



MAROOCHYDORE
STATE HIGH SCHOOL
.....
STRIVE AND SERVE

VET STUDENT HANDBOOK

VET Quality Framework

2026

Correct at time of publication but subject to change

Table of Contents

Introduction	4
Contact Details:.....	4
Course Information	4
Delivery and assessment.....	4
General entry requirements	4
Specific entry and/or completion requirements	4
Access and reasonable adjustments.....	5
Mode of delivery	5
Delivery location	5
Program duration.....	5
Amount of training and volume of learning	5
Learning resources	6
Assessment resources.....	6
Students from other schools.....	6
Students from the school.....	6
Early termination or withdrawing from the program.....	6
Evidence-gathering conditions.....	6
Work placement requirements.....	7
Third party arrangements	7
Educational and support services	7
Transition	7
Certification.....	7
Certificates and Statements of Attainment	7
Unique Student Identifier (USI).....	8
Credit arrangements	8
Transitioning from an old version to a new version of a training product	8
If a student already holds a unit of competency	8
Recognition of prior learning (RPL) arrangements	8
Replacement of Certificates and Statements of Attainment.....	8
Reporting	8
Recording results	8
Student profiles.....	9
Projects and evidence-gathering instruments.....	9

Data privacy and reporting	9
Use of personal email addresses	9
Complaints	9
Appeals.....	9
Public availability	9
Behaviour Management Policy and Attendance	10
Work Health and Safety	10
Student Training Agreement Form	11
Student Training Agreement Form	11
Personal details	15
Language and cultural diversity	16
Disability	16
Schooling.....	17
Previous qualifications achieved	17
Employment	17
Study reason	18
Disability supplement	19
Introduction.....	19
If you indicated the presence of a disability, impairment or long-term condition, please select the area(s) in the following list:.....	19

Introduction

Welcome to students undertaking a vocational education and training (VET) course this year. The purpose of this handbook is to provide all VET students with information about the VET programs offered. It also outlines your rights and responsibilities as a VET student studying at Maroochydore State High School. Take the time to read everything in this handbook as you will be required to sign that you understand its contents. If there is anything that you do not understand, please ask your teacher about it. You may need to refer to this handbook throughout your period of enrolment in your VET course/s. Please note that the Policies and Procedures covered in this handbook are edited to provide you with the key concepts. You can access the full copies of all the policies and procedures at any time by making a request to your Head of Department – VET and/or RTO Manager.

Maroochydore State High School (RTO 30397) is a Registered Training Organisation (RTO) and as such, is able to deliver and assess Nationally Recognised Qualifications under the Australian Qualification Framework (AQF). Information about Maroochydore State High School as an RTO can be accessed at: www.training.gov.au

Contact Details:

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Position: Head of Department – Life Technologies/Business/Japanese/VET

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Course Information

A current list of VET qualifications that Maroochydore State High School has approval to deliver training and/or assessment in can be found online:

<https://training.gov.au/organisation/details/30397/summary>

The subject selection booklet also provides information about our training programs, and other VET programs delivered through an external RTO.

Delivery and assessment

General entry requirements

General entry requirements for most programs include the student's agreement and ability to undertake the following:

- Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level
- Attend and participate in scheduled training and assessment
- Participate in workplace tasks to employer expectations
- Be able to work in an industry environment and handle industry standard equipment
- Comply with the RTO code of conduct requirements, directions on work, and health and safety matters

Specific entry and/or completion requirements

Specific entry requirements may exist for some courses.

Requirements to commence/complete some units within a qualification may include:

- successfully obtain a Blue Card (eligibility to work with children and young people) prior to engaging in activities with children under 18 years, www.bluecard.qld.gov.au/index.html

- successfully obtain a White Card (general construction induction card), www.worksafe.qld.gov.au/licensing-and-registrations/work-health-and-safety-licences/what-licence-do-i-need/general-construction-induction/apply-for-a-general-construction-induction-card
- mandatory work experience with an organisation or employer (this will include a minimum number of hours, e.g. hospitality service periods, structured volunteer program)
- other (details to be provided).

Prior to enrolment the RTO will provide advice in print or electronically to students on participation requirements and application processes.

Access and reasonable adjustments

When appropriate, reasonable adjustments will be applied by the RTO to consider the individual student's needs.

Reasonable adjustments may include:

- accessible class rooms
- note-taking support
- course material in alternative formats – electronic, large print
- use of laptop for assessments
- an Auslan (Australian Sign Language) interpreter
- extra time or extensions for assessments or alternative assessment tasks
- ergonomic chair/desk
- use of assistive technology
- other adjustments.

