



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

National Guidelines

Completing the Annual Survey for Private Further Education and Training Colleges

2013

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Introduction

The Management Information Support (MIS) unit of the Department of Higher Education and Training (DHET) carries the legislative responsibility of providing education information to the education system as a whole, to support monitoring, planning and decision-making processes.

The data collected from this survey will form part of the national MIS database used to inform education policy makers and managers, as well as providing valuable information to external stakeholders.

It is therefore imperative that every college completes the survey in full and submits accurate data in a timely manner.

2. Background information regarding surveys

DHET has specified the requirements for the survey in order to ensure national uniformity. This facilitates the analysis of educational data on a national basis.

The Annual Survey is the most important source of information regarding the situation at your institution.

The Further Education and Training Colleges (FETC) Act, No 16 of 2006, inclusive of provisions of the FETC Amendment Act, 2010, state that **every college** must supply information about the college as is reasonably required.

Verification:

The verification of survey data means that a sample of the survey data is physically verified at the source, which in this case, is at selected colleges. The purpose of the verification procedure is to establish whether the colleges have effectively and honestly completed the survey instrument. Obtaining accurate student numbers is regarded as strategic information for DHET, and any irregularities with regard to this are deemed fraudulent.

Methodology:

Officials representing DHET will visit any college to verify information in connection with the affairs of the college. The relevant Departmental officials will conduct their visits according to a clear outline:

1. The officials will, through discussions with the Principals and staff, establish the correctness of student numbers; and
2. Any document (e.g. class registers and class lists), book or article relevant to the verification procedure will be examined and copies will be made if necessary.

3 Instruction for completing the Annual Survey for Private FET Colleges

3.1 General information

The annual survey for Private FET Colleges has to be completed by all Private FET Colleges. It involves, amongst other aspects, a complete count of students, staff, and details concerning the students.

Principals and information officers will receive the manual survey form via e-mail and the electronic capturing tool should be downloaded from the website <http://www.dhet.gov.za/easydownloads/easydownloads.html>. A signed hard copy of the survey and the staff forms must be kept by the college for audit purposes. Each staff member (both permanent and temporary) must complete a staff form.

