UKATA

A leading association dedicated to improving the quality and standards of asbestos training

Asbestos: The licensed training guide

LTG23

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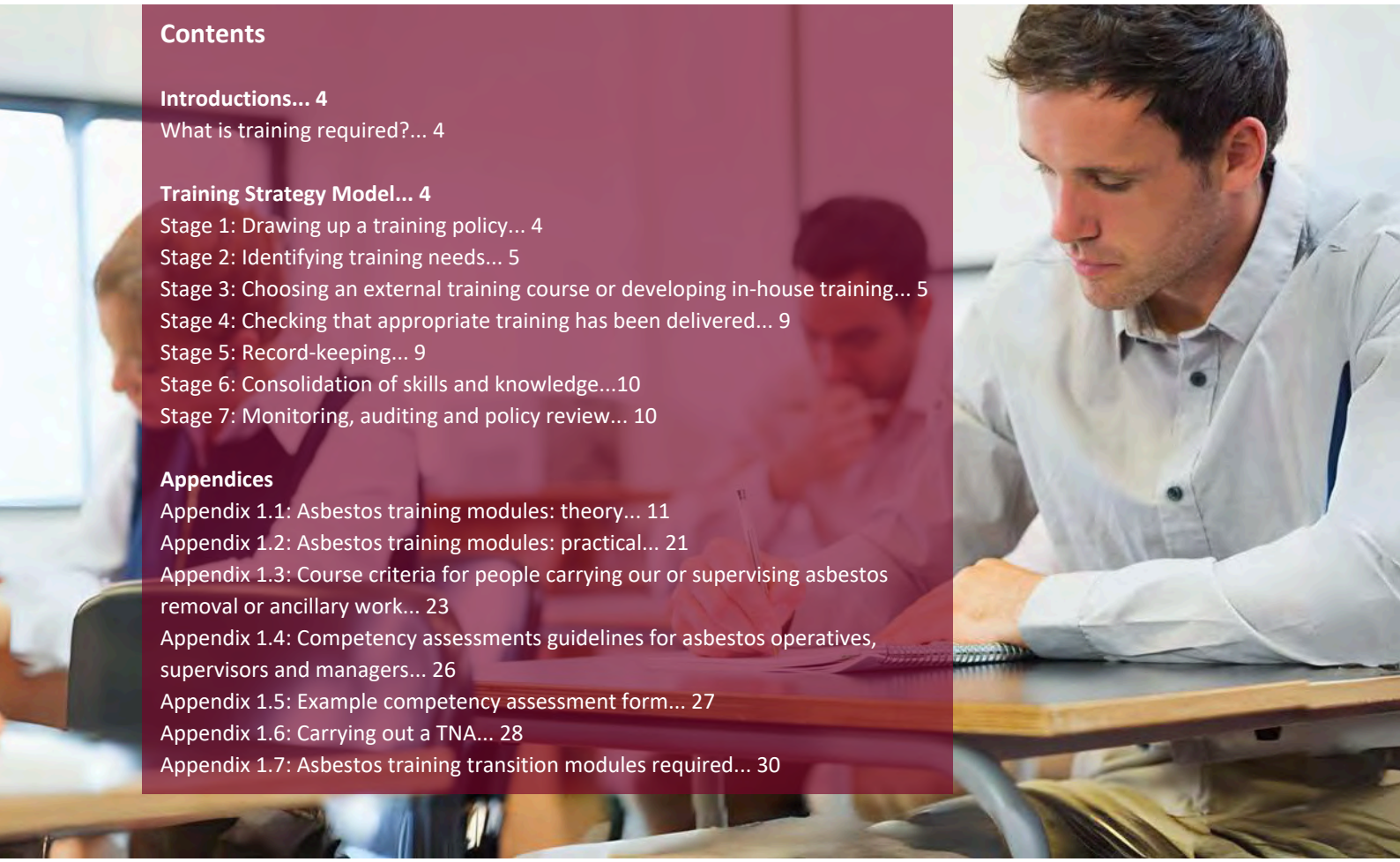
This guidance is issued by the UK Asbestos Training Association (UKATA). Compliance with this guidance is not compulsory, and alternative approaches to manage asbestos-related risks are permissible. However, adherence to these guidelines will generally ensure that you are meeting legal requirements.

Health and safety inspectors may reference this document to demonstrate good practice and to verify compliance with asbestos management laws.

Training for employees, supervisors and others working with asbestos containing materials (ACMs)



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Summary

- Employees of licensed asbestos companies must not be allowed to start work without having received the appropriate level of training.
- There should be a clear training strategy and policy along with regular competency assessments on their knowledge and practical skills.
- Take care over either the development or choice of the appropriate training courses, with particular reference to the use of a training needs analysis.
- Training courses should be designed to meet the course criteria in Appendix 1.3 and the course content in Appendices 1.1 and 1.2.
- Training on its own does not make people working with asbestos ‘competent’ and must be followed up by on-the-job consolidation of the knowledge and skills acquired for persons to become ‘competent’.
- Management should ensure that the training policy continued to be implemented and is still relevant.

Introduction

1.1 This section explains the nature of the training that should be given to the various types of personnel involved in licensed asbestos work, ie asbestos removal organisations, scaffold licence holders, supervisory licence holders and maintenance licence holders. This guidance contains an outline plan for the training required for the different personnel. The training topics are presented in the form of modules (see Appendices 1.1 and 1.2).

The training modules have been prepared considering the needs and historical training undertaken over the past two decades, and UKATA members experience and understanding of theoretical and practical training. Appendix 1.3 contains the agreed content that asbestos courses should follow.

Why is training required?

1.2 Regulation 10 of CAR 2012 required employers to ensure that adequate information, instruction and training are given to their employees who are liable to be exposed to asbestos or who supervise such employees. The aim of this regulation is to ensure that employees are equipped with the relevant skills and knowledge to enable them to remove asbestos safely or to supervise such work, by minimising their exposure to asbestos.

1.3 Following this guidance with help employers to fulfil the training requirements set out in paragraphs 251-253 of the ACoP L143, Managing and Working with Asbestos (Second Edition, 2013). This includes the need to provide role-specific training for all employees working with asbestos.

1.4 Training on its own does not make people working with asbestos 'competent'. Training must be consolidated so that the person becomes confident, skilful and knowledgeable in practice on the job (see paragraph 1.37).

Training strategy model

1.5 To assist in meeting training needs, all organisations involved in asbestos work should have a training strategy. Paragraphs 1.6-1.41 provide the details of a model for a training strategy.

Training strategy model
Stage 1: Drawing up a training policy.
Stage 2: Identifying training needs.
Stage 3: Choosing an external training course or developing in-house training.
Stage 4: Checking that appropriate training has been delivered.
Stage 5: Record-keeping.
Stage 6: Consolidation of skills and knowledge.
Stage 7: Monitoring, auditing and policy review.

Stage 1: Drawing up a training policy

1.6 The training policy should set out the following points.

- Who is responsible for managing the training policy.
- How training needs will be identified.
- Whether the organisation has the competence and resources to deliver training itself or requires the assistance of a recognised training provider.
- What to do if an employee fails a training course.
- How to determine whether training objectives have been met.
- How training will be recorded and kept up to date.
- How follow-up, on-the-job training will be implemented to consolidate new skills and knowledge.
- How to identify training needs for refresher training.
- How to monitor and review the policy.
- How the competence of the employee will be determined.

Stage 2: Identifying training needs

1.7 What is a 'training need'? A training need is a specific change in behaviour that is required to improve performance in a particular job or to bring a new recruit up to speed. The technique called 'training needs analysis' (TNA) involves a description of the difference between the existing behaviour and a desired behaviour. For example, an experienced asbestos removal operative fails to follow the correct decontamination sequence or a new recruit does not know the right way to decontaminate. In these instances, the training need would be 'to understand and apply the decontamination procedure in the right order' and a training programme should be chosen or drawn up that meets this need. A guide to carrying out TNA and an accompanying flow chart can be found in Appendix 1.6.

TNA is especially relevant for refresher training to ensure that the course is tailored to the audience and is not a repeat of the initial training course. Everyone employed to work with (or work ancillary to) asbestos materials such as insulation, asbestos coating or AIB must have their training needs assessed before they start work and before attending a refresher course. TNA can be carried out on a group of people and not just on an individual basis. Training needs should be identified by supervisors/managers as part of ongoing site monitoring. It is an employer's responsibility to ensure that a TNA is carried out, either in-house or with help from external consultants, auditors or training providers.

Stage 3: Choosing an external training course or developing in-house training

1.8 Training can be delivered in-house provided that the expertise and resources are available. Trainers should have the necessary skills, knowledge and experience to be trainers (see paragraph 1.30) and there should be suitable facilities. The alternative option is to use external training expertise. In both instances the guidance in paragraphs 1.9-1.30 can be used to find/develop suitable training for asbestos workers.

Course content

1.9 The content of the different types of training has been set out in a series of modules covering core topics for initial training, role-specific modules and refresher training. These modules are based on the list of training topics set out in the ACoP L143, Managing and Working with Asbestos (Second Edition, 2013) (see Appendices 1.1 and 1.2). When choosing an external course or designing an in-house course, these modules should be followed.

