

Do-IT Profiler

Technical and Vocational Education Training Colleges The Student Profiler

***The Most Advanced Student Profiler
in South Africa***



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Profiler – The TVETs Package

What is the Student Profiler? Key questions

The Do-IT Profiler is software-as-a-service developed by Do-It Solutions Ltd to help identify skills, abilities, strength and weaknesses, monitor and evaluate over time, and offer support and recommendations based on data analysis at individual and institutional levels.

Key areas are:

Measurement – Uses cognitive assessment and self-reporting to collect data

Evaluation – Uses complex algorithms developed with sector leaders

Reporting – Provides feedback and advice at individual and organisational levels

Management – Offers extensive management capability at individual and organisation levels

Originally developed as an online service, the company has recently developed robust offline versions for intranet use (e.g. in prisons) as well as tablet standalone versions.

Why should I be interested?

If you are concerned about retention, certification, literacy skills, numeracy, ability to study or any other factors regularly used to measure TVET effectiveness, you should read this.

Is it fit-for-purpose for South Africa?

YES! With more than 50 000 SA students already tested.

Is it hard to administer?

No! Minimal training is required. The student self-assess using college computers.

Is it expensive?

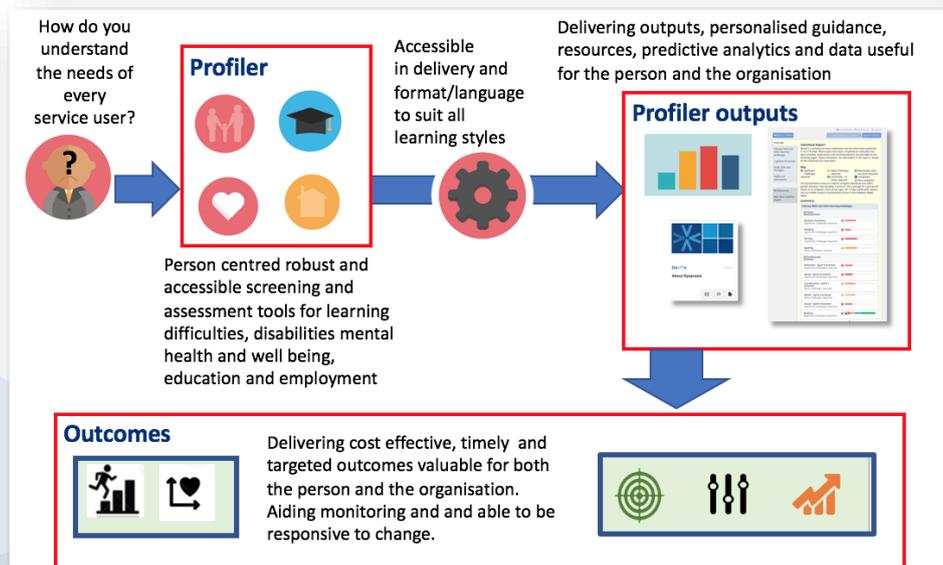
We have attractive packages for all budgets and all needs, including stages payments.

Does it help management?

See the section on Reports to understand how it helps both students and management.

Understanding information flow in Profiler

Do-IT >



Profiler – The TVETs Package

Pricing

The Profiler system delivers maximal returns on the financial investment of a college.

Pricing is flexible and allows for a college to choose their package. Where there is a need for a custom-made pricing model, the Profiler team will engage constructively.

It has been reported that colleges are now able to spend money better using the student Profiler. For example, research data is easily accessible with no outlay on expensive researchers and statisticians. The Profiler can save a college millions of rands due to the use of student and curriculum data that is used to drive planning and support.

The pricing packages below are worth the investment. Just ask colleges that are using the system. The Student Profiler is a 21st Century Assessment approach and highly affordable.

The student Profiler system in SA is a screening, assessment, placement, disability and social support profiler with no known equal. We invite engagement – call us.

Profiler Add-Ons and Bespoke Services

Special Reports

Please contact us for special reporting needs, including disabilities and funding agency report.

First language testing

Some modules now available in the following languages

- Afrikaans
- Zulu
- Xhosa
- Sotho



College	No. of Students	Cost per student	Cost
Package A	3000	R40	R120 000
Package B	5000	R40	R200 000
Package C	6000	R40	R240 000

Prices subject to VAT (We Can Also Work out Special Packages for Specific Numbers)

Profiler – The TVETs Package

Reports - Management

Profiler offers many different forms of reporting to suit diverse needs of different levels of management. The main categories are as follows:

Results Report

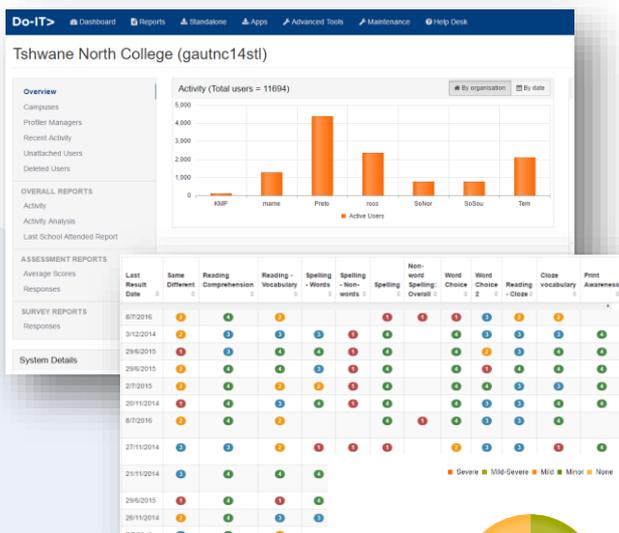
This provides information on Profiler usage and results obtained at all levels including individual, course, campus and college level, enabling comparisons to be drawn.

Question Level Report

Analysis can be carried out at the question level such as related to demographics (e.g. age, gender, employment status) as well as many other variables.

Downloading Excls

Some leaders are interested in a deeper understanding of their college by having in depth analyses of their data. This is achieved by downloading their own dataset.



Reports for management

Reports - Individual

There are three main types of report at the individual level. These are:

Summary Reports

For each of the main assessments there are a set of activities that are suitable for

Error Analysis Report

For every module taken there is an analysis of errors which may be used to help inform support and intervention.

Guidance Report

For every module there is a guidance sheet that offers advice and support for the individual struggling in a particular area.

#	Question	Answer given	Duration	Score
1	Sound: father	k	16.11	✗
2	Sound: unit	r	6.74	✗
3	Sound: giggle	g	8.24	✗
4	Sound: juggle	g	8.22	✗
5	Sound: item	v	0.2	✗
6	Sound: quickly	f	0.19	✗
7	Sound: sunset	k	8.22	✓
8	Sound: rainbow	u	8.21	✗
9	Sound: envelope	l		✗
10	Sound: destiny	d		✗
11	Sound: useful	l		✗
12	Sound: turkey	t		✗
13	Sound: sunny	a		✗
14	Sound: marise	m		✗
15	Sound: magic	c		✗
16	Sound: carpet	h		✗
17	Sound: garden	g		✗
18	Sound: target	d		✗
19	Sound: even	a		✗
20	Sound: jumping	j		✗
21	Sound: border	p		✗
22	Sound: lover	v		✗
23	Sound: power	h		✗
24	Sound: roughly	h		✗

Which Letter

The ability to identify the first letter of a spoken word's fundamental many times a related activities. From spelling unfamiliar words to looking words up in a dictionary. This activity requires several skills including:

- Segment the first sound phonemes. This tests the phonological segmentation skills.
- Recognise which of four letters (consonants) is the first sound in the spoken word.

Note that it is also necessary to hear the words clearly, and to be able to put the first letter of a word in the correct area. It may also suggest a difficulty in clearly hearing these sounds. However, if the child is being assessed in a language that is not their first language you may want to check their skills in that preferred language before you focus on experiences with the activity to check their hearing.

Note that in these activities, the first focus on the sounds, while the other combine the word with spelling.

There are many more activities provided. Explore the material when you will find many more activities. However, make sure they really do allow your child to practice the skill you need your child to learn. Also, be sure that in some significant learning their examples may be used.

Some Sounds

To check if the child can clearly hear the difference between the two sounds, by using a series of two words which are either the same or not the same. For example, in each of these two words start with the same sound (phoneme), if it is the same sound though different letters, say the first letter. If it is the same sound though different letters, appropriate for the first sound in 'ship' is 'sh', not 's'. Note that this assessment is more formally carried out in the advanced file testing.

Find the sounds

Just as you have to find the words that start with a given sound. Consider making a game whereby you also have to find an example, but keeping to non-familiar words, or you words that have non-familiar letters.

Circle the Sound

To help develop sound letter correspondence, try this exercise. Say out loud a letter sound, and ask the child to circle the sound using small objects or manipulatives. Use a set of words cards, but do not read them. Progress to more difficult words such as 'up' and 'yet', or use 'in' (A.B). The starting sound of 'ship' is the same as that for 'ship' and 'ship', but not the same as that for 'up'.

Shuffle

Using the 12 most common letters that are at the start of words (B, C, D, F, G, H, I, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z), make cards for each letter and prepare pieces that could have a letter for each of the 12 letters. Example: apple and umbrella. Shuffle the cards, placed to work, and put down cards in a line. If there is a possible second pronunciation of the apple (apple the letter), then the person who says the letter word that starts from the card on the table, and the game continues until a word from the list is used also randomly, such that apple could be 'a' but also 'p' for 'up'.