3.2. BASIC GUIDELINES for completion of the form

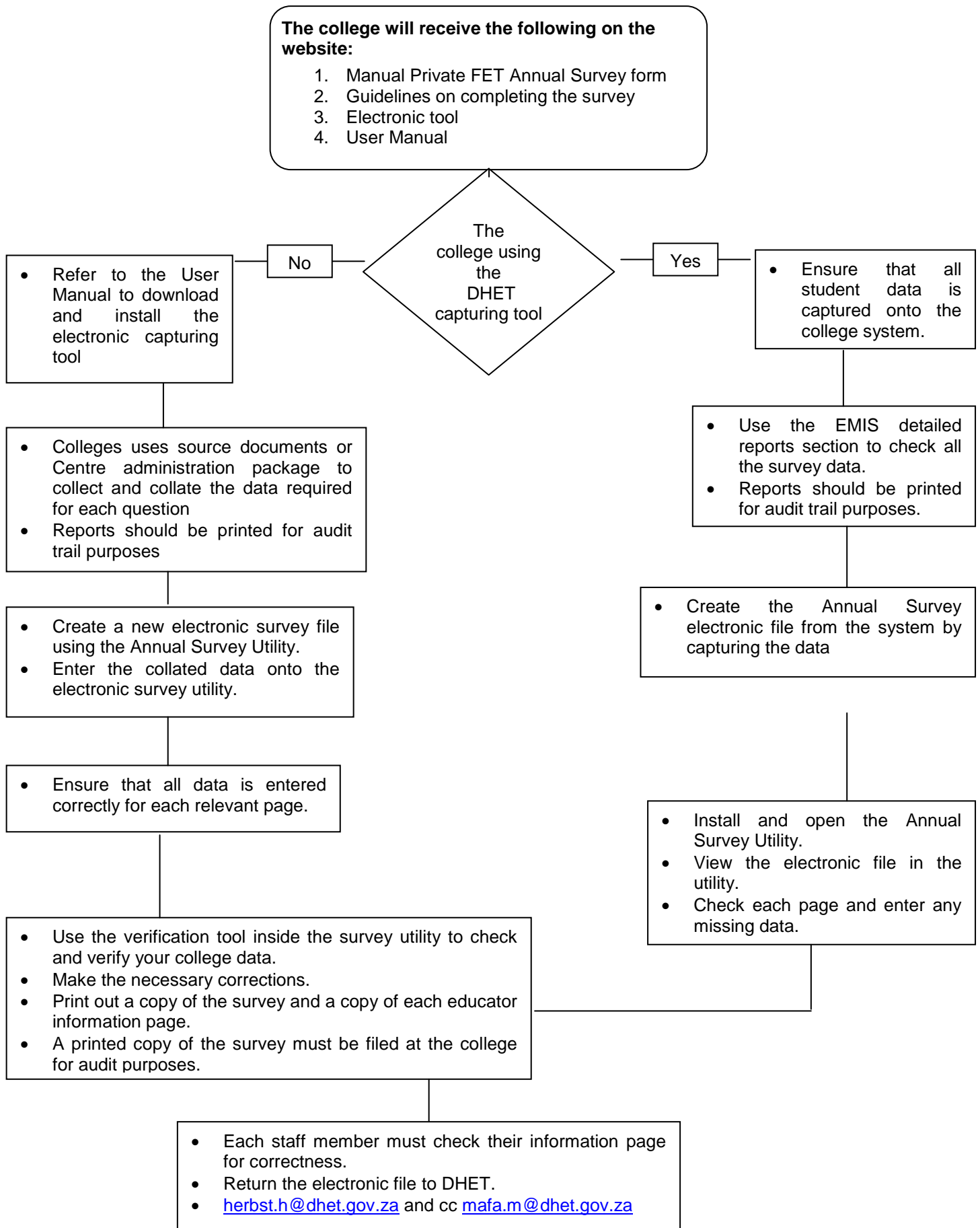
Forms are captured at the institution level in the data capture process. In order to facilitate the optical recognition of characters, please follow these basic guidelines when completing the form:

- Please **answer** all the questions as fully as possible.
- Do not enter any number of students nor total for a programme not offered at your college.
- **Do not** write “N/A” or “Not Applicable”.
- Please leave the blocks blank where there is no information. Do not use leading zeros, zeros or dashes.
- Please ensure that you submit your data timeously to the Department of Higher Education and Training.
- If you encounter problems in the completion of the survey tool please contact herbst.h@dhet.gov.za , mafa.m@dhet.gov.za, mojela.m@dhet.gov.za, Seoka.t@dhet.gov.za for assistance.

3.3 Accuracy of data

- It is important to collect student and staff information in terms of population group and gender in order to track the extent to which equity and access are being addressed.
- The principal must ascertain the validity of the information contained in the Annual Survey form.
- A copy of the completed survey form and the source documentation must be retained and filed at the college for audit purposes.
- All the data provided must pertain to **the survey period**. All registered students and staff who are absent on the survey date must be included.

4. PROCESS DIAGRAM



Detailed guidelines on completing the survey tables

5.1. Cover page

All colleges must complete the survey form and keep the form for audit purpose.

5.2. SECTION 1: General Information and Contact Details

Section 1 requires general information and contact details about the college such as the Legal- and the Trade name, addresses, telephone- and fax numbers, the college's email address and website name.

- *Please read the notes at the bottom of each table on the survey form. These notes offer additional guidelines in the completion of the tables.*
- *Please leave the blocks blank where there is no information. Do not use leading zeros, zeros or dashes.*

The information supplied in Section 1 is used to compile and maintain the master list of institutions in the country and is of vital importance for education planning purposes.