There are four areas of training that can be categorised to ensure the that the correct level of training is delivered and understood. The below table sets out the differing levels and the roles that they undertake.

Role within industry	Level	Work undertaken
Asbestos Removal	Operative, Supervisor, Manager	Licensed asbestos removal (as per CAR 2012, Reg 3) work which removes, repairs or disturbs asbestos, and remediation works, including, but not limited to, encapsulation, cleaning etc as detailed in CAR 2012, L143, Paragraph 30.
Asbestos Scaffolding (Ancillary)	Scaffold Operative, Supervisor, Manager	Providing licensed asbestos ancillary scaffold services to licensed asbestos removal contractors as detailed in CAR 2012, L143, Paragraph 38.
Asbestos Maintenance (Ancillary)	Maintenance Operatives, Supervisors, Managers	Providing ancillary services to the asbestos removal (LW and NLW including NNLW) industry for servicing and cleaning of Class H Vacuums and Negative Pressure units as detailed in CAR 2012, L143, Paragraph 37.
Asbestos Supervisory Licence Holder (SLH)	Not applicable	For SLH's who undertake supervisory roles within the asbestos removal industry as detailed in CAR 2012, L143, Paragraph 39.

1.10 Appendix 1.3 sets out training course criteria such as duration, tutor to delegate ratio etc, for initial, role-specific and refresher training. The training for asbestos removal operatives is progressive and must follow a competent route from initial to experienced, starting with Operative level through to Management level. Training providers should be questioned to ensure that the course meets these criteria. Companies providing in-house training should also follow these criteria.

1.11 Where no TNA is provided by the employer, this must be completed by the training provider prior to the training course commencing.

1.12 Where delegates are progressing through their career, their requirement for training should be determined by their needs, by considering their experience, time on site, practical skills and previous training. This training would be considered as "progressive" learning and the Asbestos Training Transition Modules outlined in Appendix 1.7 should be considered by the employer and training provider to progress the employee.

Practical training

1.13 The term practical in this context means hands-on training where delegates practice going through procedures in a simulated environment. Delegates must be given opportunity to try and practice for themselves, in addition to having it explained or demonstrated to them. For example:

- carrying out decontamination procedures by showering etc using a powered, live decontamination unit which is either specifically used for training purposes or if used for work, has been inspected and has a certificate of cleanliness;
- trying out RPE to ensure a good face-fit and knowing how to carry out basic user checks;
- the simulated use of controlled wet stripping techniques, such as multi-needle injection systems;
- construction of enclosures and airlocks;
- maintenance of plant and equipment;
- visual inspections of enclosures following removal or remediation works.

1.14 In general, where the training aims to impart knowledge, it will be mostly theory-based. When the training is about providing skills, the emphasis should be on practical training. The latter can be supplemented through the use of exercises and demonstrations including showing videos, taking part in case studies and visual demonstrations.

1.15 It will be important for the employer to check that the training course includes modules which have a practical element as described in Modules 20-23 in Appendix 1.1, and includes a means of gauging attainment levels. Both practical and theoretical sections of the course should be carried out by the same training provider.

Health and safety of delegates

1.16 Health and safety issues should be considered during practical training sessions. The training provider must undertake appropriate risk assessments to minimise accidents during training sessions, particularly practical sessions where the risk from slips, trips, cuts, potential work at height, manual handling and electric shock are increased.

New recruits

1.17 'New' employees, or initial training delegates may have worked in the industry before, but it should not be assumed that their experience is sufficient to dispense with further training. For example, new recruits may be unaware of their employer's safety policy, in particular systems of work currently in force or the protective equipment used. They may also have received inadequate training in the past and may not fully appreciate the dangers of asbestos. Induction training covering in-house health and safety procedures will therefore be necessary for all new employees even if they have already received basic training in asbestos. This will include training in health risks, emergency procedures, waste disposal and the company's own induction before being allowed to work even outside the enclosure.

Existing employees

1.18 The continuing training needs of existing employees should be assessed regularly. Information and training updates on, eg new working techniques or changes to legislation or industry best practice should be given at the earliest opportunity. Do not necessarily wait for the annual refresher training which, although it is a useful vehicle for getting such information across, may be too far in the future. Evidence of delegates' successful completion of basic training should be provided to external training providers before enrolling them on refresher training.

Types of training

1.19 Unless specific 'in-house' training is required (such as training on new policies, procedures or items of plant or equipment), delegates with different roles should not participate in the same course. Training will be based on the role of the employee. In addition, training will depend on the experience of the employee. It is divided into two categories:

- initial training;
- refresher training.

Initial training

1.20 Initial training is required for employees new to licensed asbestos work. There are certain key topics that must be covered by people involved in asbestos removal work. The depth to which trainers go will be dependent on the TNA and the role carried out by the individual(s). The Initial Training Modules 1-19 are set out in Appendix 1.1.

1.21 There are particular areas of training that are specific to the role of the employee. However, there are some job holders who will have to cover all topic areas to gain an understanding of what the others do, so they can manage or supervise them. Such job holders include supervisors and managers. Role-specific Modules are incorporated into Appendix 1.1 and include the following roles:

- Asbestos Removal Operatives;
- Asbestos Removal Supervisors;
- Asbestos Removal Managers;
- Ancillary Scaffolding Operative;
- Ancillary Scaffolder Supervisor;
- Ancillary Scaffolder Manager;
- Ancillary Maintenance Engineer;
- Ancillary Maintenance Supervisor/Manager;
- Asbestos Supervisory Licence Holder (SLH).

Refresher training

1.22 The aim of refresher training is to identify good and bad practice and to ensure that the good practice is shared and that bad practices are stopped. Employers who undertake a TNA will help to make any annual courses more relevant to delegates. Refresher training should aim to achieve the following objectives:

- fulfil identified training needs;
- impart new information, eg changes in legislation and work practices (such as use of new equipment or wetting techniques);
- remind employees of the risks they face working with asbestos;
- reinforce procedures such as the use of hygiene decontamination facilities, use and maintenance of RPE and how to use controlled removal techniques;
- share good practice and eliminate bad practice.

1.23 It is important to ensure that the correct staff are booked on the appropriate course, ie a refresher training course and not a repeat of the initial training modules. If training needs are identified that require practical training, the course time may need to increase to incorporate such sessions.

1.24 The term ‘operative’, ‘supervisor’ and, ‘manager’ relates to the person’s responsibilities and the function of their role and not their job title. It is essential that people are sent on the course or series of modules that best reflect their role. The subjects in the modules outlined in Appendices 1.1 and 1.2 will vary in depth according to the role of the delegates. For example a supervisor will need to have good fault-finding skills to check conditions on site, whereas a manager will only need an overview of what checks the supervisor should be carrying out.

1.25 Managers should know about the licensing requirements and the implications of not complying with the standards set out in the ACoP and asbestos legislation.

Assessment

1.26 The content of training and pace of delivery should be influenced by an employee’s previous knowledge and experience. A delegate’s performance should be assessed at regular intervals so that the trainer can keep the employer informed about their progress. An assessment, set by the trainer, is a way of indicating that the delegate has successfully understood the information presented during the training programme. It will also be appropriate to assess performance in practical sessions, such as the fitting of RPE, enclosure construction, decontamination and wet-stripping removal techniques (see Modules 20-23, Appendix 1.2).

1.27 A delegate whose final assessment is unsatisfactory, or who has not completed all the core modules, should not be permitted to work in areas where exposure is liable to exceed the relevant control limit until additional training has been given and they have achieved a satisfactory pass mark (see ‘Assessment of attainment levels’ Appendix 1.3).

1.28 It is important to check that training providers will assess delegates, as it is not acceptable for delegates to receive a training certificate for attendance only. Delegates should be informed of their pass mark. Training certificates must be issued by the training provider or training association. Training providers should maintain records of all delegates that have undertaken the training and the results obtained for future verification of training and for copies of replacement certification where requested.

Delivery techniques

1.29 It is well known in the industry and very important to motivate delegates to participate in the training. It is particularly important to remember that the majority of delegates will not be used to being in an educational environment and are more used to learning by doing. The training provider should utilise the following to engage and motivate the delegates throughout the training and delivery of the course:

- variation of delivery methods, eg video, lecture style, exercise, practical;
- making the training objectives relevant to delegates’ work and role;
- encouraging group discussion;
- providing feedback on progress by the means of assessment.

It is well known in the industry and very important to motivate and engage delegates during training. Many delegates may have diverse experiences with educational settings and might be more accustomed to hands-on, practical learning. Recognising that people have varied learning styles and needs, training providers should prioritise the following techniques to ensure a comprehensive and adaptive learning experience:

- Utilising a variety of delivery methods, such as video, lecture format, exercises, and practical sessions;
- Incorporating activities that cater to different learning styles, such as visual, auditory, kinesthetic, and reading/writing preferences;
- Ensuring training objectives align closely with delegates' work and roles, making them directly applicable and relevant;
- Promoting group discussions to facilitate collaborative learning;
- Regularly providing feedback on progress through assessments;
- Offering supplementary materials and resources to reinforce learning for those who may benefit from them;
- Being mindful of potential language barriers and providing translations or interpreters when necessary;
- Creating an inclusive environment where questions and clarifications are encouraged, ensuring all delegates can follow and benefit from the training.

