



SARNIA - LAMBTON

INDUSTRIAL EDUCATIONAL CO-OPERATIVE

DRAFT HEALTH AND SAFETY TRAINING STANDARD

Course Title:
Asbestos Awareness

Issue Date: 2009/05/21

Revision # 1

Review Date: (yyyy/mm/dd)

Contents

Needs Analysis.....	3
Target Audience.....	4
Task/Topic Analysis & Learning Objectives	5
Evaluation.....	13
Additional Information.....	14
Gap Analysis Appendix	15

DRAFT

IEC Safety Training Standard Template

NEEDS ANALYSIS

Training design begins with identifying opportunities or problems, what is/what should be, resulting gaps, gaps in standards among IEC member companies, the purpose of planned instruction, and how the instruction or training will resolve the initial problem/realize the opportunity. Needs analysis also includes information about the proposed target audience, their characteristics and demographics

Element	Business Needs/Performance Goals - What is the opportunity or problem? What is the current state of affairs? What's the desired state of affairs? What's the gap? What level of performance/competency/behaviour is needed?
<p><i>Needs Analysis</i> <i>What is the opportunity or problem?</i></p>	<p>The primary problem identified is that at the present time, it is virtually impossible to determine whether or not a worker has received sufficient and appropriate information about Asbestos.</p>
<p><i>What is the current state of affairs?</i></p>	<p>Different training curriculums are being used in relation to the requirements for Asbestos Awareness. The differences can be seen at both the client and contractor levels, eg. Content is different, length of training, some content incorrect.</p> <p>Different levels of training are being provided in various organizations (CSAO, IEC, Internal)</p> <p>Inconsistencies in training messages and recording of training. Some organizations do not give cards or the training (internal) does not follow the worker.</p>
<p><i>What is the desired state of affairs?</i></p>	<p>Every worker who may work around Asbestos is to be trained to a recognized, standard level of Asbestos awareness including illnesses, causes, controls and exposure. This training does not cover the competency requirement for type 1, 2 or 3 abatement.</p>
<p><i>What are the gaps in standards?</i></p>	<p>Labeling, Incident reporting, best practices</p>

IEC Safety Training Standard Template

<p><i>What level of performance/competency/behaviour is needed?</i></p>	<p>This training program must meet the basic requirements for Asbestos Awareness training under regulation 278/05, section 8 (3)(e) Asbestos Hazards</p> <ul style="list-style-type: none"> 1/Recognition of hazards of exposure 2/ Proper use/care/disposal of PPE 3/ Follow measures laid out for personal hygiene 4/ Appreciation of the measures/procedures prescribed by the regulations
<p><i>Target Audience</i> <i>Who would take this training?</i></p>	<p>Contractors needing an IEC Safety Training Badge or anyone with the potential to be exposed. There are workers who need this training and do not need an IEC badge as they don't work in the plants (eg. roofers).</p>

OUTCOMES OF THE NEEDS ANALYSIS: LEARNING OBJECTIVES!

Needs must be translated into descriptions of desirable outcomes (**learning objectives**). To prepare for writing objectives, a **task/topic analysis** is done to flesh out the necessary knowledge/skill/attitude components. Focus on the most critical components and consider: legislative protocols/requirements, hazards and safety conditions, definitions/physical characteristics/examples, etc.

A well-written learning objective states what someone should be able to know, do, or feel (performance), how well they should perform the desired learning objective (measurement/standard), and any required training aids needed to accomplish the learning objective (inputs/conditions)

IEC Safety Training Standard Template

Content/Topic	Knowledge Component – What do you want people to know?	Objectives	Required Training Aids
<ul style="list-style-type: none"> • <i>Asbestos History</i> 	<p>What is Asbestos</p> <p>Where was it used</p> <p>Why was it used</p> <p>Be able to identify sources of Asbestos encountered in their workplace.</p>	<p>Describe the different uses for Asbestos.</p> <p>Identify that types are hazards. Recognize that it is naturally occurring. Be able to discuss what happened 50 years ago compared to today’s environment.</p> <p>Describe some uses in their work if any.</p> <p>Name the different types of Asbestos.</p> <p>Discuss what has changed from the past.</p> <p>Realize historical legacy.</p>	<p><i>Power Point presentation with accurate pictures</i></p>
	<p>Skill Component – What do you want people to be able to do?</p> <p>N/A</p>	<p>Objectives</p> <p>N/A</p>	
	<p>Attitude Component- What attitudes do you want to instill/change; how should people feel?</p> <ul style="list-style-type: none"> • Informed • Understand safe guards in place • Comfort of knowledge • Proactive in looking at work and identifying potential issues 	<p>Objectives</p> <p>Appreciate the changes that have been made and why, which will give them confidence on the job.</p>	