*Please refer to the **glossary** at the end of each section for definitions of the different terms.*

Question 1.1 – 1.20: General Information and Contact Details: Head Office

Part 1: Question 1.1 – 1.20: General Information and Contact Details of Head Office

- These questions collect data on general information of the college such as college Legal- and Trade name, province, address, local municipality, details of principal, contact numbers, the college's email address, website, etc.
- Question 1.17 focuses on collecting the contact details of the person at the college responsible for the college data and the management information systems (MIS).
- Question 1.18 asks for the selection of SETAs your college is registered or accredited with.
- Please complete each question in this section.

Part 2: Question 1.21 – 1.26: General Information and Contact Details of Site/s of Delivery

- These questions collect data on general information of the site/s of delivery of the college.
- If there is more than ONE registered site of delivery the information for each site should be entered separately.
- Please complete each question in this section.
- The questions from 1.24-1.26 collect data on postal and physical addresses and GIS coordinates of the FET college site/s

Data Source: This information should be available from the principal of the college and in the college registration documents

5.3 SECTION 2: Control Tables

Section 2 consists of control tables that collect information about staff category, gender, type of contract and type of appointment.

It also collects information on number of unique students that are registered at the college this year by programme, gender, type of agreement, and student registration per gender.

Table 2.1: Staff Survey

- This table collects data on total number of staff per category, gender, type of appointment and contract.
- An individual staff information form must be completed in section 4 for every staff member counted in this table.
- Double-counting is not permissible in this table.
- Refer to the glossary below table 2.1 for the definitions of staff terms.

Data Source: The number of staff members employed at the college during the survey period must be obtained from the official attendance register for staff of the college.

Table 2.2: Number of unique student enrolment at your college this year by curriculum program and gender

- This table collects data on total number of unique students registered at the college during the current year according to curriculum program and gender.
- **UNIQUE STUDENT ENROLMENT:** *Is the total number of students enrolled at the college according to their ID numbers.*
- Double-counting is not permissible in this table.
- **AUDIT REQUIREMENT: An FET College or campus** must be able to provide the list of names and ID numbers to substantiate the number of students entered into Table 2.2
- **UNIQUE SOUTH AFRICAN CITIZEN STUDENT:** Total number of students enrolled at the FET College who are South African citizens according to student's numbers or ID numbers
- **UNIQUE FOREIGN NATIONAL STUDENT:** Total number of students enrolled at the FET College who are not from South African – *Details of country of origin should be provided on Annexure A at the end of the survey form.*

Data Source: Total number of students enrolled at the FET College who are South African Citizens according to student's numbers and ID numbers.

Table 2.3: Number of student enrolments at your FET college this year by curriculum program and gender for the following categories

- This table collects data on total number of student enrolments at the college this year by curriculum program and gender by type of learning.
- This table requires the college to state as to how many students are enrolled for distance/correspondence learning, learnership and apprenticeship.

Data Source: The number of students enrolled at the college during the survey period must be obtained from the official class attendance registers of the college.

Table 2.4: Number of student who gained entry into the college via RPL by gender

- This table collects data on total number of students who gained entry into the college via RPL by gender.
- This is a unique student count.
- Double-counting is not permissible in this table.

Data Source: The number of students enrolled at the college during the survey period must be obtained from the official class attendance registers of the college.

Table 2.5: Student registration

- This table collects data on total number of students' enrolment per programme in the college during the current year according to gender.
- Students must be counted for every programme registration in the year.
- Double-counting can occur in this table, thus each table referring to this control table should match.

Data Source: Data to complete this question should be obtained from the student admission/registration form completed by the student on entry into the college or the student's profile documents.

5.4. SECTION 3: Detailed data entry on students

Detailed data entry on students and forms the bulk of the survey and requires specific information about the students at the college during the current year. All student data should be collated from the college data management system or record keeping (whether electronic or manual) and it must be based on accurate source data documents. It is important that colleges are able to produce an audit trail of how the data was collected and collated.

