunds are processed in a courteous manner and in accordance with store policy. 		
Learning outcome 2: Be able to respond to customer complaints		
<p>Performance criteria:</p> <ul style="list-style-type: none"> 2.1 A courteous, positive and helpful attitude is exhibited towards customers that is in line with store policy when handling customer complaints. 2.2 Complaints are handled sensitively and with discretion. 2.3 Nature of a customer's complaint is identified and confirmed by using active listening and questioning. 2.4 Action to resolve a complaint to the customer's satisfaction is taken wherever possible. 2.5 Unresolved customer complaints or dissatisfaction are promptly referred to the supervisor. 2.6 Opportunity to turn incidents of customer dissatisfaction into a demonstration of high-quality service to customers is taken. 2.7 Documentation regarding customer dissatisfaction or complaints is completed accurately and legibly. 2.8 Follow-up action is taken as necessary to ensure customer satisfaction. 		
Learning outcome 3: Be able to receive and process sales		
<p>Performance criteria:</p> <ul style="list-style-type: none"> 3.1 Customer's details and information are accurately recorded. 3.2 Customers are promptly referred to the appropriate area to receive and process sales. 		

3.3 Customers are provided with information in a clear and concise manner.
3.4 Sales orders are processed, recorded and acted upon in accordance with store policy.
Learning outcome 4: Be able to identify special customer requirements
Performance criteria: 4.1 Customers with special needs or requirements are promptly identified by observation and questioning. 4.2 Willingness to assist is conveyed verbally and non-verbally. 4.3 Customer's service needs are promptly redirected as required.
Evidence guideline
<ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate not less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible.
Evidence requirements
<ol style="list-style-type: none"> 1. Learners deliver customer service and evidence with a report on customer interactions and service delivery. 2. Learners respond to customer complaints and evidence with a report on complaints filed and actions taken. 3. Learners receive and process sales and evidence with a report on sales orders and follow up. 4. Learners identify special customer requirements and evidence with a report on special customer requirements. 5. Learners review own work and identify performance improvement strategies.

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Retail Services
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Unit: 1
Unit title: Interact with customers
Unit code: LD700200213
Retail Operations

Mapping of CoreLife Skills

Learning outcomes	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1	X	X	X				
	1.2	X	X	X	X	X	X	
	1.3	X	X	X	X			
	1.4	X	X	X	X	X		
	1.5	X	X	X	X	X		
	1.6	X	X	X	X			
	1.7	X	X	X	X			
	1.8	X	X	X	X			
	1.9	X	X	X		X		
	1.10	X	X	X	X	X		
2	2.1	X	X	X	X	X		
	2.2	X	X	X	X	X		
	2.3	X	X	X	X	X		
	2.4		X	X	X	X		
	2.5	X	X	X	X	X		
	2.6		X	X	X	X		
	2.7	X	X	X	X			
	2.8	X	X	X	X	X		
3	3.1	X	X	X	X			
	3.2	X	X	X	X			
	3.3	X	X	X	X			
	3.4	X	X	X				
4	4.1	X	X	X	X	X		X
	4.2		X	X				
	4.3	X	X	X	X			

Abu Dhabi Centre for Technical and Vocational Education and Training Retail Services Qualification title: Level 2 Component Award in communication and retail Qualification code: SALD70020314 Unit: 2 Unit title: Communicate in the workplace to support team and customers Unit code: LD700200514 Retail Operations		
Level: 2	Credit value: 3	Notional learning hours: 45 hours
Unit information		
Unit description of content		
<p>This unit describes the performance outcomes, skills and knowledge required for effective communication with customers and other staff in the workplace. It involves establishing contact with customers, processing information, working in a team, maintaining personal presentation, following routine instructions, and reading and interpreting retail documents.</p> <p>The unit covers the ability to select and use verbal and non-verbal communication techniques to interact with colleagues and customers in a positive and inclusive manner, and to interpret and generate workplace information in a variety of formats.</p>		
Information for learning and achievement		
<p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance. Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.</p>		

Recording and storing of learner achievement
Keep evidence of learners' work in the Centre for up to one year. Encourage learners to maintain learning logs and evidence of professional development. Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.

