

## Summary of the Hamet 2 (of the vocational training unit in Wablingen)

Demonstrated at the Wilhelm-Busch-Schule in Rehburg at the 2.12.2015

(Erasmus+ project- meeting)

Hamet 2 is a process for the analysis of potential/determination of competencies that is being conducted within grade 7 of the Wilhelm Busch Schule by the lower Saxony department for training. The analysis of potential takes three school days and the results of its computerised analysis are presented to parents and students on the final day. The results are later used to optimally guide students through potential issues while they enter the job market. Hamet 2 is only a small part of the whole procedure which will be explained in the following paragraphs.

Hamet 2 is an action-oriented test procedure for the detection and advancement of young people who need additional help with their professional competencies. It is comprised of several modules and covers essential aspects of training and career, as well as pointing out opportunities for individual advancement.

### Action oriented transferrable job competencies

During the assessment centre, module 1 can serve as an important building-block for decisions relating to the entry into the job market. As part of a variety of relevant components, this module captures action-oriented job competencies in particular. Through statistical analysis the following factors can be identified:

A Routine and speed

B Use tools (simple)

C Perception and symmetry

D Comprehension and Implementation of instructions

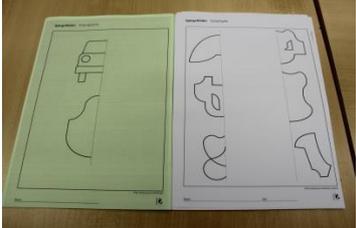
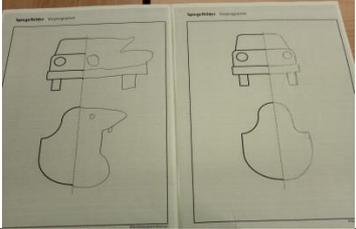
E Use tools (complex)

F Precision

Each task is practised prior to the test. All instructions are standardised and a standardised form is used to document aspects of the students' working behaviour.

At the Wilhelm Busch Schule, the Hamet 2 includes several tasks that are evaluated using the factors above:

Some examples	
1. Colouring in of one practice and one test image with a soft paintbrush and thick paint	

<p>2. Threading of 10 small-eyed needles onto one long thread</p>		
<p>3. Creation of mirror images from one practice and one test image (time taken is measured)</p>		
<p>Two results</p>		
<p>4. Folding of six napkins according to instructions while time taken is measured</p>		
<p>5. Cutting out of a body according to the instructions of the test leader (even teachers tried)</p>		
<p>6. Screwing in and out of big and small screws under time pressure</p>		

7. Tracing of a labyrinth with a sewing machine



The summary of the results collected on the PC



Due to the scientific construction and nomination of the procedure, test leaders are required to take part in a workshop before administering the test to ensure the standardised instruction, evaluation and interpretation of the tasks. Testing materials, tools, instructions, evaluation forms and observation forms are also standardised. The production of the profiles and the evaluation of the computerised task are computerised.

To be able to apply the results in an individually targeted manner, trained test leaders evaluate the results, analyse the profiles together with students and, if applicable, decide on a training strategy. Realistic goals, practice tasks and, if necessary, a repetition of the test are arranged.

The results how they emerge at the end to be used by job advisers talking with pupils and parents (This is one part of the results / perception and tool use)

