



# Expert Asbestos Remover - 2 (DAV-2)

## Practical workbook Supervisor

## Introduction

The participant will practice in company with skills for the profession of Expert Asbestos Remover (DAV-2). The participant practices the skills by carrying out various practical assignments. By performing these assignments several times, the participant learns to perform the work increasingly well.

The practical supervisor (mentor) guides and coaches the participant. That means you:

- Instruct and explain the practical assignments to the participant
- Listen to and understand the learner
- Are not immediately ready with a judgment
- Analyze and see where the participant still has difficulties
- See mistakes as opportunities to learn
- Encourage the participant when he does well
- Specifically point out things that are not going well yet
- Give feedback to help a participant improve
- Ask open questions to the participant
- Are a support and refuge for the participant

## Guidance in carrying out the practical assignments

The participant will work on various practical assignments in the workplace. First, he performs an introductory assignment.

In this assignment, the participant gets an idea of what the profession Expert Asbestos Remover (DAV-2) entails, the participant collects contact details and the participant makes a step-by-step plan with your help. The nature of the work of the company and the client is examined.

Discuss the detailed assignment with the participant. Is everything clear? Does the participant know which step to take? Is the schedule realistic?

Also discuss at what times the participant can come to you with questions and when you give him feedback on his work.

There are 6 different practical assignments for the participant Expert Asbestos Remover (DAV-2) that he must perform at least 3 times. As a supervisor, you provide feedback and suggest points for improvement on the basis of each assignment performed.

You base the feedback on the professional competences and criteria that go with it. With this you can easily substantiate your opinion.

### **Professional Competencies Expert Asbestos Remover (DAV-2)**

#### ***Competency 1. Works safely, hygienically, cost-effectively and environmentally conscious*** *Behavioral criteria*

- Identifies and reports unsafe situations and non-environmentally conscious actions.
- Responds alertly and actively to the emergence of unsafe situations .
- Acts appropriately in emergency situations.
- Deals efficiently and consciously with the material/raw materials.
- Keeps the workplace tidy and clean.

- Uses materials, tools and prescribed PPE correctly.
- Uses equipment correctly
- Checks own PPE.
- Collects waste/residual material and sorts it according to regulations.
- Disposes of waste/residual material in accordance with regulations.
- Performs all work in accordance with the applicable regulations for safety, working conditions and the environment.
- Points out the risks of unsafe situations to others.
- Suggests improvements for non-environmentally aware actions.
- Addresses others on unsafe and/or non-environmentally aware behavior.
- Makes suggestions for improvement to the responsible person.
- Works cost-consciously.

**Competency 2. Plan and organize the work**

*Behavioral criteria*

- Uses relevant information, such as instructions and work order.
- Prepares materials, tools and equipment for use.
- Works according to safety procedures regulations and work instructions.
- Calls in the manager or colleagues if necessary.
- Plans and organizes own work
- Gathers the right materials, tools and resources.
- Collects and interprets relevant information.
- Checks whether company and safety regulations have been followed.

**Competency 3. Uses the right materials and resources**

*Behavioral criteria*

- Knows the uses of materials and resources.
- Selects the right materials and resources to carry out the work.
- Makes responsible use of materials and resources.
- Handles materials and resources efficiently.
- Maintains materials and resources according to company standards.
- Does not make improper use of materials and resources.
- Stores materials and resources in a clean and safe place.

**Competency 4. Minor maintenance and checking equipment**

- Checks the technical condition of the equipment.
- Signals deviations in equipment.

**Competency 5. Communicates with colleagues, supervisor and external parties**

*Behavioral criteria*

- Uses correct manners.
- Adapts to company culture.
- Makes work arrangements with colleagues.
- Fulfills work agreements made or informs in a timely manner that this is not possible.
- Listens carefully and shows patience.
- Asks for necessary information.

- Asks for clarification if necessary.
- Gets a message across briefly and clearly.
- Asks colleagues or DTA for help if he can't figure it out.
- Presents a problem in a clear manner to supervisor or those involved.
- Actively participates in work discussions.
- Works in good harmony with colleagues and supervisor.
- Contributes to a positive work atmosphere.

**Competency 6. Collaborates with others**

*Behavioral criteria*

- Keeps to the agreements.
- Considers differences between people and their way of working.
- Gives feedback to colleagues.
- Receives feedback from colleagues.
- Asks colleagues for help if he can't figure it out himself.
- Focuses on team results.
- Shows motivation.
- Is flexible in the execution of tasks.
- Stimulates collaboration.
- Treats all colleagues equally.
- Handles feedback from colleagues constructively.
- Holds colleagues accountable.
- Motivates and encourages colleagues.
- Considers the consequences actions may have on others outside the team.