IEC Safety Training Standard Template

<p>Content/Topic</p> <ul style="list-style-type: none"> <i>Duties of owner, contractor, worker</i> 	<p><i>Knowledge Components - What do you want people to know?</i></p> <p>Training Regulations Disclosure of inventory</p>	<p><i>Objectives</i></p> <p>They should all understand that this is an awareness class only. Recognize that there is an Asbestos Regulation. Recognize that the companies will give disclosure on inventory. Be able to identify if further training is needed. Recognize they have the right to know.</p>	<p><i>Required Training Aids</i></p> <p><i>Power Point presentation with accurate pictures</i></p>
	<p><i>Skill Components - What do you want people to be able to do?</i></p> <p>N/A</p>	<p><i>Objectives</i></p> <p>N/A</p>	
	<p><i>Attitude Component - What attitudes do you want to instill/change; how should people feel?</i></p> <p>Confidence that they can ask questions about Asbestos at their workplace. Workers empowered with right to know, right to ask</p>	<p><i>Objectives</i></p> <p>Appreciate that they can ask questions, discuss - they have the right to know.</p>	

IEC Safety Training Standard Template

<p>Content/Topic</p> <ul style="list-style-type: none"> <i>Types of Asbestos</i> 	<p><i>Knowledge Components - What do you want people to know?</i></p> <p>Different types of Asbestos</p>	<p><i>Objectives</i></p> <p>Recognize that there are different types of asbestos. Respect all Asbestos the same. Explain the definition of Friable & Non-Friable. Recognize that the regulations are the same, but handling methods differ according to the type.</p>	<p><i>Required Training Aids</i></p> <p>Power Point presentation with accurate pictures</p>
	<p><i>Skill Components - What do you want people to be able to do?</i></p> <p>N/A</p>	<p><i>Objectives</i></p> <p>N/A</p>	
	<p><i>Attitude Component - What attitudes do you want to instill/change; how should people feel?</i></p> <p>N/A</p>	<p><i>Objectives</i></p> <p>N/A</p>	

IEC Safety Training Standard Template

Content/Topic	Knowledge Components - What do you want people to know?	Objectives	Required Training Aids
<ul style="list-style-type: none"> • Health Concerns 	<ul style="list-style-type: none"> • Smoking Risks • Exposure Forms • Incident Report forms • Worker concerns • Diseases • Risk potential • Understand how the body handles Asbestos fibre. • How, who, when and why exposure forms are used • Legacy in Lambton County 	<p>Explain report forms (exposure) and why they are used – Name the different diseases associated with asbestos exposure– Discuss the risks of not wearing PPE. Discuss working with Asbestos & Smoking. Explain the consequences of exposure.</p>	<p>Power Point presentation with accurate pictures</p>
	<p>Skill Components - What do you want people to be able to do?</p> <p>N/A</p>	<p>Objectives</p> <p>N/A</p>	
	<p>Attitude Component - What attitudes do you want to instill/change; how should people feel?</p> <p>N/A</p>	<p>Objectives</p> <p>N/A</p>	

IEC Safety Training Standard Template

Content/Topic	Knowledge Components - What do you want people to know?	Objectives	Required Training Aids
<ul style="list-style-type: none"> <i>Site Specific</i> 	<p>Major gaps between sites. Learners should know of any major differences between plants that are not standard in the valley.</p>	<p>List the different labeling, banding, tags, etc. for the sites. Explain when insulation analysis could be done and where.</p>	<p><i>Power Point presentation with accurate pictures</i></p>
	<p>Skill Components - What do you want people to be able to do?</p> <p>The worker should understand from the training that there may be gaps between plants (labeling) and they should be aware of this.</p>	<p>Objectives</p> <p>Demonstrate or show, the different tags, banding, any Asbestos identification in the area of their work.</p>	
	<p>Attitude Component - What attitudes do you want to instill/change; how should people feel?</p> <p>Confident that they can ask for information.</p>	<p>Objectives</p> <p>Appreciate the value of a tagging system for that specific site.</p>	

IEC Safety Training Standard Template

Content/Topic	Knowledge Components - What do you want people to know?	Objectives	Required Training Aids
<ul style="list-style-type: none"> Identification 	<p>On site analysis – off site analysis. Understand that some companies can sample on site, some have to send the sample away</p>	<p>Describe how Asbestos is Identified and used in area of work.</p>	<p>Power Point presentation with accurate pictures</p>
	<p>Skill Components - What do you want people to be able to do? Know what labeling method is used to identify Asbestos/Non-Asbestos. Understand why we sample, and the different types of sampling.</p>	<p>Objectives Demonstrate or show, the different tags, banding, any Asbestos identification in the area of their work.</p>	
	<p>Attitude Component - What attitudes do you want to instill/change; how should people feel? Confidence that the Asbestos has been Identified and labeled</p>	<p>Objectives Accept that the tags are correct.</p>	