Competence of trainers

1.30 All training should be provided by trainers who are competent, ie they have adequate personal practical experience in the asbestos sector, theoretical knowledge of all relevant aspects of the work and the ability to deliver effective training courses. Recommended trainer experience and qualifications are detailed below:

- a minimum of at least three years' experience (within the past five years) in the asbestos industry. This will be taken to include, surveying, analytical, removal, consultancy, training, management etc. and must be able to demonstrate a comprehensive practical working knowledge, within the asbestos industry, including its legislative requirements;
- a good understanding of HSE Guidance: HSG247;
- able to demonstrate experience of delivering licensable training;
- a suitable asbestos qualification recognised by the asbestos industry, which may include asbestos surveying, asbestos management or asbestos removal;
- a recognised trainer qualification, ie Level 3 Award in Education and Training.

Trainers should maintain and be able to demonstrate their knowledge by undertaking ongoing continuous professional development (CPD). Trainers should be capable of identifying the most appropriate methods of presentation, how to design and evaluate courses and how to carry out the assessment of delegate performance. Employers should make enquiries about the trainer's experience and relevant qualifications.

Stage 4: Checking that appropriate training has been delivered

1.31 Employers should have checks in place to ensure that the correct training programmes have been delivered and that the right people have received the right training, ie that new asbestos workers have covered the initial modules and have not received refresher training aimed at experienced employees.

1.32 At the end of a course the training provider must confirm whether employees have passed the relevant modules. Employers should go on to check that any specified additional training objectives (ie outside the standard modules) have been met. If some training objectives have not been met, employers should review the initial training needs. It should be established with the training provider whether the delegate should do on a different type of course and/or the reasons why the objectives have not been covered in sufficient depth. Employers should ensure that employees' training objectives have been met during the training programmes attended. The design and content of courses should be checked on a regular basis, at least annually, to ensure that they are still up to date and take into account any changes to legislation, industry best practice or company's internal policies and procedures.

Stage 5: Record keeping

1.33 Records need to be kept in order to demonstrate that the workforce has been suitably trained and that their training has been kept up to date. Such information will be required as asbestos licence interviews, carried out by HSE inspectors, as part of the Asbestos Licence Assessment Guide procedure.

1.34 Employees should be given a copy of their training certificate/record. Originals can be kept centrally and copies sent to individual sites to be checked by visiting Enforcing Authority Inspectors or to accompany the Construction Skills Certification Scheme (CSCS) card. Certificates should be validated with the training provider or training association to ensure authenticity.

1.35 Certificates or identity cards supplied must contain the following information:

- a unique numbering system;
- the delegate's photograph;
- the date(s) of the training course(s) and renewal date;
- the type of course(s) and the modules covered (where relevant);
- the name, address and contact details of the training provider;
- anti-fraud measures;
- certificate validation method.

1.36 In order to build up evidence of worker competence, employers can use logbooks to demonstrate the type of work that the employee has been carrying out and to what standard. Adequate record keeping is essential for effective monitoring (see paragraphs 1.38-1.40).

Stage 6: Consolidation of skills and knowledge

1.37 It is essential for recently trained employees, particularly those new to asbestos work, to consolidate their newly acquired skills and knowledge by putting them to use on the job. Supervisors and managers will play an important role in coaching these members of staff by reinforcing good work practices and correcting any bad ones. Where persistent problems occur, re-training may be required. It is important to begin the consolidation process as soon as possible after training has been provided, but certainly within three months. Some form of assessment will be required to gauge how well the employee is performing. Logbooks can be used to record examples of work done which demonstrate the application of specific skills.

Stage 7: Monitoring, auditing and policy review

Monitoring

1.38 To ensure the effective implementation and review of the policy, all aspects of the training programme should be monitored. Supervisors will play an important part in the day-to-day monitoring, but formal monitoring should be the responsibility of senior management. Directors or owners of the company should take an overall interest in and responsibility for the training programme and should monitor its effectiveness. The monitoring arrangements should be set out in the safety policy. The form of monitoring should be set out by the employer to monitor, assess, review and maintain competency across their work force. This can be done in a number of ways but should look to assess the employee's theoretical knowledge and practical skills.

Auditing

1.39 Training courses should be audited in some way to establish that they meet the course criteria set out in this guidance and that syllabi have been delivered effectively. The delivery techniques and competence of trainers should also be audited to ensure consistent quality, uphold industry standards, and continuously enhance the learning experience for delegates (see paragraphs 1.23-1.30). Audit and review findings should be acknowledged and implemented where necessary to ensure future courses meet the course criteria.

Policy review

1.40 The training policy, like all health and safety policies, should be reviewed on a regular basis. As annual refresher training is required as a minimum, it may be appropriate to review whether the training policy is still relevant to business needs on an annual basis. Further guidance on how to monitor and review policies can be found in the HSE guidance booklet HSG 65 Managing for Health and Safety.

Further information

1.41 For detailed guidance on syllabi, criteria and assessment, contact your training provider or training association.

APPENDIX 1.1
ASBESTOS TRAINING MODULES: THEORY

Module 1	Types, uses and risks of ACMs
1A	**Asbestos Operatives** Types of asbestos fibres – characteristics, uses, identification methods (introduction), nature and levels of risk for different groups of ACMs; history of import, manufacture, and installation of different ACMs; types of products that may contain asbestos; likely locations; previous treatment methods covering old asbestos applications; ACMs' friability/conditions when they will release fibres; recognition and need for control; emergency and remedial work, surveys (overview).
1B	**Asbestos Supervisors** As for operative, ACMs – know how the presence of asbestos can be confirmed (bulk sampling and analysis).
1C	**Asbestos Managers and SLHs** As for Asbestos Supervisors.
1D	**Ancillary Scaffolder Operative** As for Asbestos Operatives.
1E	**Ancillary Scaffolder Supervisor** As for Asbestos Supervisors.
1F	**Ancillary Scaffolder Manager** As for Asbestos Supervisors.
1G	**Ancillary Maintenance Engineer** As for Asbestos Supervisors, excluding locations of ACMS in buildings.
1H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Supervisors.

Module 2	Health hazards of asbestos
2A	**Asbestos Operatives** How fibres cause disease; types of asbestos-related diseases and how related to exposure; medicals under CAR; need for dust/fibre suppression to control exposure; need for correct use/ maintenance of RPE; health effects of smoking and risks of taking home asbestos-contaminated equipment/clothing etc.
2B	**Asbestos Supervisors** As for Asbestos Operatives.
2C	**Asbestos Managers and SLHs** As for Asbestos Operatives plus outline of legal responsibilities (CAR); civil vs criminal law.
2D	**Ancillary Scaffolder Operative** As for Asbestos Operatives.
2E	**Ancillary Scaffolder Supervisor** As for Asbestos Managers and SLHs.
2F	**Ancillary Scaffolder Manager** As for Asbestos Managers and SLHs.
2G	**Ancillary Maintenance Engineer** As for Asbestos Operative.
2H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Managers and SLHs.

Module 3	Legislation
3A	**Asbestos Operatives** Duties of the individual; key duties of the employer; overview of the licensing framework; control of exposure- as low as reasonably practicable; overview of CAR; requirements of the ACOP and associated guidance; overview of waste regulations and Environmental Protection Act and overview of REACH 2009.
3B	**Asbestos Supervisors** As operatives, but with emphasis on responsibilities of supervisor.
3C	**Asbestos Managers and SLHs** As operatives, but with emphasis on management responsibilities; knowledge of which work requires a licence, the types of insurance cover required and sourcing of information on ACMs.
3D	**Ancillary Scaffolder Operative** As for Asbestos Operatives.
3E	**Ancillary Scaffolder Supervisor** As for Asbestos Managers and SLHs.
3F	**Ancillary Scaffolder Manager** As for Asbestos Managers and SLHs.
3G	**Ancillary Maintenance Engineer** As for Asbestos Operatives.
3H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Managers and SLHs.

