

# Asbestos abatement training

## Core competencies for Level 2 certification

Approved training providers for Level 2 asbestos abatement will be required to offer curriculum that covers the following core competencies. There are two types of core competencies. **Knowledge-based competencies** can be taught and assessed through classroom or online delivery. **Skills-based competencies** must be assessed through practical demonstration of competency. Instruction in skills-based competencies may be delivered through classroom or online delivery, but in-person instruction is preferred.

For more information on becoming a WorkSafeBC-approved training provider for people performing asbestos abatement work, please contact Certification Services at [certification@worksafebc.com](mailto:certification@worksafebc.com).

Please note: The requirements below are subject to change.

### Section 1: Foundational awareness

#### Foundational awareness: Asbestos

##### Knowledge-based competencies

Be able to **describe**:

- Asbestos
- Historical use of asbestos in building materials, industrial settings, and manufactured products
- The different types of asbestos-containing materials and associated hazards
- The abatement process and abatement work

Be able to **define**:

- Asbestos-containing materials (ACMs)

Be able to **distinguish**:

- Between friable and non-friable ACMs

Be able to **explain**:

- The purposes of hazardous material surveying and the sampling process
- The purpose of air monitoring for asbestos, when it is required, and where to find the results

## Foundational awareness: Health

### Knowledge-based competencies

Be able to **list**:

- The primary routes of exposure to asbestos

Be able to **describe**:

- The health effects of asbestos exposure (e.g., asbestosis, mesothelioma, lung cancer)
- Acceptable workplace and personal hygiene practices

Be able to **explain**:

- The synergistic effects of asbestos exposure and other exposures (e.g., smoking)
- What exposure limits are
- The importance of health monitoring (e.g., pulmonary function test and/or annual chest x-rays)
- How and when to access the WorkSafeBC Exposure Registry Program

## Foundational awareness: *Workers Compensation Act* and Occupational Health and Safety (OHS) Regulation

### Knowledge-based competencies

Be able to **identify**:

- The roles and responsibilities of workers, supervisors, and employers under the *Workers Compensation Act*
- When external expertise is required
- Sections of the OHS Regulation (Parts 6 and 20) that are associated with asbestos-related work

Be able to **explain**:

- Their right to know about hazards in the workplace, right to participate in health and safety activities in the workplace, and right to refuse unsafe work
- The “as low as reasonably achievable” (ALARA) principle
- Distinctions between low-, moderate-, and high-risk work procedures
- The purpose of workplace orientations, including young and new worker orientation and training
- How to contact WorkSafeBC, if required

Be able to **discuss**:

- The purposes of exposure control plans, hazardous materials surveys, and safe work procedures

## Foundational awareness: Personal protective equipment (PPE)

### Knowledge-based competencies

Be able to **explain**:

- The required personal protective equipment (PPE) for abatement work and its use
- How asbestos concentration is monitored in the worksite
- The different types of respiratory protection used in abatement

- Respiratory protection factors and maximum use concentration
- The requirements for a fit test and pre-use inspections of respirators

### Skills-based competency

Be able to **demonstrate they can**:

- Don and doff PPE

## Section 2: Planning for abatement work and initial site meeting

### Knowledge-based competencies

Be able to **identify**:

- The safe work documents (e.g., hazardous materials survey, site conditions, exposure control plans, risk assessment) that need to be reviewed prior to work
- The key information that needs to be presented at the initial site meeting

Be able to **recognize**:

- Risks (as per pre-start safety meeting)

## Section 3: Set-up

### Knowledge-based competencies

Be able to **explain**:

- The set-up process, including what signage and barriers/barricades are required to restrict access
- The rationale for tools and materials (e.g., 6 mil poly versus reinforced poly, different types of tape)
- Containment considerations and application
- The purpose of negative air units and how to read the air pressure (e.g., Magnehelic gauge)
- Dioctyl phthalate (DOP) testing (including timing, certification dates, and labels for DOP)

Be able to **describe**:

- The primary components of a full containment, partial containment, and/or designated work area that features barriers, decontamination (i.e., three-stage decontamination unit/shower with tempered and potable water), acceptable viewing window locations, and waste transfers, as required, in conformance with safe work procedures
- The operational procedures for negative air units (e.g., positioning, venting, daily maintenance)

Be able to **recognize**:

- The importance of isolating and/or locking out building services, such as electrical, gas, HVAC, sprinklers, water, and fire alarms
- Unsafe breach of containment and report it to their supervisor

Be able to **identify**:

- Potential critical failures within containment

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## Skills-based competencies

Be able to **demonstrate they can:**

- Build a simple containment area that features the primary components
- Follow safe work procedures for containment set-up
- Seal the containment to ensure proper isolation of areas (i.e., ceiling spaces and air plenums)
- Install viewing windows, as required
- Install negative air units, as required

## Section 4: Abatement

### Knowledge-based competencies

Be able to **explain:**

- The field-level hazard assessment
- Dust control measures (e.g., water, top to bottom) as per safe work procedures
- The use of amended water
- The importance of wetting and misting during removal
- The use of a GFCI (ground-fault circuit interrupter) in wet or damp environments
- The rationale for air monitoring as it relates to the abatement
- The purpose of air monitoring equipment with respect to safety or when site conditions change
- Decontamination procedures and their purpose
- How to maintain the integrity of a clean room, ambient air samples, and post-abatement air quality samples, as required

Be able to **report:**

- Suspected asbestos-containing materials that have not been identified in the hazardous materials survey

Be able to **recognize:**

- The impact of abatement work on other trades and services (e.g., construction, renovations, plumbing, sprinklers, electrical, gas, HVAC)

Be able to **describe:**

- The importance of properly positioning the air monitoring equipment
- The process of completion (i.e., written confirmation of removal or encapsulation) before containment can be removed

Be able to **identify:**

- The right encapsulant for different types of work (e.g., bridging, penetrating, lock-down)
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## Skills-based competencies

Be able to **demonstrate they can:**

- Follow practical work methods and processes for abatement work to minimize dust release (e.g., when working with drywall or paperback vinyl sheet flooring)
- Conduct wetting and misting during removal
- Follow the required abatement process (i.e., sequencing of activities)
- Safely install and operate abatement equipment and associated tools
- Follow safe use and maintenance practices as per the equipment manufacturer's instructions
- Decontaminate tools, equipment, and materials in abatement work areas according to safe work procedures
- Remove asbestos-contaminated waste to prevent accumulations and ensure safe access
- Apply encapsulant and label the asbestos-containing material appropriately
- Conduct personal decontamination procedures and explain their purpose
- Conduct a glove-bag abatement procedure

## Section 5: Waste handling

### Knowledge-based competencies

Be able to **explain:**

- What constitutes a sealed package
- The process and paperwork required for storing, handling, transport, and disposal of asbestos waste (i.e., waste manifests and hazardous waste generator requirements)
- The process for temporary and safe storage of asbestos waste on site
- The purpose of labelling all waste as asbestos waste according to safe work procedures
- How to dispose of asbestos containing materials in a manner that does not pose a risk to the worker or to any other party

Be able to **identify:**

- Requirements for licence to transport
- Requirements for transportation of dangerous goods (TDG)

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## Skills-based competencies

Be able to **demonstrate they can:**

- Perform waste-handling procedures, including bagging processes from dirty to clean areas, according to established standards
  - Conduct appropriate bagging activities for asbestos waste, including sealing, cleaning, and proper use of wrapping, bin liners, super sacks, and bags
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