5.4.1. Source documents for section 3

The following documentary evidence must be retained by a college for audit purposes:

- The college accession register for each academic year;
- The attendance register (and accompanying documents) for each class for each academic year;
- The registration/admission forms for each student in the college;
- The cumulative student profile documentation for each student in the college for each academic year;
- Annual promotion schedules for each programme/level for each year.

These documents must be used to obtain the necessary information to complete the annual survey tables relating to student information.

Population Group data:

It is important to collect student numbers in terms of population group and gender in order to track the extent to which equity and access are being addressed in the education system.

The student should determine population group. This should reflect the students' own perception of their population group and not the racial classification used in the past.

5.4.2. Survey Table

Student enrolment:

Every student at the college must be counted in either Table 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, and 3.14

Every student must be counted again according to age in Table 3.15

Learners must not be double-counted across 3.1 to 3.13

Table 3.1: Student registration for Occupational Qualifications, NQF level 1 - 6

- This table collects data on student enrolment by occupational qualifications.
- When completing the table please use the NQF organizing field codes provided.
- **Occupational qualification** = NQF registered qualification that is quality assured by relevant ETQA or any other statutory quality assurance body
- All qualification titles with NQF ID should be added in this table.
- The Total for Table 3.1 must equal the Total of row 2.5.1 in Table 2.5.

Data Source: Data to complete this question should be obtained from the student admission/registration form completed by the student on entry into the college or the student's profile documents.

Table 3.2: Student registration for Occupational Qualifications in Level 1 by Population Group, Gender and Organising Field

- This table collects data on student enrolment by occupational qualification level 2.
- Students should be counted where they are registered for the most subjects.

Data Source: Data to complete this question should be obtained from the student admission/registration form completed by the student on entry into the college or the student's profile documents.

Table 3.3: Student registration for Occupational Qualifications in Level 2 by Population Group, Gender and Organising Field

- This table collects data on student enrolment by occupational qualifications level 3.
- Students should be counted where they are registered for the most subjects.

Data Source: Data to complete this question should be obtained from the student admission/registration form completed by the student on entry into the college or the student's profile documents.

Table 3.4: Student registration for Occupational Qualifications in Level 3 by Population Group, Gender and Organising Field

- This table collects data on student enrolment by occupational qualifications level 4.
- Students should be counted where they have registered most subjects.

Data Source: Data to complete this question should be obtained from the student admission/registration form completed by the student on entry into the college or the student's profile documents.

Table 3.5: Student registration for Occupational Qualifications in Level 4 by Population Group, Gender and Organizing Field

- This table collects data on student enrolment by occupational qualifications level 4.
- Students should be counted where they have registered most subjects.

Data Source: Data to complete this question should be obtained from the student admission/registration form completed by the student on entry into the college or the student's profile documents

Table 3.6: Student registration for Occupational Qualifications in Level 5 by Population Group, Gender and Organising Field

- This table collects data on student enrolment by occupational qualifications level 4.
- Students should be counted where they have registered most subjects.

Data Source: Data to complete this question should be obtained from the student admission/registration form completed by the student on entry into the college or the student's profile documents

Table 3.7: Student registration for Occupational Qualifications in Level 6 by Population Group, Gender and Organising Field

- This table collects data on student enrolment by occupational qualifications level 4.
- Students should be counted where they have registered most subjects.

Data Source: Data to complete this question should be obtained from the student admission/registration form completed by the student on entry into the college or the student's profile documents

Table 3.8: Student registration in N1 – N3 REPORT 191 Programmes by Population Group, Gender and Vocational Field.

- This table collects data on students in N1 – N3 according to population group, gender and vocational field.
- Students should be counted where they are registered for the most subjects.
- The Total for Table 3.8 must equal the Total of row 2.5.2 in Table 2.5.

Data Source: Data to complete this question should be obtained from the student admission/registration form completed by the student on entry into the college or the student's profile documents.

Table 3.9: Student registration in N4 REPORT 191 Programmes by Population Group, Gender and Vocational Field

- This table collects data on students in N4 according to population group, gender and vocational fields.
- Students should be counted where they are registered for the most subjects.