Module 4	Site set up, maintenance and dismantling
4A	**Asbestos Operatives** Set up: Need for pre-clean; vacuum cleaners; site layout, including siting of hygiene unit as close to enclosure as possible; optimal positioning of air/baglocks and NPUs; explanation of how NPUs work and the significance of the voltmeter and pressure gauges and what changes in the gauge readings mean; when pre-filters should be changed; connection and testing of hygiene unit; construction of enclosures, air/baglocks including possible weather protection; positioning of clear viewing panels; positioning and wording for warning notices and barriers; how to delineate work areas and transit routes; smoke testing and need for witnessing. Maintenance: Daily inspections of enclosure (start, middle and end of shift) and immediate rectification of defects; strategy for NPUs to be kept running after stripping finishes for the day. Dismantling: Once clearance achieved, spray enclosure with sealant, bag and seal vacuum cleaners, bag other equipment, dismantle polythene and dispose of as asbestos waste; final inspection of area once enclosure and all associated equipment have been removed. Where construction of enclosures on scaffold or where scaffold is used inside an enclosure, the boards, tubes, clips, tube ends will need protecting.
4B	**Asbestos Supervisors** As for Asbestos Operatives and recognise which ACMs are not being removed as agreed with client, check certificates for hygiene unit NPU, gas test, clearance in shower and dirty end from previous job, NPUs and vacuum cleaners; how to check for negative pressure in the enclosure; ensure that viewing panels (or other viewing means eg CCTV or webcams) are provided and covering all enclosure work areas. Strategy for air management. Undertake all necessary gas and electric pre use checks.
4C	**Asbestos Managers and SLHs** As for Asbestos Supervisors, plus understanding the calculation of NPU referring to RR988.
4D	**Ancillary Scaffolder Operative** What to do if a major or minor disturbance or discovery of ACMs occurs whilst scaffold is being erection or dismantled. Procedures for reporting potential ACMs disturbed or discovered, decontamination procedures for those within potential contaminated area.
4E	**Ancillary Scaffolder Supervisor** As Ancillary Scaffolder Operative plus inspection of work during erection and dismantling of scaffold. Procedure for containment of area if ACMs are disturbed or discovered. Reporting procedures.
4F	**Ancillary Scaffolder Manager** As Ancillary Scaffold Supervisor.
4G	**Ancillary Maintenance Engineer** Understand the wet room set up, DCU, NPU, Vision Panels, CCTV, red zones, and green zones and transferring of plant etc with relevant checks that need to be undertaken and typical layout.
4H	**Ancillary Maintenance Supervisor/Manager** As for Ancillary Scaffolder Operative and Asbestos Managers and SLHs.

Module 5	Plant and equipment (using demonstration of equipment)
5A	**Asbestos Operatives** Equipment components: equipment use and maintenance including: NPUs, Type H vacuums and injection equipment (RPE covered separately).
5B	**Asbestos Supervisors** Equipment components: equipment use and maintenance including: NPUs and monitors, Type H vacuums and injection equipment; Siting and daily maintenance of the hygiene unit; recordkeeping (RPE covered separately).
5C	**Asbestos Managers and SLHs** Outline of components, use and maintenance of NPUs, Type H vacuums; use and maintenance of injection equipment; siting and daily maintenance of hygiene unit; record-keeping (RPE covered separately): need for new injection equipment to meet BS8520.
5D	**Ancillary Scaffolder Operative** Equipment components: equipment use and maintenance including NPU's & Type H vacuums (RPE covered separately).
5E	**Ancillary Scaffolder Supervisor** Outline of components, use and maintenance of Type H vacuums for decontamination; siting and daily maintenance of hygiene unit; record-keeping (RPE covered separately).
5F	**Ancillary Scaffolder Manager** As Ancillary Scaffolder Supervisor.
5G	**Ancillary Maintenance Engineer** As for Asbestos Operatives, plus reference to wet room plant.
5H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Managers and SLHs, plus reference to wet room plant.

Module 6	Non-asbestos hazards
6A	**Asbestos Operatives** Site safety procedures; permit-to-work systems; entry and exit in case of fire; location of possible site hazards; emergency procedures in case of fire, electric shock, burns, hazardous substances, solvents etc; care of injured casualty; manual handling, noise, vibration and falling object protection, slips, trips and falls, eg working from scaffolding.
6B	**Asbestos Supervisors** As Asbestos Operative, plus electrical checks for DCU.
6C	**Asbestos Managers and SLHs** As Asbestos Supervisors, excluding electrical checks.
6D	**Ancillary Scaffolder Operative** As for Asbestos Operatives.
6E	**Ancillary Scaffolder Supervisor** As for Asbestos Operatives.
6F	**Ancillary Scaffolder Manager** As for Asbestos Operatives.
6G	**Ancillary Maintenance Engineer** Specific non-asbestos hazards to the work undertaken in the wet room and specific to the fixed site including hazardous substances, solvents etc; care of injured casualty; manual handling, noise, vibration and falling object protection, slips, trips.
6H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Supervisor.

Module 7	RAs and POWs
7A	**Asbestos Operatives** Introduction to RAs (know what they are for) – understanding the main points, right to see significant findings; requirements to follow RAs and risks/penalties if not followed; the meaning of the control limits and action levels.
7B	**Asbestos Supervisors** As for Asbestos Operatives, plus carrying out RAs and developing a POW (instruction and exercise); changes and amendments to RA/POW; seeking advice and informing of changes; notification to HSE when change is significant and what is a significant change.
7C	**Asbestos Managers and SLHs** As for Asbestos Operatives and Asbestos Supervisor, plus notification to enforcing authority, review of RA/POWs, recordkeeping, and storage of RA/POW.
7D	**Ancillary Scaffolder Operative** As for Asbestos Operatives.
7E	**Ancillary Scaffolder Supervisor** As for Asbestos Supervisors.
7F	**Ancillary Scaffolder Manager** As Asbestos Managers and SLHs.
7G	**Ancillary Maintenance Engineer** As for Asbestos Operatives, plus reference to static in house procedures and procedures.
7H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Managers and SLHs.

Module 8	Controlled stripping techniques
8A	**Asbestos Operatives** The principles of fibre suppression and control of exposure; equipment – use of, maintenance and cleaning; wet injection and spraying techniques; wrap-and cut; direct vacuuming; LEV (shadow vacuuming); vacuum transfer; air management; preparation time and testing of controls before removal; wetting agent selection, preparation and use; COSHH requirements; anticipated and desired fibre levels and comparison with RPE maximum exposure levels; personal assessment monitoring (principles); access to personal assessment information.
8B	**Asbestos Supervisors** As for Asbestos Operatives, plus equipment inspections and records, fault-finding, and solutions. Monitoring for effectiveness of fibre control techniques and recording information.
8C	**Asbestos Managers and SLHs** As for Asbestos Operatives and Asbestos Supervisors, plus equipment and wetting agent selection; maintenance and training requirements and understanding compliance monitoring and utilising the time weighted average when 4-hour compliance cannot be achieved.
8D	**Ancillary Scaffolder Operative** N/A
8E	**Ancillary Scaffolder Supervisor** N/A
8F	**Ancillary Scaffolder Manager** N/A
8G	**Ancillary Maintenance Engineer** Understanding dust suppression techniques used when servings plant and fibre levels.
8H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Operatives. plus equipment and wetting agent selection, maintenance and training requirements and understanding compliance monitoring and utilising the time weighted average when 4-hour compliance cannot be achieved.

Module 9	Respiratory protective equipment
9A	**Asbestos Operatives** The circumstances when RPE must be worn which may include inspection of work area, building and dismantling enclosures, working in enclosure, taking bags to skip; how to inspect, test and wear respirator; need for quantitative face-fit test, a good face seal and the need to be clean shaven; correct storage, battery charging and keeping clean; strategy for changing pre-filters and main filters.
9B	**Asbestos Supervisors** As for Asbestos Operatives.
9C	**Asbestos Managers and SLHs** As for Asbestos Operatives.
9D	**Ancillary Scaffolder Operative** The circumstances when RPE must be worn which may include inspection of work area, building and dismantling of scaffold for enclosures; how to inspect, test and wear respirator; need for quantitative face-fit test, a good face seal and the need to be clean shaven; correct storage, battery charging and keeping clean; strategy for changing pre-filters and main filters.
9E	**Ancillary Scaffolder Supervisor** As for Ancillary Scaffolder Operative.
9F	**Ancillary Scaffolder Manager** As for Ancillary Scaffolder Operative.
9G	**Ancillary Maintenance Engineer** The circumstances when RPE must be worn, working in wet rooms, taking bags to skip; how to inspect, test and wear respirator; need for quantitative face-fit test, a good face seal and the need to be clean shaven; correct storage, battery charging and keeping clean; strategy for changing pre-filters and main filters.
9H	**Ancillary Maintenance Supervisor/Manager** As for Ancillary Maintenance engineer.

Module 10	Personal protective equipment and clothing
10A	**Asbestos Operatives** The use of the appropriate PPE including overalls, headgear, footwear, and gloves; employer requirements to provide appropriate PPE and employees' obligations to use it; care, wearing, cleaning, decontamination and/or disposal of PPE; not taking contaminated PPE out of designated areas; transit overalls; when and where PPE should be worn; ensure correct use and maintenance of PPE.
10B	**Asbestos Supervisors** As for Asbestos Operatives, plus PPE use during transit procedures; contaminated clothing and waste; keeping of relevant records.
10C	**Asbestos Managers and SLHs** As for Asbestos Supervisors, plus knowledge of practical difficulties of wearing PPE, such as heat/cold and laundry requirements.
10D	**Ancillary Scaffolder Operative** As for Asbestos Operatives.
10E	**Ancillary Scaffolder Supervisor** As for Asbestos Supervisors.
10F	**Ancillary Scaffolder Manager** As for Asbestos Managers and SLHs.
10G	**Ancillary Maintenance Engineer** As for Asbestos Operatives.
10H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Supervisors.