Mode of delivery

The mode of delivery includes any combination of the following:

- face-to-face in a simulated workplace environment for required performance and knowledge evidence
- work experience in commercial work site – third party report
- online for some components of training for knowledge evidence
- in a classroom ('off the job') for some components of training for knowledge evidence.

Delivery location

The delivery location for most courses is the principal place of business of the RTO, i.e. Maroochydore State High School. If applicable, students will be advised of locations of additional campuses where training or assessment services are provided.

Program duration

Total program duration for delivery and assessment is clearly communicated in the Subject Information Handbook and during induction at the beginning of the course. After the expiry of the program duration, no further assessment evidence will be accepted and no further training conducted.

Amount of training and volume of learning

The 'amount of training' relates to formal teaching and learning activities.

The nominal amount of scheduled training for each program will be provided during course induction.

The 'volume of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of the program.

The total volume of learning for each program is:

- 600 – 1200 hours (Certificate I and II)
- 1200 – 1400 hours (Certificate III and IV)

Learning resources

There are sufficient learning resources, equipment and facilities to:

- enable students to meet the requirements for each unit of competency
- support the number of students undertaking the training and assessment.

Assessment resources

Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application.

Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Evidence of skills and knowledge will be gathered simultaneously.

Students from other schools

Students not enrolled with the school but seeking enrolment for a VET program delivered by the RTO may become fee-paying students. Where this is the case, students will be advised in writing or electronically.

Students will be required to fractionally enrol with the school. Fractional Subject Resource Scheme fees and fees as per 'students from the school' will apply.

Students from the school

Students enrolled with the school may have to pay fees for a VET program. Where this is the case, students have been advised in writing or electronically.

Early termination or withdrawing from the program

In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver a VET program or students withdraw from the VET program:

- students will be issued with a Statement of Attainment for any successfully completed units of competency
- any fees paid toward the program will be refunded on a pro rata basis or as explained in the RTO refund policy.

Evidence-gathering conditions

Evidence-gathering will be progressively gathered for groups of units simultaneously. Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event. Evidence-gathering will be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, training journals and reviews of

work products/folios and third-party reports. Evidence-gathering will be done under the specific assessment conditions required by the units.

Work placement requirements

The RTO may require students to undertake work placement or work experience. When this is the case, a summary of the requirements will be recorded in Section 4 of the TAS. Students will be advised in writing or electronically.

Third party arrangements

'Third party' means any party that provides services on behalf of the RTO, but does not include a contract of employment between an RTO and its employee.

Where services are provided on the RTO's behalf by a third party, the provision of those services must include a written agreement. The RTO must disclose to the student the name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on the RTO's behalf. When the RTO offers a qualification on its scope to students and in order to achieve the qualification the RTO requires students to undertake training for one or more units with a different RTO, this is considered a third-party arrangement.

Educational and support services

Learners are school students in Years 10 to 12. The RTO will schedule supervised training and assessment sessions based on the timetable. Students may negotiate support in addition to scheduled hours to develop the required skills and knowledge.

Unmet educational needs of young persons aged 10–17 in the juvenile justice system — school RTOs within youth detention centres may deliver training and assessment to these students even if not in detention. The RTO does not deliver services to students in the juvenile justice system.

There are many people on staff who will be able to assist you if you need help. People involved in support and guidance services at this school include: Deputy Principals – Mr Ged Flegler (Year 9/10); Ms Shona Benjamin (Year 11/12); RTO Manager/HoD of Life Technologies/Business/Japanese and VET – Ms Liana Gerbo; Head of Senior School Mr Warren Evert; Head of Middle School – Mrs Ros Campbell; VET Liaison Officer – Mrs Keirdre Oakes-Ferguson and Guidance Officer – Mrs Bronwyn Gillies and Mr Richard Todd

Transition

If a qualification is superseded with a new version before the end of the expected duration of the program, then:

- if practical, students will complete training and assessment and receive any appropriate certificates in the old qualification within 12 months of the release of the new version
- if this is not practical, students will transition to the new qualification within 12 months and complete their training and assessment in the new version within the expected duration of the program. Credit will be arranged for units completed and deemed as equivalent.

Certification

Certificates and Statements of Attainment

If a student is assessed as meeting the requirements of the qualification, and all agreed fees the student owes to the RTO have been paid, then within 30 calendar days* of all conditions being met:

- an AQF certificate and record of results will be issued if the qualification in which the learner is enrolled is complete

- a Statement of Attainment will be issued if the qualification in which the learner is enrolled is partially complete.