Data Source: Data to complete this question should be obtained from the student admission/registration form completed by the student on entry into the college or the student's profile documents.

Table 3.10: Student registration in N5 REPORT 191 Programmes by Population Group, Gender and Vocational Field

- This table collects data on students in N5 according to population group, gender and vocational fields.
- Students should be counted where they are registered for the most subjects.

Data Source: Data to complete this question should be obtained from the student admission/registration form completed by the student on entry into the college or the student's profile documents.

Table 3.11: Student registration in N6 REPORT 191 Programmes by Population Group, Gender and Vocational Field

- This table collects data on students in N6 according to population group, gender and vocational fields.
- Students should be counted where they are registered for the most subjects.

Data Source: Data to complete this question should be obtained from the student admission/registration form completed by the student on entry into the college or the student's profile documents.

Table 3.12: Student registration in NC (V) Levels 2 – 4 Programmes by Population

Group and Gender

- This table collects data on students in NC (V) levels 2 – 4 Programmes at the college according to population group and gender.
- Students should be counted where they are registered for the most subjects.
- The Totals for Table 3.12 must equal the Total of row 2.5.4 in Table 2.5.

Data Source: Data to complete this question should be obtained from the student admission/registration form completed by the student on entry into the college or the student's profile documents.

Table 3.13: Headcount Student registration for REPORT 550 or NSC (Grade 10 – 12) subjects by Population group and Gender

- This table collects data on student headcount enrolment in REPORT 550 subject according to grade, population group and gender.
- No REPORT 191 and/or NC (V) students should be captured in this table.
- Students should be counted where they are registered for the most subjects.
- The Totals for Table 3.13 must equal the Total of row 2.5.5 in Table 2.5.

Data Source: Data to complete this question should be obtained from the student admission/registration form completed by the student on entry into the college or the student's profile documents.

Table 3.14: Student registration for Skills Programmes and Short Courses

- This table collects data on student enrolment for skills programmes and short courses by NQF Level and NQF Field.
- These are not registered or accredited courses, and does not have Qualification IDs.
- The Totals for Table 3.14 must equal the Total of row 2.5.6 in Table 2.5.

Data Source: Data to complete this question should be obtained from the student admission/registration form completed by the student on entry into the college or the student's profile documents.

Table 3.15: Student registration by Programme, Gender and Year of Birth

- These tables collect data on student's enrolment by programme, gender and year of birth.

The Totals for Table 3.15 must equal the Total for rows of Table 2.5 the following way:

- The Total for column "Occupational Qualifications" for Table 3.15 must equal the Total for row 2.5.1 in Table 2.5.
- The Total for column "Report 191 N1 – N3" for Table 3.15 must equal the Total for row 2.5.2 in Table 2.5.
- The Total for column "Report 191 N4 – N6" for Table 3.15 must equal the Total for row 2.5.3 in Table 2.5.
- The Total for column "NC (V) Levels 2 – 4" for Table 3.15 must equal the Total for row 2.5.4 in Table 2.5.
- The Total for column "NSC (Grade 10 – 12)" for Table 3.15 must equal the Total for row 2.5.5 in Table 2.5.
- The Total for column "OTHER" for Table 3.15 must equal the Total for row 2.5.6 in Table 2.5.

Data Source: Data to complete Table 3.15 should be obtained from the birth date on the student admission/registration form completed by the student on entry into the college and the student's profile documents.

It is important that the college view the original birth certificate of each student and verify the accuracy of the birth date recorded on the student's profile.

Retain a copy of the completed Templates 3.15 for audit purposes.

Table 3.16: Number of Special Needs Education (SNE) students according to the PRIMARY disability

- This table collects data on SNE students according to primary disability and gender.
- Student must be counted once according to one disability only.
- Primary disability: Choose only one disability if the student is multiply disabled.

Data Source: Data to complete this question should be obtained from the student admission/registration form completed by the student on entry into the college or the student's profile documents.

