Safe People, Safe Planet

Pair card · Turn to your neighbour

EfVET Annual Conference 2026 · Brussels · Friday 23 October 2026 · 11:00–12:00 · Studio 201 A+B

Phones away. Write your neighbour’s answer below, let them check the wording, then switch roles.

Ask

1. Name one task learners actually perform.
2. Worker controls and others affected: what could harm the worker or other people?
3. Resources used and longer effects: what resource or environmental effect comes from the same task, now or later?

Then ask

4. Observable assessment: what could an assessor observe to know the learner handles both?
5. Enabling conditions: what must the training site or employer provide?
6. Your own example: how does your context or programme already handle a task like this? One example, worked or not.

EXAMPLE ONLY · NOT PART OF YOUR ANSWERS

Worked example, for illustration only. A sample task to show the kind of answer we mean. Choose your own task.

1. A task learners actually perform

Welding a metal frame in the training workshop.

2. Worker controls and others affected: what could harm the worker or other people?

Bright arc light and hot sparks, fumes in the air, and a hot workpiece left where a classmate could touch it.

3. Resources used and longer effects: what resource or environmental effect comes from the same task, now or later?

Energy use, wasted offcuts and electrodes, and fumes that leave the workshop if extraction is not used well.

4. Observable assessment: what could an assessor observe to know the learner handles both?

The learner sets up extraction and protective screens before starting, plans cuts to limit waste, sorts offcuts for reuse, and marks hot metal before leaving the bench.

Pair card · Answer sheet

Write your neighbour’s answer. Use your own task, not the example.

Question	Your neighbour’s answer
1. Task learners actually perform	
2. Worker controls and others affected	
3. Resources used and longer effects	
4. Observable assessment: what an assessor could observe	
5. Enabling conditions: what the training site or employer must provide	
6. Your own example from your context or programme	

Name / sector (optional): _____

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Table canvas · One task, four questions

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The worked example (welding a metal frame) is on the pair card. Use your own task here.

Table number: _____ Task chosen: _____

1 · Worker controls What could harm the person doing the task, and what controls it?	2 · Others affected Who else could be harmed: colleagues, clients, the public?
3 · Resources used What materials, energy, water or waste does the same task create?	4 · Longer effects What follows later: maintenance, reuse, end of life?

Enabling conditions (cut across all four): what the training provider or employer must supply for the learner to do it properly.

Learner outcome	Practice activity with feedback
Observable assessment	One recommendation

Steps: 1 Choose one task from the pair cards · 2 Map the four circles and the enabling conditions · 3 Write a learner outcome and a practice activity with feedback · 4 Write an observable assessment and one recommendation. The facilitators call time. Useful questions: What would you see? Who supplies the control? How much time or equipment does it take?

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Cross-table challenge and pitch

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Cross-table challenge

Exchange canvases with another sector. Reviewers test: Is the assessment observable? Is the action feasible? Write one objection. The original table reads the objection, revises the work and keeps any unresolved point visible. An unresolved objection is a result, not a failure.

Reviewer’s objection	Original table’s revision

One sentence per table

Choose a spokesperson and state your table number. Build your sentence from: Actor (who should act?) + Action (what should they do?) + Setting (school, workshop, site?) + Evidence of success (what shows it works?).

_____

_____

Table pitch · short and plain

Task (what task did you choose?) → Proposed change (what should change, and who acts?) → Unresolved objection (what remains open?)