Module 11	Waste management and disposal
11A	**Asbestos Operatives** Bagging, sealing, and cleaning; transportation through baglock and airlock; storage of asbestos waste; correct loading of skip/van.
11B	**Asbestos Supervisors** As for Asbestos Operatives, plus outline of Waste Regulations; use of consignment notes; registration of carriers; role and powers of environment agencies; transportation of dangerous goods; bagging, sealing, and cleaning.
11C	**Asbestos Managers and SLHs** As for Asbestos Supervisors.
11D	**Ancillary Scaffolder Operative** N/A
11E	**Ancillary Scaffolder Supervisor** N/A
11F	**Ancillary Scaffolder Manager** N/A
11G	**Ancillary Maintenance Engineer** Correct bagging of waste and transferring from the wet room to the site skip storage.
11H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Supervisors.

Module 12	Cleaning and clearance air testing
12A	**Asbestos Operatives** Cleaning and clearance requirements, including the need for the four-stage clearance process and associated certificate of reoccupation; visual cleanliness and air testing requirements; methods of cleaning for enclosures, hygiene facilities and equipment; re-cleaning in event of air test failure; cleaning after enclosure dismantling; cleaning in the event of an emergency or enclosure/equipment damage.
12B	**Asbestos Supervisors** As for Asbestos Operatives, plus the requirements of analysts before clearance inspection and sampling (including completion of supervisor handover certificate).
12C	**Asbestos Managers and SLHs** As for Asbestos Supervisors.
12D	**Ancillary Scaffolder Operative** As for Asbestos Operatives.
12E	**Ancillary Scaffolder Supervisor** As for Asbestos Supervisors.
12F	**Ancillary Scaffolder Manager** As for Asbestos Supervisors.
12G	**Ancillary Maintenance Engineer** Understand the need to ensure the wet room is washed and cleaned daily.
12H	**Ancillary Maintenance Supervisor/Manager** Understanding regular air testing within the wet room and DCU and the need to ensure records of air testing are maintained.

Module 13	Transit procedures and decontamination
13A	**Asbestos Operatives** Personal decontamination procedures for directly connected and remote (transit) DCUs and airlocks including: PPE changing and disposal, showering, colour coding of coveralls, RPE decontamination, cleaning, charging and storage; use of towels; changing and disposal of pre and main RPE filters; decontamination procedures where no enclosure or DCU is required (open sites); common problems with decontamination; cleaning of airlocks and DCUs; emergency decontamination in case of evacuation or accident; what should be in the DCU, i.e. mirror, soap/ shower gel.
13B	**Asbestos Supervisors** As for Asbestos Operatives, plus common problems, and fault-finding with decontamination; air monitoring results in DCUs; inspection and record-keeping; the importance of ensuring that procedures are followed; making time available to allow adequate showering; DCU checks.
13C	**Asbestos Managers and SLHs** As for Asbestos Supervisors, plus interpretation of inspections and audit results; the importance of ensuring that adequate equipment, materials, and resources are made available to put the procedures in place.
13D	**Ancillary Scaffolder Operative** Personal decontamination procedures for DCUs including PPE changing and disposal, showering, RPE decontamination, cleaning, charging and storage; use of towels; changing and disposal of pre and main RPE filters; decontamination procedures where no enclosure or DCU is required (open sites); common problems with decontamination; cleaning of airlocks and DCUs; emergency decontamination in case of evacuation or accident; what should be in the DCU, i.e. mirror, soap/ shower gel. Scaffolders should be instructed on the four different decontamination process. • While wearing RPE and with a DCU for the inadvertent disturbance DCU, no disturbance has occurred and the DCU NOT used. • While wearing RPE and with a DCU for the inadvertent disturbance, where disturbance has occurred and the DCU WILL be required. • Entering and exiting an enclosure using the transit method. • Entering and exiting the enclosure with direct connection.
13E	**Ancillary Scaffolder Supervisor** As for Ancillary Scaffolder Operative.
13F	**Ancillary Scaffolder Manager** As for Ancillary Scaffolder Operative.
13G	**Ancillary Maintenance Engineer** Understanding the wet room site set up and direct connection decontamination procedures, cleaning of airlocks/tunnel and DCUs; emergency decontamination in case of evacuation or accident; what should be in the DCU, i.e. mirror, soap/ shower gel.
13H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Supervisors.

Module 14	Fault-finding
14A	**Asbestos Operatives** How to spot problems with wetting of ACMs, RPE, airlocks, enclosures, and hygiene unit.
14B	**Asbestos Supervisors** Work practices – how to spot problems with wetting of ACMs, RPE, airlocks, enclosures, and hygiene unit; method statements; RAs; signs; record-keeping and fault reporting procedures.
14C	**Asbestos Managers and SLHs** As for Asbestos Supervisors, plus Asbestos Managers/Directors need an overview of fault-finding while SLHs need a far more detailed session at the level of an Asbestos Supervisor.
14D	**Ancillary Scaffolder Operative** How to spot problems with RPE, enclosures and hygiene unit.
14E	**Ancillary Scaffolder Supervisor** As for Ancillary Scaffolder Operative, plus method statements; RAs; signs; record-keeping and fault reporting procedures.
14F	**Ancillary Scaffolder Manager** As for Ancillary Scaffolder Supervisor.
14G	**Ancillary Maintenance Engineer** Specific fault finding for wet rooms eg NPU, DCU, lighting faults etc.
14H	**Ancillary Maintenance Supervisor/Manager** Work practices relevant to wet room work undertaken and what to look for with problems with NPU, DCU etc and reporting procedures and record keeping.

Module 15	Site inspection and record-keeping
15A	**Asbestos Operatives** Purpose of site inspections, site auditing and record keeping; role of inspector/auditor; responsibilities of operatives; reporting faults and other problems.
15B	**Asbestos Supervisors** As for Asbestos Operatives, plus criteria, for site inspections; actions in event of faults; record-keeping; scope and nature of records, use of typical record and reporting systems (including electronic devices eg tablets).
15C	**Asbestos Managers and SLHs** As for Asbestos Supervisor, plus retention of data, including exposure records and health surveillance; methods and criteria; interpreting and monitoring records; fault-finding and solutions; data handling and the need for site audits.
15D	**Ancillary Scaffolder Operative** As for Asbestos Operatives.
15E	**Ancillary Scaffolder Supervisor** As for Asbestos Supervisors.
15F	**Ancillary Scaffolder Manager** As for Asbestos Managers and SLHs.
15G	**Ancillary Maintenance Engineer** As for Asbestos Operatives.
15H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Managers and SLHs.

Module 16	Emergency procedures
16A	**Asbestos Operatives** What to do in the event of major and minor injuries or illnesses occurring inside 'live' enclosures; what to do in the event of fire, or some other hazardous release such as toxic gas or radioactive dust occurring inside or outside enclosure; what to do if a leak of asbestos is found outside the enclosure; what to do if power on power-assisted respirator fails while inside 'live' enclosure; what to do if the NPUs stop working; what to do if there is complete loss of electrical power; what to do if loss of water supply to hygiene unit.
16B	**Asbestos Supervisors** As for Asbestos Operatives but confirming the responsibility of the supervisor to ensure that suitable emergency procedures are in place to cope with the failure of any control measures or the injury or ill health of a worker inside contaminated areas.
16C	**Asbestos Managers and SLHs** As for Asbestos Supervisors and to confirm they are all in place and appropriate to specific site and circumstances; assessing the competence of operatives and supervisors, importance of auditing and monitoring work activities; notification of asbestos work.
16D	**Ancillary Scaffolder Operative** What to do in the event of major and minor disturbance of ACMs; what to do in the event of fire, or some other hazardous release such as toxic gas or radioactive dust occurring inside or outside enclosure; what to do if a leak of asbestos is found outside the enclosure; what to do if power on power-assisted respirator fails while inside 'live' enclosure; what to do if the NPUs stop working; what to do if there is complete loss of electrical power; what to do if loss of water supply to hygiene unit.
16E	**Ancillary Scaffolder Supervisor** As for Scaffold Asbestos Operatives. Understanding the setting up of emergency decontamination.
16F	**Ancillary Scaffolder Manager** As for Ancillary Scaffolder Supervisor.
16G	**Ancillary Maintenance Engineer** As for Asbestos Operatives.
16H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Managers and SLHs.

Module 17	Management systems and monitoring
17A	**Asbestos Operatives** Maintenance and monitoring of control measures; controlling exposure to asbestos; ensuring that equipment functions correctly; pre-start setting-up; barriers and signs; construction and testing of enclosures and airlocks; site monitoring; use/testing of negative pressure equipment and ventilation and air management systems; correct maintenance of all site equipment - following manufacturers' operating instructions, including the correct maintenance and monitoring of the following control measures: enclosures, external services, NPUs, wet strip units, mobile generators, water supply, heating appliances, PPE, RPE, any dust suppression equipment, tools and DCUs.
17B	**Asbestos Supervisors** As for Asbestos Operatives, plus site supervision and record-keeping of work in progress; method statements; POWs; monitoring and auditing work in progress.
17C	**Asbestos Managers and SLHs** As for Asbestos Supervisors.
17D	**Ancillary Scaffolder Operative** Site monitoring; correct maintenance of all site equipment - following manufacturers' operating instructions, including the correct maintenance, and monitoring of the following control measures: external services, mobile generators, water supply, heating appliances, PPE, RPE, any, tools and DCUs.
17E	**Ancillary Scaffolder Supervisor** As for Ancillary Scaffolder Operative, plus site supervision and record-keeping of work in progress; method statements; POWs; monitoring and auditing work in progress; understand the CORO and when to strike the scaffold, and also understand the phased CORO ie strike before stage 4.
17F	**Ancillary Scaffolder Manager** As for Ancillary Scaffolder Supervisor.
17G	**Ancillary Maintenance Engineer** As for Asbestos Operatives, plus relevance to wet room components.
17H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Supervisors.