*unless there is a written agreement with students and parents that the RTO will issue certification on exit or request.

Unique Student Identifier (USI)

The school RTO will not issue an AQF certificate, record of results or Statement of Attainment to a student without having a verified USI for that individual. The consequences of not providing the RTO with a USI have been explained to the student. Each student's USI will be recorded by the RTO in SLIMS or Student Management and reported to QCAA in the same year that the certification was issued.

A student may access their training records and results (transcript) using their online USI account. For more information, see usi.gov.au/Students/pages/default.aspx

Credit arrangements

Transitioning from an old version to a new version of a training product

If the National Register (training.gov.au) deems a superseded unit of competency to be equivalent to its replacement, students may claim credit for a successfully completed superseded unit.

If a student already holds a unit of competency

If a student has a Statement of Attainment for a unit of competency and it has the same code as a unit of competency making up this program, the student may make a claim for a credit transfer.

Recognition of prior learning (RPL) arrangements

Students may request recognition of prior learning (RPL) assessment.

Students are advised of the opportunity to apply for RPL and, if requested, will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, considering the student's prior learning.

Replacement of Certificates and Statements of Attainment

The RTO maintains an auditable quality register of all AQF qualifications (including Statements of Attainment) issued and authorised to issue.

The register contains sufficient information to identify correctly the holder of the qualification, the AQF qualification by its full title, and date of issue/award/ conferral.

The RTO has a policy that permits the replacement of certification documentation and maintains responsibility for authentication and verification of any replacement certification documentation.

Reporting

Recording results

RTO management records student enrolment data in QCAA approved software within the first term of the student's commencement of the VET program.

Evidence-gathering tools are used to make decisions about a student's progress toward competency. The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents.

Students may continue to submit evidence until they exit the program or the end of the program's duration period.

Assessor may determine final outcomes for units of competency at any time, but only after sufficient valid evidence has been gathered and assessed and any pre-requisite units have been successfully completed.

RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer, Superseded or Withdrawn) in Student Management software approved by QCAA. All final outcomes must be entered into a QCAA approved software program before the end of the last term of the VET program or immediately after a student exits the program.

Student profiles

Student profiles are updated by the assessor and are accessible to students on request. Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes. RTO management uses final outcomes recorded in student profiles to update Student Management.

Projects and evidence-gathering instruments

All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in the TAS document.

A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency.

Data privacy and reporting

Students are informed that personal information will be collected and reported on their behalf.

Use of personal email addresses

Agreed email addresses used on assessment materials and evidence provide the same acknowledgment as a signature. The RTO has recorded students and assessors email addresses.

Complaints

The complaints received by the RTO will be acknowledged in writing and finalised as soon as practicable. A complaint may involve the conduct of the RTO's officers, students or third-party service providers of the RTO. Any RTO officer may receive a complaint verbally, in writing or electronically.

Appeals

All appeals received by the RTO will be acknowledged in writing and finalised as soon as practicable. There are two types of appeals that can be lodged:

- appeal of final assessment decision
- appeal of any other RTO decision.

Appeals must be submitted to the RTO in writing using the RTO's appeal form.

Public availability

The complaints and appeals policy and procedure may be accessed via the publicly accessible school RTO website.

Behaviour Management Policy and Attendance

Every family in Maroochydore State High School has access to the Behaviour Management Policy. Please make sure that you read it as its application is also relevant to all school VET programmes. Attendance in VET classes complies with Maroochydore State High School's Attendance policy

Work Health and Safety

The safety and wellbeing of the staff and students of this school is one of our greatest responsibilities. All of us, including you, have responsibilities to ensure a safe environment. You are required to:

- Use and take reasonable care of any equipment that is provided
- Obey any reasonable instructions in relation to health and safety
- Not interfere with or remove any safety devices from machinery
- Report unsafe acts or equipment to a teacher and observe good housekeeping practices
- Report all injuries or near misses to a teacher
- Ensure that your conduct does not interfere with: School property; School staff safety or welfare, or with their ability to perform their duties; or School student safety or welfare, or their ability to benefit from instruction.

First Aid is available at the School Administration Office. Students or staff should not handle injuries which involve spilled blood without wearing gloves, and all blood spills must be cleaned appropriately by trained School personnel. An ambulance will be called in case of an emergency.

“The School must have certain teachers and equipment to run this course. If the School loses access to these resources, it will provide students with alternative opportunities to complete the course and the related qualification. The School retains the right to cancel the course if it is unable to meet requirements.”