Abu Dhabi Centre for Technical and Vocational Education and Training Retail Services Qualification title: Level 2 Component Award in communication and retail Qualification code: SALD70020314 Unit: 2 Unit title: Communicate in the workplace to support team and customers Unit code: LD700200514 Retail Operations		
Level: 2	Credit value: 3	Notional learning hours: 45 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Be able to communicate face-to-face with customers.		
Performance criteria: 1.1. A welcoming customer environment is maintained that reflects store branding and market position and is in line with store policy and procedures. 1.2. Customers are greeted warmly and in accordance with store policy and procedures. 1.3. An effective service environment is created through verbal and non-verbal interaction according to store policy and procedures. 1.4. Questioning and active listening are used to determine customer needs. 1.5. Confidentiality and tact is used.		
Learning outcome 2: Be able to use technology to communicate with customers.		
Performance criteria: 2.1. Telephone calls are answered in accordance with store procedures. 2.2. Questioning and active listening are used to identify caller and establish and confirm requirements. 2.3. Email, social networking sites and other technologies are used to receive and process information and customer requests in line with store policy and procedures. 2.4. Messages and information are recorded and promptly passed on. 2.5. Customers are promptly informed of any problems and relevant action being taken 2.6. Actions are followed up as necessary.		
Learning outcome 3: Be able to communicate with customers and colleagues from diverse backgrounds		
Performance criteria: 3.1. Customers and colleagues from diverse backgrounds are valued and treated with respect. 3.2. Cultural differences are considered in verbal and non-verbal communication. 3.3. Assistance to facilitate communication is obtained from colleagues or supervisor when required.		

Learning outcome 4: Be able to work in a team
<p>Performance criteria:</p> <p>4.1. A courteous and helpful manner is demonstrated at all times.</p> <p>4.2. Allocated tasks are completed willingly, according to set timeframes.</p> <p>4.3. Assistance is actively sought or provided by approaching other team members when difficulties arise.</p> <p>4.4. Lines of communication are identified and used with supervisors and peers in accordance with store policy.</p> <p>4.5. Constructive feedback provided by other team members is encouraged, acknowledged and acted upon.</p> <p>4.6. Questioning is used to minimise understanding.</p> <p>4.7. Signs of potential workplace conflict are identified wherever possible and action taken to resolve the situation using open and respectful communication.</p>
Learning outcome 5: Be able to read and interpret retail information
<p>Performance criteria:</p> <p>5.1. A range of retail documents are identified and listed.</p> <p>5.2. Information from a range of retail documents is read and interpreted.</p> <p>5.3. Appropriate application of information contained in retail information is demonstrated.</p>
Evidence guideline
<ul style="list-style-type: none"> • Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. • Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. • Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. • Learners should demonstrate no less than 80% of the requirements for the summative assessment. • Re submissions are permissible.
Evidence requirements
<ol style="list-style-type: none"> 1. Learners communicate face to face with customers and evidence with a report on face to face communication with customers. 2. Learners use technology to communicate with customers and evidence with a report on different types of technology and examples of usage in communication with customers. 3. Learners communicate with customers and colleagues from different backgrounds and evidence with a report on diversity and communication. 4. Learners work in a team and evidence with a report on communication, participation in and contribution to a team. 5. Learners read and interpret retail information and evidence with a report on information sources and application in the workplace. 6. Learners review own work and identify performance improvement strategies

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Unit: 2
Unit title: Communicate in the workplace to support team and customers
Unit code: LD700200514
Retail Operations

Mapping of CoreLife Skills

Elements	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1		X	X	X			X
	1.2		X	X	X			X
	1.3		X	X	X			X
	1.4		X	X	X			X
	1.5		X	X	X	X		X
2	2.1	X	X	X	X	X	X	X
	2.2	X	X	X	X	X	X	X
	2.3	X	X	X	X	X	X	X
	2.4	X	X	X	X	X	X	X
	2.5	X	X	X	X	X	X	X
	2.6	X	X	X	X	X	X	X
3	3.1	X	X	X	X	X		X
	3.2	X	X	X	X	X		X
	3.3	X	X	X	X	X		X
4	4.1	X	X	X	X	X		X
	4.2	X	X	X	X	X		X
	4.3	X	X	X	X	X		X
	4.4	X	X	X	X	X		X
	4.5	X	X	X	X	X		X
	4.6	X	X	X	X	X		X
	4.7	X	X	X	X	X		X
	4.8	X	X	X	X	X		X
5	5.1	X					X	
	5.2	X					X	
	5.3	X					X	