Module 18	Roles and responsibilities
18A	**Asbestos Operatives** To adhere to the principles of their training; to work to the RA and POW; when work should be halted because it does not match the POW; to work safely and not to put others at risk from their acts or omissions; to wear PPE and RPE correctly and to report any defects; to understand why they should not take short cuts.
18B	**Asbestos Supervisors** To ensure everyone complies with regulations, ACOPs, guidance and follows the RA and POW. If the work method has to change - work is stopped and reassessed. The RA and POW are amended, and personnel informed of the changes in writing; to ensure all personnel are instructed, face-fitted and have received a medical; all equipment is inspected and tested; all daily inspections are carried out; all documentation is available and up to date; the importance of being on site for key stages of the work and their crucial role in directing the work and monitoring standards of work.
18C	**Asbestos Managers and SLHs** As for Asbestos Supervisor, plus to ensure that all activities and training meet the legal requirements.
18D	**Ancillary Scaffolder Operative** As for Asbestos Operatives.
18E	**Ancillary Scaffolder Supervisor** As for Asbestos Supervisor.
18F	**Ancillary Scaffolder Manager** As for Asbestos Managers and SLHs.
18G	**Ancillary Maintenance Engineer** As for Asbestos Operatives.
18H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Managers and SLHs.

Module 19	Information, instruction and training
16A	**Asbestos Operatives** N/A
16B	**Asbestos Supervisors** How to implement and monitor on-job training (consolidation); how to assess the competence of employees; the types of training available and how to choose the right course; TNA in practice; recognising the need for additional training when new equipment or work methods are introduced.
16C	**Asbestos Managers and SLHs** As for Asbestos Supervisors, plus undertaking competency assessments to develop a TNA.
16D	**Ancillary Scaffolder Operative** N/A
16E	**Ancillary Scaffolder Supervisor** How to implement and monitor on-job training (consolidation); how to assess the competence of employees; the types of training available and how to choose the right course; TNA in practice; recognising the need for additional training when new equipment or work methods are introduced.
16F	**Ancillary Scaffolder Manager** As for Ancillary Scaffolder Supervisors, plus undertaking competency assessments to develop a TNA.
16G	**Ancillary Maintenance Engineer** N/A
16H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Supervisors, plus undertaking competency assessments to develop a TNA.

APPENDIX 1.2
ASBESTOS TRAINING MODULES: PRACTICAL

Module 20	Decontamination and transit procedures
20A	**Asbestos Operatives** The design, connection and siting of a DCU; explanation of preliminary and full decontamination procedures and use of RPE and PPE; practicing use of decontamination and transit procedures in a hygiene unit that is plumbed in and fully operational and mock airlock/enclosure.
20B	**Asbestos Supervisors** N/A
20C	**Asbestos Managers and SLHs** N/A
20D	**Ancillary Scaffolder Operative** As for Asbestos Operatives, including the various scenarios where decontamination will be used, eg erecting access where no damage has occurred, where damage has occurred and the use of the DCU and emergency transit kit, transiting and direct connection and the use of Class H Vacuum during emergency procedures.
20E	**Ancillary Scaffolder Supervisor** As for Scaffold Asbestos Operatives.
20F	**Ancillary Scaffolder Manager** N/A
20G	**Ancillary Maintenance Engineer** As for Asbestos Operatives.
20H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Managers and SLHs.

Module 21	Use and maintenance of RPE
21A	**Asbestos Operatives** How to ensure the RPE is suitable for the user; how to fit RPE on site; how to check faulty RPE and what to do if a fault is found; the components of each type of RPE; certification and documentation; suitable storage; requirements of daily and monthly inspections.
21B	**Asbestos Supervisors** Fault finding RPE with emphasis on the importance of ensuring all certification and documentation of all RPE.
21C	**Asbestos Managers and SLHs** As for Asbestos Supervisors.
21D	**Ancillary Scaffolder Operative** As for Asbestos Operatives.
21E	**Ancillary Scaffolder Supervisor** As for Scaffold Asbestos Operatives.
21F	**Ancillary Scaffolder Supervisor/Manager** As for Scaffold Asbestos Operatives.
21G	**Ancillary Maintenance Engineer** As for Asbestos Operatives.
21H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Operatives.

Module 22	Construction of enclosures and airlocks
22A	**Asbestos Operatives** Construction of an enclosure on a pre-erected 50 mm x 50 mm timber framework using 1000 gauge polythene sheeting, adhesive tape and staples; construction of a three-stage airlock system on a pre-erected 50 mm x 50 mm timber framework using 1000 gauge polythene sheeting and adhesive tape; construction of a three-stage airlock system using metal and/or plastic framework; construction of a proprietary airlock system, e.g. a 'transient'; the use and location of viewing panels; the use and location of warning signs; smoke testing to determine integrity; the construction and location of baglocks show how getting materials into an enclosure (chaining).
22B	**Asbestos Supervisors** Fault finding and enclosure inspections
22C	**Asbestos Managers and SLHs** As for Asbestos Supervisors.
22D	**Ancillary Scaffolder Operative** N/A
22E	**Ancillary Scaffolder Supervisor** N/A
22F	**Ancillary Scaffolder Manager** N/A
22G	**Ancillary Maintenance Engineer** N/A
22H	**Ancillary Maintenance Supervisor/Manager** N/A

Module 23	Use of controlled stripping techniques
23A	**Asbestos Operatives** The connection and use of an injection kit to wet pipe insulation, including the demonstration and use of an effective needle system eg BS8520 equipment – they should be able to determine that needles are the only effective way to wet insulation as a result of this session and the importance of adjustable liquid flow rates; shadow or trace vacuuming – practice the removal of a tile or duct panel using this technique.
23B	**Asbestos Supervisors** Specific fault finding within all aspects of injection , vacuum, set up and cleaning.
23C	**Asbestos Managers and SLHs** As for Asbestos Supervisors.
23D	**Ancillary Scaffolder Operative** N/A
23E	**Ancillary Scaffolder Supervisor** N/A
23F	**Ancillary Scaffolder Manager** N/A
23G	**Ancillary Maintenance Engineer** The use of dust suppression techniques, vacuum set up and cleaning,
23H	**Ancillary Maintenance Supervisor/Manager** As for Asbestos Operatives.

APPENDIX 1.3
COURSE CRITERIA FOR PEOPLE CARRYING OUT OR SUPERVISING ASBESTOS REMOVAL OR ANCILLARY WORK

A1.3.1 Courses should meet these criteria. During a licence application or renewal interview, an ALPI will question any applicant's training that does not meet these criteria.

Course content

A1.3.2 Modules for initial training can be found in Appendices 1.1 and 1.2. In using these modules you are likely to achieve compliance with the training requirements of The Control of Asbestos Regulations 2012 and Approved Code of Practice and guidance. Courses should be role-specific, ie operatives and supervisors should not be mixed together to avoid the more experienced personnel becoming bored and new operatives being afraid to ask questions, however for specific 'in-house' training such as changes to policies, procedures or on new items of plant or equipment, this may prove to be the most effective method.

A1.3.3 There is no reason why additional modules cannot be added to courses, but those listed in Appendices 1.1 and 1.2 are the minimum required for each role. The numbers of the modules that have been passed should be clearly stated on the training certificate or card.