If a student enrolls late into a Vocational Education and Training course, that student may not complete all competencies to enable them to attain the full Qualification. If this is the case, the student will receive a Statement of Attainment outlining the competencies they have completed.

Student Responsibilities

I acknowledge that I have been provided with a *Senior Curriculum Handbook and VET Induction session*, which contains information on the topics listed below. I acknowledge that I have read the handbook and was present at the induction session. I understand that I can access further information on these topics should I wish to do so from my Vet Teacher/s or the RTO Manager. I also understand that this information is available any time on request.

Topics covered in the VET section of the Curriculum Handbook/Website (www.maroochyshs.eq.edu.au)

- Enrolment and Admission
- Course information, including content and vocational outcomes (refer to individual subject pages)
- Fees and charges including refund policy (VET brochure/VET offerings) VETiS Funding/Costs
- Access and Equity
- Access to records “*Educational Standards*”
- Expectations
- USI requirements

Topics covered in the Induction session

- Complaints and Appeals Procedure
- Competency based assessment
- Recognition of Prior Learning (RPL)
- AQF qualifications
- Provision for language, literacy and numeracy support
- Student support and guidance services
- Flexible learning and assessment procedures
- Workplace Health and Safety
- Behaviour Management policy and attendance

CONSENT

I (Student’s Name), a student at Maroochydore State High School hereby consent to the school providing relevant information about me to the Queensland Curriculum & Assessment Authority (QCAA) to record my results in the calculation of my QCE. Information will also be recorded in Maroochydore State High School management system and MSH S/QCAA will issue the relevant certification.

I also understand that subject charges vary according to individual Certificate requirements as outlined in individual course information outlined in the Senior Curriculum Handbook (www.maroochyshs.eq.edu.au).

I also agree to the school showing copies of any of my VET completed assessment tasks to the QCAA on request. I understand that student work is required in order to satisfy the QCAA that all assessment is of the correct, industry standard. This acknowledgement form will be valid for the full delivery period of any certificated vocational course spanning Years 10, 11 and/or 12.

NOTE: If I am a late enrolment into this course, I understand that I may not complete the qualification. A statement of attainment will be produced for the units of competency achieved.

I agree to:

- Make a serious commitment to my vocational studies at Maroochydore State High School.
- Attempt to complete all units of competency on the first attempt and agree to revisit competencies if not competent after the first attempt.
- Meet the expectations and demands of the school in terms of participation, co-operation, punctuality, successful submission of work and high standards of behaviour and conduct.
- Maintain the high standard and reputation of Maroochydore State High School when participating in work placement, excursions and interaction with the business community.
- Comply with the student behaviour support procedures of Maroochydore State High School.

By signing this form, I agree to all of the policies and procedures related to VET that are outlined in all school documentation pertaining to VET.

Student Name			
Student Signature		Date	
Parent Name			
VET Trainer			
VET Trainer Signature		Date	

Privacy Notice

Under the *Data Provision Requirements 2012*, **Maroochydore State High School** is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on this enrolment form and your training activity data) may be used or disclosed by **Maroochydore State High School** for statistical, regulatory and research purposes. **Maroochydore State High School** may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies;
- NCVER.

Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes:

- populating authenticated VET transcripts;
- facilitating statistics and research relating to education, including surveys and data linkage;
- understanding how the VET market operates, for policy, workforce planning and consumer information; and
- administering VET, including program administration, regulation, monitoring and evaluation.

You may receive a student survey which may be administered by a government department or NCVER employee, agent or third-party contractor or other authorised agencies. Please note, you may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au (<http://www.ncver.edu.au>)).

Student Declaration and Consent

I declare that the information I have provided to the best of my knowledge is true and correct.

I consent to the collection, use and disclosure of my personal information in accordance with the Privacy Notice above.

STUDENT SIGNATURE [or electronic acknowledgement]..... DATE

PLEASE COMPLETE THE FOLLOWING DETAILS

Personal details

1. Enter your full name *

Family name (surname)

Given names

* Please write the name that you used when you applied for your Unique Student Identifier (USI), including any middle names. If you do not yet have a USI and want [name of RTO] to apply for a USI on your behalf, **you must write your name, including any middle names, exactly as written in the identity document** you choose to use for this purpose. See section on the USI at the end of this form for a detailed explanation.