5.5 SECTION 4: Staff Details

Every staff member must complete a staff details form consisting of two (2) pages. The staff survey must be completed separately for every staff member whose data is not available on the capturing tool. The number of forms must balance with the number of staff indicated on Table 2.1. The college must verify the staff data and make changes where applicable.

The colleges must print the staff details form from the electronic system. The colleges must also ensure that each staff form is printed for each staff. The staff form must be kept at the college for audit purpose. Staff forms must be completed as fully as possible. Principals must ensure that all the applicable information is completed on each staff details form.

Table 4.1 – 4.15 Staff Details – Private FET Colleges

- This section collects unit record data on each staff at the college per category.
- A staff details form must be completed separately for every staff member.
- The number of forms must balance with the number of staff indicated on Table 2.1.
- Each staff member must only complete one form each.
- This table collects information such as staff personal details, gender, population group, date of birth, disability status, etc.
- Indicate ALL the qualification types that the staff member has obtained. More than one qualification may be ticked.
- Indicate the curriculum/training areas that you currently lecture or train on, number of teaching hours per week, number in years of teaching experience for this curriculum/training area and number in years of formal training for this curriculum/training area.

Data Source: Data to complete this section should be obtained from the staff member application form completed by the staff member on entry into the college or the staff member's profile documents or the staff data captured on the Administrative system of the college.

Table 4.16 Lecturing Staff Details – Private FET Colleges

- Indicate the curriculum/training areas that you currently lecture or train on, number of teaching hours per week, number in years of teaching experience for this curriculum/training area and number in years of formal training for this curriculum/training area.

Data Source: Data to complete this section should be obtained from the lecture member application form completed by the lecturing member on entry into the college or the lecturing staff member's profile documents or the lecture data captured on the Administrative system of the college.

Annexure A

Complete this Annexure A to substantiate the total number of students reported on in Table 2.2

APPENDIX A: GLOSSARY AND DEFINITIONS

Central Office: A corporate office situated in a college or at a campus where administrative functions are taking place and there is no direct teaching and learning.

Campus: the ground of an educational institution that may be geographically removed from the main or central institution but still regarded as an entity.

Occupational qualification: NQF registered qualification that is quality assured by the relevant ETQA or any other statutory quality assurance body.

Temporary staff: Staff employed on a limited contract.

Permanent staff: Staff employed on a permanent contract.

Full-time staff: An employee appointed in a full-time substantive post working a full week, i.e. 35 to 40 hours per week.

Part-time staff: An employee appointed to work fewer hours than a full-time employee, i.e. less than the usual 35 to 40 hour working week.

***Lecturing staff:** Any person, who teaches, educates or trains others or who provides professional educational services at any college.

****Management staff:** The principal/CEO and any other person responsible for the management of the company/college.

*****Support staff:** All other staff members who are not Teaching or Management staff. Include staff that may render academic or student support services; those employed in human resource or financial management or administration; those responsible for the maintenance of the buildings and gardens, catering or security services.

For students to be classified as SNE the assessment done by the college, with the permission of the parent/s, must be ratified by a member of the District-based Support Team or any other relevant district official.

Classification of barriers to learning for special needs students

Attention deficit disorder with/without hyperactivity (ADHD): ADHD refers to a chronic disorder that initially manifests in childhood and is characterized by hyperactivity, impulsivity and/or inattention. Not all of those affected by ADHD manifest all three behavioral categories. Can lead to difficulty in academic, emotional, and social functioning. May be associated with other neurological, significant behavioral, and/or developmental/ learning disabilities.

Autistic spectrum disorders: Autistic spectrum disorders impact the normal development of the brain in the areas of social interaction and communication skills. Students typically have difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities, find it hard to communicate with others and relate to the outside world. - A medical practitioner, preferably a specialist (pediatrician or psychiatrist) must diagnose students.

Behavioural/conduct disorder (include severe behavioural problems): Students with behaviour / conduct disorder usually have little concern for others and repeatedly violate the basic rights of others and the rules of society. Children and adolescents act out their feelings or impulses in destructive ways. Offences often grow more serious over time. Such offences may include lying, theft, aggression, truancy, the setting of fires, and vandalism.