Happy

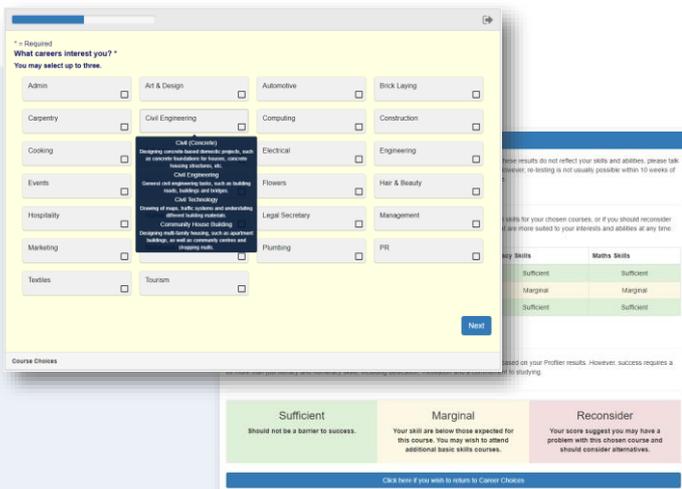
In this simple game, one person has to say and sound, and the other has to guess what they are referring to. The object is to be the 'happy' one. For example, 'I say the first letter of something beginning with 'h''. The other person would try to guess the answer in a given word.

Reliable Course Placement and Career Choice Assessment

Motivation, engagement, retention and exam outcomes are often strongly dictated by the ability to have a good match between the student and the chosen course. If they are doing the subject that interests them, they will engage, and try hard. But if they do not have the underlying literacy and numeracy skill to engage with, continue and complete the course, they will become disillusioned, drop-out or fail the exams.

Over the course of five years, Profiler has developed its Course and Career Choices module based on responses from more than 10 000 students from more than 100 subjects.

By ensuring their literacy and numeracy skills are good enough for their chosen course or career, Profiler provides evidence-based advice which will ensure the student has the best chances to succeed at College, and for the college to provide the right learning environment.



About scoring

Profiler has developed several ways to present results quickly and efficiently for the individual and for management. The most popular of these is the Bands reporting, which classifies individuals by one of four categories based on wider averages, as shown below.

Band

- 1 Band 1 – Red – Bottom 10%
- 2 Band 2 – Orange – 10% - 25%
- 3 Band 3 – Blue – 25% - 50%
- 4 Band 4 – Green – Top 50%

In addition Profiler uses Standardised scores, which allow comparisons across Campuses, TVET and even tests.

Retesting

When interventions are introduced, the tutor has access to Profiler repeat testing capabilities, and can monitor progress over time. This allows tutors to evaluate a particular intervention, to track changes, and to ensure the teaching is appropriate to the individual.

Profiler – The TVETs Package

Why Literacy Matters

Why is Literacy is important in TVET Colleges?

If a student does not have adequate literacy skills, they will not be able to follow their chosen course, do the necessary reading, take course notes and sit the examinations. Not only will they end up without a qualification but also they stop another more able student taking the course.

How can I measure literacy skills?

Profiler uses a combination of assessments to decide if, based on data previously collected in SA TVETs over the past five years, the level of skill of the individuals. The assessments used are shown in the panel to the right.

What is the consequence of assessing literacy?

This is not about recommending who is excluded from college but whether they have enough skills to complete their chosen course, if they should try a course which has less literacy demands or go on a course to improve their English literacy skills. **Profiler** helps with this process.

The Profiler Approach

By measuring Literacy skills on entry, not only will students be appropriately placed but also at the institution level, **retention goes up**, **certification goes up**, and as a consequence **reputation goes up**.



Profiler Literacy Battery



Spelling (T)



New Word Spelling (T)



Word Choice



Print Awareness



Reading Vocab (T)



Reading Comprehension (T)



Cloze Vocabulary (T)



Sound Discrimination

Intelligent Test Selection

Note that the student is only required to do the Sound Discrimination task if they do badly at the New Word Spelling test. The system does the test selection intelligently

Psychometrics

This literacy assessment battery used for TVET colleges provides a set of questions developed from testing more than 50,000 South African individuals.

Using this SA data, the items have been ranked in order of difficulty. To minimise stress and wasting of time, the system automatically detects when errors in real time have been made and stops the test where appropriate.

The Case for Numeracy

Why is Numeracy important in TVET Colleges?

Like literacy, if you do not have the basic maths skills to do the course, then you will fail. The skill level required will be dependent upon the demands of the course, which is why with **Profiler** we have spent five years collecting numeracy data, and matching it to the demands of TVET courses.

How can I measure numeracy skills?