2. Enter your birth date

Day/month/year | | | |

3. Gender (Tick ONE box only)

Male

Female

Other

4. Enter your contact details

Home phone _____ Work
phone _____

Mobile _____ Email
address _____

Alternative email address
(optional) _____

5. What is the address of your usual residence?

Please provide the physical address (street number and name **not** post-office box) where you usually reside rather than any temporary address at which you reside for training, work or other purposes before returning to your home.

If you are from a rural area use the address from your state or territory's 'rural property addressing' or 'numbering' system as your residential street address.

Building/property name is the official place name or common usage name for an address site, including the name of a building, Aboriginal community, homestead, building complex, agricultural property, park or unbounded address site.

Building/property name

Flat/unit details

Street or lot number (e.g. 205 or Lot 118)

Street name

Suburb, locality or town

State/territory

Postcode

6. What is your postal address (if different from above)?

Building/property name	_____
Flat/unit details	_____
Street or lot number (e.g. 205 or Lot 118)	_____
Street name	_____
Postal delivery information (e.g. PO Box 254)	_____
Suburb, locality or town	_____
State/territory	_____
Postcode	_____

Language and cultural diversity

7. In which country were you born?

Australia	<input type="checkbox"/> 1101	_____
Other – please specify		_____

8. Do you speak a language other than English at home?

(If more than one language, indicate the one that is spoken most often)

No, English only	<input type="checkbox"/> 1201	_____
Yes, other – please specify		_____

9. Are you of Aboriginal or Torres Strait Islander origin?

(For persons of both Aboriginal and Torres Strait Islander origin, mark both ‘Yes’ boxes)

No	<input type="checkbox"/> 4	_____
Yes, Aboriginal	<input type="checkbox"/> 1	3 (yes to both)
Yes, Torres Strait Islander	<input type="checkbox"/> 2	

Disability

10. Do you consider yourself to have a disability, impairment or long-term condition?

Yes	<input type="checkbox"/> Y	_____
No	<input type="checkbox"/> N	No – Go to question 12

11. If you indicated the presence of a disability, impairment or long-term condition, please select the area(s) in the following list:

(You may indicate more than one area) Please refer to the Disability supplement for an explanation of the following disabilities.

Hearing/Deaf	<input type="checkbox"/> 11	_____
Physical	<input type="checkbox"/> 12	_____
Intellectual	<input type="checkbox"/> 13	_____
Learning	<input type="checkbox"/> 14	_____
Mental illness	<input type="checkbox"/> 15	_____
Acquired brain impairment	<input type="checkbox"/> 16	_____
Vision	<input type="checkbox"/> 17	_____
Medical condition	<input type="checkbox"/> 18	_____
Other	<input type="checkbox"/> 19	_____

Schooling**12. What is your highest COMPLETED school level? (Tick ONE box only)**

If you are currently enrolled in secondary education, the *Highest school level completed* refers to the highest school level you have actually completed and not the level you are currently undertaking. For example, if you are currently in Year 10 the *Highest school level completed* is Year 9.

- | | | | |
|-----------------------|--------------------------|----|---|
| Year 12 or equivalent | <input type="checkbox"/> | 12 | |
| Year 11 or equivalent | <input type="checkbox"/> | 11 | |
| Year 10 or equivalent | <input type="checkbox"/> | 10 | |
| Year 9 or equivalent | <input type="checkbox"/> | 09 | |
| Year 8 or below | <input type="checkbox"/> | 08 | |
| Never attended school | <input type="checkbox"/> | 02 | Never completed any primary or secondary level education – go to question 14 |
-

13. Are you still enrolled in secondary or senior secondary education?

- | | | |
|-----|--------------------------|---|
| Yes | <input type="checkbox"/> | Y |
| No | <input type="checkbox"/> | N |
-

Previous qualifications achieved**14. Have you SUCCESSFULLY completed any of the qualifications listed in question 15?**

- | | | | |
|-----|--------------------------|---|-------------------------------|
| Yes | <input type="checkbox"/> | Y | |
| No | <input type="checkbox"/> | N | No – go to question 16 |
-

15. If YES, tick ANY applicable boxes.

- | | | |
|--|--------------------------|-----|
| Bachelor degree or higher degree | <input type="checkbox"/> | 008 |
| Advanced diploma or associate degree | <input type="checkbox"/> | 410 |
| Diploma (or associate diploma) | <input type="checkbox"/> | 420 |
| Certificate IV (or advanced certificate/technician) | <input type="checkbox"/> | 511 |
| Certificate III (or trade certificate) | <input type="checkbox"/> | 514 |
| Certificate II | <input type="checkbox"/> | 521 |
| Certificate I | <input type="checkbox"/> | 524 |
| Other education (including certificates or overseas qualifications not listed above) | <input type="checkbox"/> | 990 |
-

Employment**16. Of the following categories, which BEST describes your current employment status?**

(Tick ONE box only)

For casual, seasonal, contract and shift work, use the current number of hours worked per week to determine whether full time (35 hours or more per week) or part-time employed (less than 35 hours per week).