Duration, tutor to delegate ratios and pre-requisites

A1.3.4 The following pre-requisites, course durations and maximum tutor to delegate ratios for initial and refresher training are as follows:

Initial training

Training course title	Pre-requisite	Course duration	Tutor/delegate ratio
Asbestos Removal Operative	Not applicable	18 learning hours minimum, includes 6 hours minimum of practical	1:12 Theory 1:6 Practical
Asbestos Removal Supervisor	• Asbestos Removal Operative training certificate. • 12 months' minimum experience as an Asbestos Removal Operative.	12 learning hours minimum, includes 6 hours of practical	1:12 Theory 1:6 Practical
Asbestos Removal Manager	• Asbestos Removal Supervisor training certificate. • 12 months' minimum experience as an Asbestos Removal Operative.	12 learning hours minimum, includes 6 hours of practical	1:12 Theory & Practical
Asbestos Scaffolding (Ancillary) Operative	Not applicable	4 learning hours minimum, includes 2 hours of practical	1:10 Theory & Practical
Asbestos Scaffolding (Ancillary) Supervisor	Not applicable	6 learning hours minimum, includes 2 hours of practical	1:10 Theory & Practical
Asbestos Scaffolding (Ancillary) Manager	Not applicable	6 learning hours minimum, includes 2 hours of practical	1:10 Theory & Practical
Asbestos Maintenance Engineer (Ancillary)	Not applicable	6 learning hours minimum, includes 2 hours of practical	1:10 Theory & Practical
Asbestos Maintenance Supervisor/Manager (Ancillary)	• Asbestos Maintenance Engineer training certificate. • 12 months' minimum experience as an Asbestos Maintenance Engineer.	6 learning hours minimum, includes 2 hours of practical	1:10 Theory & Practical
Asbestos Supervisory Licence Holder (SLH):	Not applicable	18 learning hours minimum, includes 6 hours of practical	1:6 Theory & Practical

Refresher training

Training course title	Pre-requisite	Course duration	Tutor/delegate ratio
Asbestos Removal Operative	• Asbestos Removal Operative training certificate initial or refresher issued within the past 13 months.	4 learning hours minimum, tailored to the employer's TNA	1:12 Theory 1:6 Practical
Asbestos Removal Supervisor	• Asbestos Removal Supervisor training certificate initial or refresher issued within the past 13 months.	4 learning hours minimum, tailored to the employer's TNA	1:12 Theory 1:6 Practical
Asbestos Removal Manager	• Asbestos Removal Manager training certificate initial or refresher issued within the past 13 months.	4 learning hours minimum, tailored to the employer's TNA	1:12 Theory & Practical
Asbestos Scaffolding (Ancillary) Operative	• Asbestos Scaffolding Operative training certificate initial or refresher issued within the past 13 months.	3 learning hours minimum, tailored to the employer's TNA	1:10 Theory & Practical
Asbestos Scaffolding (Ancillary) Supervisor	• Asbestos Scaffolding Supervisor training certificate initial or refresher issued within the past 13 months.	3 learning hours minimum, tailored to the employer's TNA	1:10 Theory & Practical
Asbestos Scaffolding (Ancillary) Manager	• Asbestos Scaffolding Manager training certificate initial or refresher issued within the past 13 months.	3 learning hours minimum, tailored to the employer's TNA	1:10 Theory & Practical
Asbestos Maintenance Engineer (Ancillary)	• Asbestos Maintenance Engineer training certificate initial or refresher issued within the past 13 months.	3 learning hours minimum, tailored to the employer's TNA	1:10 Theory & Practical
Asbestos Maintenance Supervisor/Manager (Ancillary)	• Asbestos Maintenance Supervisor/Manager training certificate initial or refresher issued within the past 13 months.	3 learning hours minimum, tailored to the employer's TNA	1:10 Theory & Practical
Asbestos Supervisory Licence Holder (SLH):	• Asbestos Supervisory Licence Holder training certificate initial or refresher issued within the past 13 months.	4 learning hours, with content based on the employer's TNA.	1:6 Theory & Practical

Training delivery methods

A1.3.5 Over recent years, various methods for delivering licensed asbestos training have evolved, including both classroom and virtual classroom settings. Each method can be effective, with factors such as content, engagement, and interactivity playing significant roles. For instance, refresher training with a predominantly classroom-based approach might be suitable in specific instances. This can be enhanced with demonstrations of practical techniques, real-time problem-solving, and showcasing best practices. However, it's essential to note that virtual classrooms may not provide delegates the opportunity to practice and hone their hands-on skills comprehensively. As such, it shouldn't be considered a fully satisfactory training event on its own. Additional hands-on training might be required, which employers can facilitate within the workplace.

To ensure the highest quality and effectiveness, all training methods, including virtual classrooms, must be audited. This ensures that the training, both in its delivery by the trainer and reception by the delegates, remains effective and up to standard.

Assessment of attainment levels

A1.3.6 It is important to know what knowledge and skills the delegate has before starting the course, so there can be some measurement of improvement over the period of the course. You should provide the results of any TNA to the training provider to assist them in adapting the course to make it as relevant as possible to the delegates. There are various ways of assessing what the delegates have learnt. Verbal feedback can be provided to the delegates as the course progresses, especially during practical sessions. In addition, it is expected that a test will be provided at the end of the course. It is expected that the delegates should achieve 80% or more in the test to obtain a pass mark. Oral tests should be offered to people with learning difficulties. Special needs should be identified before the start of the course to adapt the training programme if necessary. Successful completion of practical 'tests' are a good way of confirming learning and understanding.

A1.3.7 Any delegate who fails the test should have some means of appealing against the result and be allowed to retrain and/or resit the test within an agreed period of time. In the meantime, such a person should not be allowed to work on site in areas where it is foreseeable that the control limit will be exceeded. It is not acceptable to have an 'attendance-only' certificate.

Practical sessions

A1.3.8 There will be more of a practical bias on courses for new operatives, new supervisors, scaffolders and SLHs because there are certain practical skills that need to be acquired. Modules 20-23 listed in Appendix 1.2 are of a practical nature. The term 'practical' in this context means that delegates are shown how to do something and are then required to practise what they have been shown to acquire a new skill, eg fitting RPE. Such a practical session can only provide a simulation of site conditions. Consolidation of skills on site is essential.

A1.3.9 The core subjects that must be provided in the form of a practical module (in accordance with the ACoP) are:

- the use of decontamination facilities;
- the use and fitting of RPE;
- the use of controlled stripping techniques (wet fibre suppression techniques and other controlled stripping methods, such as shadow vacuuming);
- construction of enclosures and airlocks;
- waste removal procedures (by demonstration).

A1.3.10 **Practical training must not be carried out in live working areas that may be contaminated with asbestos.**

APPENDIX 1.4
COMPETENCY ASSESSMENTS GUIDELINES FOR ASBESTOS OPERATIVES, SUPERVISORS AND MANAGERS

A1.4.1 Competency encompasses the knowledge, skills, abilities, and behaviors that individuals or organisations must possess and effectively utilise to perform tasks successfully and achieve desired outcomes. For licensed asbestos contractors, conducting regular competency assessments is crucial to ensure their workforce is capable and compliant with industry standards.

Defining Competency for Licensed Workers

A1.4.2 Competency for asbestos removal personnel includes:

- Knowledge: Understanding the principles of asbestos management including identification, risks, and safe handling procedures.
- Skills: Practical abilities required for effective asbestos management.
- Abilities: Capacity to apply knowledge and skills in various scenarios effectively.

Conducting Competency Assessments

A1.4.3 Organisations have various methods at their disposal for assessing the competency of their employees. The following guidelines offer a framework for training providers conducting competency assessments.

Annual Competency Assessment Procedures

1. Knowledge Assessment:
- Regularly test employees' knowledge to confirm their understanding of critical aspects such as asbestos types and uses, health effects, legislation, site setup, decontamination processes, waste management, plans of work, record management and assessments.
- Conduct assessments periodically (e.g., quarterly) to quickly identify and address knowledge gaps, ensuring readiness for annual refreshers.

2. Skills and Abilities Assessment:
- Since practical skills are essential in the licensed sector, regular on-site evaluations should be performed to pinpoint areas needing improvement or non-compliance.
- Practical assessments might include, but are not limited to, evaluations of site setup, enclosure and airlock construction, decontamination processes, RPE maintenance, removal techniques, and plant maintenance.

3. Application in Training:
- The results from competency assessments should inform the Training Needs Analysis (TNA) provided to training providers, ensuring that refresher training covers all necessary improvement areas.
- Training providers may use these guidelines to demonstrate various assessment techniques during training sessions, tailoring their approach to best suit the needs of the delegates.

These guidelines serve as a basic template for training providers but can be adapted or expanded based on specific training needs or organisational requirements.

APPENDIX 1.5
EXAMPLE COMPETENCY ASSESSMENT FORM

A1.5.1 For practical implementation of these guidelines, refer to the example Competency Assessment Form below. This form serves as a template that can be adapted to fit specific organisational needs and is designed to facilitate the structured assessment of knowledge, skills, and abilities as described above.

Employee Information

Name:	
Position:	
Date:	
Assessor:	

Section 1: Knowledge Assessment

- **Objective:** To verify the employee's understanding of key concepts related to asbestos management.
- **Method:** Written/Oral questions.

No.	Knowledge Area	Question/Topics	Employee Response	Score
1	Types and Uses of Asbestos	Describe the different types of asbestos.		
2	Health Effects	Explain the health risks associated with asbestos.		
3	Legislation	List the main regulations governing asbestos work.		
4	Site Setup	Outline the steps for preparing a work site.		
5	Decontamination	Describe the decontamination process.		
6	Waste Management	Explain how asbestos waste should be handled.		
7	Plans of Work	What is a plan of work and what should it include?		
8	Management of Records	How should asbestos-related records be maintained?		
			Total Score:	

Section 2: Skills and Abilities Assessment

- **Objective:** To assess practical skills in handling asbestos-related tasks.
- **Method:** Observation/Demonstration.