Profiler uses a test that has a series of questions shown in order of difficulty. The computer makes evaluations of where to start and when to end the assessment, minimising the time spent at the computer.

What is the consequence of assessing literacy?

Results use data from more than 50,000 individuals tested in South Africa, making it fit-for-purpose to support students and institutions on the course placement process. The outcome is a report with recommendations as to if the student has sufficient maths skills for their chosen course, if they should consider another course, or if they should go on a course to improve their Maths skills.

The Profiler Approach

Maths skills assessment on entry ensures students are appropriately placed and have the best chance to succeed.

TVET Students and Typing

Did you know that less than 5% of all students in TVET colleges have “adequate” typing skills?

If a student does not have adequate literacy skills, they will not be able to follow their chosen course, do the necessary reading, take course notes and sit the examinations.

Why are typing skills important?

One of the key roles of the TVET college is to match students to industry, to ensure they have the skills to match those of the marketplace in their chosen profession. Yet despite most of industry demanding some form of keyboard skills 95% of all students do not have the necessary skills for the workplace. Note that this is based on results compiled using **Profiler**.

Can you fix typing skills easily?

Adequate typing skills can be learned with as little as 20 minutes a dedication per day for four weeks. Not only will it ensure students are ready for the workplace, but also speed up many aspects of study, such as internet searches as well as writing essays.

The Profiler Approach

Profiler uses Copy Typing as a key indicator of keyboard skills. Speed and accuracy are both measure, which provides a level of competency compared to expectations. Good keyboard skills will help significantly when it comes to job applications.

Student Support Information Makes the Difference

What Additional Social and Demographic Information Does Profiler Produce?

- Disability (Including Hidden Disabilities)
- Study Information
- Study Skills
- Dyslexia Screening
- Working Memory
- Visual Spatial Challenges
- How I Do Things (Challenges and Preferred Learning Methods)

The Student Profiler
Can Produce
Individual, Course, Campus,
College Reports
On all This Information

The Profiler Approach

Profiler uses a test that has a series of questions for the student. The feedback provided by the programme allows for a (dis) ability and hidden dis(ability) profile to be created. The system will also provide insights into how the student learns, the challenges they face and above all provides the college with a reliable first person narrative on the support requirements of that specific student. A better support strategy for the student can be planned that is based on first person and reliable feedback.

Individual and High Level Management Reports

The Profiler can of course aggregate (bring together) all of this information and provide the necessary statistics and trend related information that allow management and others to understand social, economic and other transformation requirements among the multitude of students. This is powerful data power at the hands of any good college administration. With Profiler, the adage “Knowledge is power” becomes a reality!

Do-IT>
Profiler

More About Me



Testimonials – What our clients say

“The Profiler gives college staff the responsibility to work together in order to provide an effective early intervention process to enhance student engagement, retention and success.”

Wilma van Jaarsveld – Westcol TVET College

“Profiler gives or has a potential of giving an educator a context and allows them to know what they are dealing with and why they can assist students with a number of challenges that they have.”

Elgie Strusla - PEC Dower Campus

Some of the Colleges that have successfully used Profiler:



More than **15000**
students
profiled



More than **12000**
students
profiled

Profiler – Shaping the Learner

Partnership Agencies

Shaping the Learner (STL), a South African agency, has been working with Do-IT Solutions UK, developers of Profiler, since 2012. STL is the South African agent, and has been instrumental in ensuring Profiler is fit for purpose in the SA context.

A group of powerful Clinical and Community Psychologists, educationist, legal experts and Social Workers has developed the companies into powerful service delivery units that focuses on the areas of social, educational and community development.

The directors of both STL and Do-IT, have extensive experience in the area of organisational development, research, education and more.

The companies are also involved in the design, implementation and coordination of development programs at government and community level across the world. STL and DO -IT have been working with organizations like the South African - Gauteng Department of Education, the Eastern Cape Department of Education, DHET structures and colleges such as Westcol, Tshwane North College and others in designing intervention programmes.

Shaping the Learner is the service provider partner for Do-IT Solutions Profiler in South Africa, and is the support team for all Profiler related enquiries.

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Gerald Williamson



Gerald is a Clinical Community Psychologist and Director of Shaping the Learner, an education research, training and development agency.



For the past five years he has been at the forefront of ensuring Profiler is fit for the SA marketplace, working with clients from primary schools to business.

Dr Ian Smythe PhD



Ian is the SA liaison partner, and co-founder, of Do-IT Solutions, developers of Profiler. As COO and Technical Director, he leads on the development of literacy assessments, as well as state-of-the-art psychometric analysis within Profiler. He has an international reputation in the development of literacy assessment and in particular the difficulties of multilingual individuals. This enables him to ensure delivery of Profiler in diverse languages that is fit-for-purpose in the multilingual environment of South Africa.