- | | | |
|---|--------------------------|----|
| Full-time employee | <input type="checkbox"/> | 01 |
| Part-time employee | <input type="checkbox"/> | 02 |
| Self employed – not employing others | <input type="checkbox"/> | 03 |
| Self employed – employing others | <input type="checkbox"/> | 04 |
| Employed – unpaid worker in a family business | <input type="checkbox"/> | 05 |
| Unemployed – seeking full-time work | <input type="checkbox"/> | 06 |
| Unemployed – seeking part-time work | <input type="checkbox"/> | 07 |
| Not employed – not seeking employment | <input type="checkbox"/> | 08 |
-

Study reason

17. Of the following categories, select the one which BEST describes the main reason you are undertaking this course/traineeship/apprenticeship (Tick ONE box only)

To get a job	<input type="checkbox"/> 01
To develop my existing business	<input type="checkbox"/> 02
To start my own business	<input type="checkbox"/> 03
To try for a different career	<input type="checkbox"/> 04
To get a better job or promotion	<input type="checkbox"/> 05
It was a requirement of my job	<input type="checkbox"/> 06
I wanted extra skills for my job	<input type="checkbox"/> 07
To get into another course of study	<input type="checkbox"/> 08
For personal interest or self-development	<input type="checkbox"/> 12
To get skills for community/voluntary work	<input type="checkbox"/> 13
Other reasons	<input type="checkbox"/> 11

Disability supplement

Introduction

The purpose of the Disability supplement is to provide additional information to assist with answering the disability question.

If you indicated the presence of a disability, impairment or long-term condition, please select the area(s) in the following list:

Disability in this context does not include short-term disabling health conditions such as a fractured leg, influenza, or corrected physical conditions such as impaired vision managed by wearing glasses or lenses.

'11 — Hearing/deaf'

Hearing impairment is used to refer to a person who has an acquired mild, moderate, severe or profound hearing loss after learning to speak, communicates orally and maximises residual hearing with the assistance of amplification. A person who is deaf has a severe or profound hearing loss from, at, or near birth and mainly relies upon vision to communicate, whether through lip reading, gestures, cued speech, finger spelling and/or sign language.

'12 — Physical'

A physical disability affects the mobility or dexterity of a person and may include a total or partial loss of a part of the body. A physical disability may have existed since birth or may be the result of an accident, illness, or injury suffered later in life; for example, amputation, arthritis, cerebral palsy, multiple sclerosis, muscular dystrophy, paraplegia, quadriplegia or post-polio syndrome.

'13 — Intellectual'

In general, the term 'intellectual disability' is used to refer to low general intellectual functioning and difficulties in adaptive behaviour, both of which conditions were manifested before the person reached the age of 18. It may result from infection before or after birth, trauma during birth, or illness.

'14 — Learning'

A general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviours, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability.

'15 — Mental illness'

Mental illness refers to a cluster of psychological and physiological symptoms that cause a person suffering or distress and which represent a departure from a person's usual pattern and level of functioning.

'16 — Acquired brain impairment'

Acquired brain impairment is injury to the brain that results in deterioration in cognitive, physical, emotional or independent functioning. Acquired brain impairment can occur as a result of trauma, hypoxia, infection, tumour, accidents, violence, substance abuse, degenerative neurological diseases or stroke. These impairments may be either temporary or permanent and cause partial or total disability or psychosocial maladjustment.

'17 — Vision'

This covers a partial loss of sight causing difficulties in seeing, up to and including blindness. This may be present from birth or acquired as a result of disease, illness or injury.

'18 — Medical condition'

Medical condition is a temporary or permanent condition that may be hereditary, genetically acquired or of unknown origin. The condition may not be obvious or readily identifiable, yet may be mildly or severely debilitating and result in fluctuating levels of wellness and sickness, and/or periods of hospitalisation; for example, HIV/AIDS, cancer, chronic fatigue syndrome, Crohn's disease, cystic fibrosis, asthma or diabetes.

'19 — Other'

A disability, impairment or long-term condition which is not suitably described by one or several disability types in combination. Autism spectrum disorders a