No.	Skill Area	Task Description	Performance Evaluation	Score
1	Site Setup	Set up an asbestos work site according to guidelines.		
2	Enclosure Construction	Construct a containment enclosure.		
3	Airlock Construction	Build and test airlock systems.		
4	Decontamination	Perform a complete decontamination procedure.		
5	RPE Maintenance	Demonstrate proper maintenance of RPE.		
6	Removal Techniques	Execute asbestos removal techniques safely.		
7	Plant Maintenance	Maintain and inspect asbestos removal equipment.		
8	Record Keeping	Keep accurate and compliant work records.		
			Total Score:	

Overall Assessment

Assessment	Comments
Knowledge	
Skills and Abilities	

Assessor's Recommendation:

☐ Competent
☐ Requires further training
☐ Other recommendations:_____

Employee Signature:		**Date:**	
Assessor Signature:		**Date:**	

APPENDIX 1.6
CARRYING OUT A TNA

A1.6.1 The first and crucial step in devising training is to identify its necessity and ensure its timely implementation. Often, employers' training decisions can inadvertently lead to employees possessing incomplete or mismatched skills. A TNA helps employers understand the scope and specifics of the required training.

A1.6.2 A comprehensive TNA demands time and often will require the assistance of an experienced training consultant. They would use a combination of research techniques such as observations, surveys, interviews and focus groups to gauge both the employees' individual requirements and the overarching organisational needs. However, the following four steps offer a framework to help employers in the asbestos removal sector to determine the training needs of your employees. This is particularly useful since TNAs are required for all workers who undertake licensable work.

Step 1 Perform a gap analysis

A1.6.3 This process will assess current skills and desired skills to establish the extent of the skills gap, if any.

- Identify the staff to be trained. What duties do the staff perform? Which of these involve hazards and which require training?
- What is the experience, education and technical level of the trainees identified?
- Have these trainees received training before? Does this previous training meet their skills?
- Is there legislation which affects the training to be given? (All asbestos operatives and ancillary staff who undertake licensable work must have their training needs assessed before starting work).
- What will the training accomplish?

Step 2 Identify causes of problems and/or opportunities

A1.6.4 It is unlikely that all the training needs that emerge from the first step can be addressed immediately. So, the needs will have to be prioritised. Prioritisation can be assisted by asking the following questions:

- Does the need apply to all your employees or just those who work in particular areas?
- Does the need apply to one or several individuals?
- Does this type of training involve some form of knowledge or skill that may be difficult for your employees to learn?
- Is there legislation requiring the need to be met? If so, the training will need to be provided regardless of the number of people it applies to, or the knowledge/skill level of the training.

Step 3 Evaluate current training

A1.6.5 Once training needs and priorities have been established, a training plan will have to be prepared. The current training arrangements should be assessed.

A1.6.6 If there is a formal training department this would have to be evaluated to see if the needs identified by Step 1 are being met. Even if there is not a formal training department, there are likely to be some employee training materials such as manuals and guidance. These materials can be integrated into any new training solution. Review the procedures you already have in place and be prepared to adapt them to your new training needs.

Step 4 Provide training and conduct an evaluation

A1.6.7 Once the needs have been prioritised and the training provided, the TNA needs to be evaluated by conducting the four steps again. So, the TNA process is a cycle, which needs to be continually addressed, as demonstrated in Figure 1.1.

A1.6.8 **While the steps outlined here serve as a guideline, an exhaustive TNA might require collaboration with a professional trainer for a more in-depth approach.**

Figure 1.1 TNA flow chart

Additional considerations for TNAs:

1. **Digital Platforms and Tools:** Embrace technological advancements. Use digital tools for surveys, data collection, and training delivery.
2. **Feedback Mechanisms:** Implement feedback tools and platforms to get real-time insights from employees about the training effectiveness.
3. **Continuous Learning:** Recognise the shift from one-time training events to ongoing learning. Promote a culture of continuous learning and development.
4. **Diverse Learning Methods:** Include e-learning modules, webinars, and other online resources, given the rise in remote working and global teams.
5. **Accessibility:** Ensure training materials are accessible to everyone, considering diverse needs, including language preferences and disabilities.

APPENDIX 1.7
ASBESTOS TRAINING TRANSITION MODULES REQUIRED

A1.7.1 As individuals progress in their professional roles within the asbestos industry, their training demands a more specialised focus. "Progressive" learning, as mentioned in paragraph 1.12, is not just about assimilating new information but also enhancing existing knowledge to fulfil the advanced requirements of the next role.

A1.7.2 The following tables outline the modules and their corresponding requirements for delegates transitioning roles, especially from Asbestos Operative to Supervisor and from Supervisor to Manager. This aids employers in ensuring that essential modules are covered, while also highlighting those that aren't mandatory.

A1.7.3 It is important for both employers and training providers to be acutely aware of the modules and practical assessments necessary for each transition phase.

ASBESTOS OPERATIVE TO SUPERVISOR		
Module	**Requirements**	**Additional practical modules and assessments**
1. Types, uses and risks of ACMs	Not Required	
2. Health hazards of asbestos	Not Required	
3. Legislation	As per module, with additional information to legal framework and supervisor responsibilities	
4. Site set up, maintenance and dismantling	As per module	NPU calculations. Practical enclosure assessment, form completion
5. Plant and equipment (using demonstration of equipment)	As per module	
6. Non-asbestos hazards	As per module	
7. RAs and POWs	As per module	Undertake practical RA and POW for an area with the training centre, discuss and critique
8. Controlled stripping techniques	As per module – Thorough understanding of compliance monitoring.	Discussion based on a practical scenario where compliance monitoring will be required and calculated
9. Respiratory protective equipment	As per module	Practical RPE fault finding
10. Personal protective equipment and clothing	As per module	
11. Waste management and disposal	As per module	
12. Cleaning and clearance air testing	As per module – Supervisor Handover Form	Practically undertake a supervisor visual
13. Transit procedures and decontamination	As per module	
14. Fault-finding	As per module	Practical Fault-finding exercise of a work areas, fault finding POW
15. Site inspections and record-keeping	As per module	
16. Emergency procedures	As per module	
17. Management systems and monitoring	As per module	
18. Roles and responsibilities	As per module	
19. Information, instruction, and training	As per module and understanding of TNA and competency assessments	
20. Decontamination and transit procedures	Not Required	
21. Use and maintenance of RPE	Not Required	
22. Construction of enclosures and airlocks	Not Required	
23. Use of controlled stripping techniques	Not Required	

ASBESTOS SUPERVISOR TO MANAGER		
Module	**Requirements**	**Additional practical modules and assessments**
1. Types, uses and risks of ACMs	Not Required	
2. Health hazards of asbestos	As per module	
3. Legislation	As per module	
4. Site set up, maintenance and dismantling	As per module	NPU calculations. Practical enclosure assessment, form completion
5. Plant and equipment (using demonstration of equipment)	As per module	
6. Non-asbestos hazards	As per module	
7. RAs and POWs	As per module	Undertake practical RA and POW for an area with this training centre, discuss and critique
8. Controlled stripping techniques	As per module – Thorough understanding of compliance monitoring.	Discussion based on a practical scenario where compliance monitoring will be required and calculated
9. Respiratory protective equipment	As per module	Practical RPE fault finding and mandatory checks
10. Personal protective equipment and clothing	As per module	
11. Waste management and disposal	As per module – Understanding waste licensing regime	Practical completion of a Consignment Note
12. Cleaning and clearance air testing	As per module – Thorough understating of personal exposure and record keeping	
13. Transit procedures and decontamination	Not required	
14. Fault-finding	As per module	Practical Fault-finding exercise of a work areas, fault finding POW, Undertake an audit of a typical site/enclosure
15. Site inspections and record-keeping	As per module	Typical records keeping requirements scenario
16. Emergency procedures	As per module	
17. Management systems and monitoring	As per module – Understanding the licensing regime and licence holders' responsibilities	
18. Roles and responsibilities	As per module	
19. Information, instruction, and training	As per module – Understanding competency assessments of workers and developing a TNA	
20. Decontamination and transit procedures	Not Required	
21. Use and maintenance of RPE	Not Required	
22. Construction of enclosures and airlocks	Not Required	
23. Use of controlled stripping techniques	Not Required	

UKATA

A leading association dedicated to improving the quality and standards of asbestos training

Asbestos: The licensed training guide

This essential guide, developed for UKATA members, provides a comprehensive framework for asbestos training across various industry roles. It is designed to ensure that all personnel, from operatives to managers, receive the required education and practical training to handle asbestos safely and competently.

Key features of the guide include:

- A detailed training strategy model outlining stages from policy development to skills consolidation.
- Modular training content that covers theoretical knowledge and practical skills necessary for different roles, including asbestos removal, ancillary scaffolding, and maintenance.
- Information on legal requirements, health hazards, and the correct use of personal protective equipment.
- Guidelines for practical training sessions that simulate real-world conditions, ensuring that learners can apply knowledge effectively in their work environments.
- A clear pathway for initial training, refresher courses, and progressive learning, tailored to meet the specific needs and roles within the asbestos management industry.

Asbestos: The Licensed Training Guide is an indispensable resource for ensuring the highest standards of safety and compliance in asbestos management and removal.