Blindness: Loss of useful sight. Blindness can be temporary or permanent. Damage to any portion of the eye, the optic nerve, or the area of the brain responsible for vision can lead to blindness. <3/60 in the better eye, after maximum correction.

Cerebral palsy: Cerebral palsy describes a group of chronic conditions affecting body movements and muscle coordination. Caused by damage to one or more specific areas of the brain, either traumatic, infectious, or developmental. Major types include spastic, dystonic, athetoid and ataxic and they can be quadriplegic, diplegic or hemiplegic. A medical practitioner must make the diagnosis.

Deafness: Students who experience a severe hearing impairment and who depend on specialised educational support. Hearing must be assessed through an auditory test and the hearing loss should be more than 61 dB at 0,5; 1; 2 and 4KHz in the better ear.

Deaf-blindness: Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs different from children with deafness or children with blindness.

Epilepsy: Disorder caused by the sudden over-activity of brain cells and characterized by repetitive attacks of a diverse nature. Seizures (or convulsions) occur when there is abnormal electrical discharge in the brain. This may be triggered by chemical imbalance or a structural abnormality. Seizures differ in cause, nature, severity, management and long term effect.

Hard of hearing: Students who experience a moderate hearing impairment and who are in need of additional specialised support. Hearing must be assessed through an auditory test and the decibel loss must be more than 31dB for persons under the age of 15 and more than 41dB for persons 15 years and older.

Mild to moderate intellectual disability: Students with an intellectual disability have significantly lower than average intellectual ability and deficits in social and adaptive functioning, that is, limitations in such areas as communication, social, daily living or movement skills. Students with mild to moderate intellectual disability are academically functioning on level below 75% of that of their peers. (See moderate to severe intellectual disability below) IQ tests are no longer administered considered administered appropriate.

Moderate to severe/profound intellectual disability: Students with moderate to severe/profound intellectual disability are academically functioning on a level below 50% of that of their peers. Some identifiable causes include: hereditary factors; chromosome abnormalities, such as in Down Syndrome; brain damage before or at birth; brain damage after birth due to illness or accident; malnutrition or other deprivation in early childhood.

Partial sightedness / Low Vision: Low vision is impairment of visual functioning even after treatment, for example an operation and/or standard refractive correction (has been given glasses or lenses) and has a visual acuity of less than 6/18 to light perception, or a visual field of less than 10° from the point of fixation (i.e. 20° across) but who uses, or is potentially able to use, vision for the planning and/or execution of a task.

Physical disability: Students with a significant physical disability that substantially limits one or more basic physical activities, such as walking, climbing stairs, reaching, lifting, or carrying.

Severely intellectually disabled: Students who experience severe intellectual disability and are more than two years behind their peers.

Specific learning disability: A specific learning disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding and/or using concepts through verbal (spoken or written) language or nonverbal means. This disorder manifests itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence and emotional maturity.

Psychiatric disorder: These disorders must be diagnosed by a psychiatrist or psychologist and could include:

Personality disorders: Mental illnesses that share several unique qualities. While many disorders vacillate in terms of symptom presence and intensity, personality disorders typically remain relatively constant.

Adjustment disorders: Disorders in this category relate to a significantly more difficult adjustment to a life situation than would normally be expected considering the circumstances.

Mood disorders: These include those disorders where the primary symptom is a disturbance in mood. In other words, inappropriate, exaggerated, or limited range of feelings, e.g. bipolar disorder, major depression disorder, etc.

Anxiety disorders: The primary feature is abnormal or inappropriate anxiety such as Acute Stress Disorder, Obsessive-Compulsive disorder, Phobias, Posttraumatic Stress Disorder, etc.

Psychotic disorders: The major symptom of these disorders is psychosis, or delusions and hallucinations. Delusions are false beliefs that significantly hinder a person's ability to function, e.g. schizophrenia.