IEC Safety Training Standard Template

<i>Content/Topic</i>	<i>Knowledge Components - What do you want people to know?</i>	<i>Objectives</i>	<i>Required Training Aids</i>
<ul style="list-style-type: none"> • Controls/Procedures 	<ul style="list-style-type: none"> • PPE • Understand the different types of work, 1,2 & 3 • Demolition • Friable/Non-Friable; explain the difference • Know the types of work they can perform – type 1, 2, or 3 • Know the controls in place for type 1, 2, or 3 work 	<p>Differentiate between Friable vs Non-Friable. Identify areas in the workplace that could have Asbestos. Compare the types of Asbestos work. Recognize the procedures for the type of work, if any. Name the proper PPE for the job. Be able to interpret the different tagging systems. Describe what to do if you are accidentally exposed</p> <p>Recognize an asbestos procedure if one is needed. Describe how the identification system works.</p>	<p><i>Power Point presentation with accurate pictures (e.g. various forms, type 1, 2, 3 work, labeling, signs, sample asbestos types)</i></p>
	<p><i>Skill Components - What do you want people to be able to do?</i></p> <p>N/A</p>	<p><i>Objectives</i></p> <p>N/A</p>	
	<p><i>Attitude Component - What attitudes do you want to instill/change; how should people feel?</i></p> <p>Confidence Appreciate controls in place Know what types of work you can do “NO WORK TO BE PERFORMED WITHOUT FURTHER TRAINING”</p>	<p><i>Objectives</i></p> <p>Appreciate procedures are in place for us all</p>	

IEC Safety Training Standard Template

<i>Content/Topic</i>	<i>Knowledge Components - What do you want people to know?</i>	<i>Objectives</i>	<i>Required Training Aids</i>
Type 1 work	<p>Know the difference between type 1 and type 2 work definitions.</p> <p>They should be able to give examples of both.</p> <p>Recognize a type 1 procedure for work.</p> <p>Explain any type 1 work in their work area.</p>	<p>Describe the difference between Type 1 Work and Type 2 Asbestos work</p> <p>Recognize any type 1 work in their area.</p>	<p>Power Point presentation with accurate pictures</p>
	<p><i>Skill Components - What do you want people to be able to do?</i></p> <p>N/A</p>	<p><i>Objectives</i></p> <p>N/A</p>	
	<p><i>Attitude Component - What attitudes do you want to instill/change; how should people feel?</i></p> <p>Awareness that they can do type 1 work with this training and additional training (hands on). They value why they have a procedure to do this work.</p>	<p><i>Objectives</i></p> <p>Appreciate that there are regulations in place describing the difference between the two types of work, and that they are available for review.</p>	

IEC Safety Training Standard Template

EVALUATION

Evaluation strategies should be defined at this stage as evaluation helps drive program content/design - an appropriate evaluation strategy determines if:

- 1) Level One - the learners liked the training
- 2) Level Two - they learned and acquired the desired behaviours
- 3) Level Three - learners applied these behaviours in the field/on the job
- 4) Level Four - the training had the desired impact

For the learning level evaluation, will assessment be on a pass/fail basis, or will a certain percentage be required?

Element	Level One: Reaction – <i>Did they like it? What was their reaction?</i>	Level Two: Learning - <i>What did they learn? How will you assess that? Give a test? A practical demonstration?</i>	Level Three: Field Audit – <i>Can learners demonstrate new behaviours/competency on the job?</i>	Level Four: Impact – <i>Were gaps closed? Was the problem solved? Or opportunity realized?</i>
<i>Evaluation Asbestos Awareness</i>	Learners will complete a feedback/course evaluation form upon completion of the course.	Successful course completion requires a 100% passing grade on a 20 question test. This is after Instructor review using the IEC policy 402 on testing.	The learner would be asked questions pertaining to the course in the field. Questions would be developed from the topics in the course. Ex. What would you do if you came across Asbestos in your job today?	How do we know to what extent the original purpose of the training was achieved? Reduced duplication of training and associated costs. Standardized, consistent training.

ADDITIONAL INFORMATION

Recertification	<p>What is the recertification method? What is the frequency?</p> <p>Recertification 2 years Class room – Instructor lead</p>
Trainer Requirements	<p>What specific background/experience/skills does a potential trainer require to deliver the training?</p> <p>Comprehensive understanding of the regulations pertaining to this course. Train the trainer qualifications – competent person</p>
References	<p>Regulations – O. Reg 278/05 Regulation respecting Asbestos on Construction Projects and in Buildings and Repair Operations – made under the Occupational Health and Safety Act.</p> <p>Any additional reference material - no</p> <p>Reference material used to develop content – same regulations as above</p>
Exemptions	<p>Are there any exemptions from any or all of this training? What is the basis for the exemption?</p> <p>Certified Type 3 Asbestos workers. They have training above this level to achieve their certificate.</p>

Gap Analysis

Topic	Needs Analysis	Company A	Company B	Company C
<i>Asbestos Awareness</i>	<p>The group has identified Labeling, Reporting and Type 1 best practices as the gaps.</p> <p>A comprehensive gap analysis spreadsheet has been completed as an addendum.</p>			