**Competency 7. Ensures quality of work performed**

*Behavioral criteria*

- Consults with colleagues, managers and external parties.
- Signals deviations and reports this.
- Addresses colleagues about non-quality-conscious actions.
- Works according to procedures and regulations.
- Checks own work during and after the performance of tasks.
- Checks the work of others during and after the performance of tasks.
- Supports colleagues in solving quality problems.
- Evaluates the work process and makes suggestions for improvement.
- Works accurately.

**Competency 8. Works on own development**

*Behavioral criteria*

- Maps out with the manager what is going well and what could be done better at work.
- Determines with the manager which professional competencies he must further develop.
- Determines with the manager which activities he must undertake for this purpose.
- Undertakes the activities agreed with the manager.
- Applies new working methods in consultation.
- Follows training sessions and/or courses.

- Is open to personal development and acts accordingly.
- Thinks ahead when performing work.
- Is interested in the work and developments.
- Stimulates himself to develop.

**Competency 9. Handles changes well**

*Behavioral criteria*

- Keeps informed about changes.
- Deals with ambiguity and uncertainty in the right way.
- Adapts to changing circumstances.
- Contributes to innovation and improvement.
- Takes the initiative to follow new developments.
- Makes an active contribution to the implementation of changes and innovations.

Select three competences that the participant still needs to work on and indicate for each competence which behavioral criteria are the most important points for attention for this participant. Give this back to the participant as feedback.

In addition, indicate which competencies the participant already does well. Motivate your choice with some behavioral criteria that the participant already demonstrates very well.

*An example:*

*In the assessment of participant 1 you noticed that he works sloppily and does not know exactly how the aids work.*

*You select from three competencies that this participant must work with: 1. Works safely, hygienically, cost- and environmentally consciously, 3. Uses the right materials and resources and 6. Works together with others.*

*The next step: You determine for each competency which behavioral criteria the participant should improve in particular. For competency 1. This is, for example: Keeps the workplace clear and clean and Collects waste and sorts it according to regulations.*

*You make the following overview of this feedback.*

<b>Competence</b>	<b>What requires attention</b>
<i>1. Works safely, hygienically, cost and environmentally conscious</i>	<i>Keeps the workplace tidy and clean</i>
	<i>Collects waste and sorts it according to regulations.</i>
<i>3. Uses the right materials and resources</i>	<i>Handles materials and resources efficiently.</i>
	<i>Knows the uses of materials and resources.</i>
<i>6. Collaborates with others</i>	<i>Asks for help if he can't figure it out on his own</i>

	<i>Shares relevant information with colleagues</i>

*Participant 1 also showed his strengths. Also mention that in the feedback.*

*You select 2 or 3 competences on which this participant scores well. For example: 2. Plans and organizes the work and 5. Communicates with colleagues, supervisors and external parties.*

*The participant shows the strengths per competency in the following behavioral criteria. At Competency 2. Uses relevant information, such as instructions and work order and Works according to safety procedures, regulations and work instructions.*

*You can also put this feedback in an overview:*

<b>Competence</b>	<b>What are you good at</b>
<i>2. Plans and organizes the work.</i>	<i>Uses relevant information, such as instructions and work order</i>
	<i>Works according to safety procedures, regulations and work instructions</i>
<i>5. Communicates with colleagues, managers and external parties.</i>	<i>Uses correct manners.</i>
	<i>Contributes to a positive working atmosphere.</i>

*Give the participant feedback in the overviews and explain it orally. The participant knows that he has to pay extra attention to the points of attention indicated. The participant also knows what he scores particularly well on.*

When the participant does the assignment for the second and third time, take this feedback back. Is there improvement? If so, in which parts?

Evaluate the program regularly with the participant's manager.

If the participant is not skilled enough after performing the same practical assignment 3 times, you can decide in consultation with the manager to have the participant perform this assignment a fourth or fifth time.

If you think that the participant is not suitable for the profession, you should also discuss this with the participant's manager.

### Completion of practical assignments and planning of the final test

The participant who has shown that he can perform all practical assignments well, may take a final test.

In the final test, the participant carries out a practical assignment.

The company determines where the participant can perform the final test and chooses an assignment that is relevant for a DAV-2 and in which the participant can show all his skills.

During the final test, the participant carries out the assignment completely independently, without further guidance.

You assess the completed assignment on the basis of the assessment form below.

<b>Core task 1: Preparation of the asbestos removal work</b>			
<b>1.1 Setting up the work area</b>	I	G	N
Takes orders from DTA <ul style="list-style-type: none"> <li>Shows motivation.</li> <li>Asks for necessary information.</li> <li>Selects the right materials and resources to carry out the work.</li> </ul>			
Helps set up and cordon off the work area <ul style="list-style-type: none"> <li>Uses relevant information</li> <li>Handles materials and resources efficiently and consciously</li> <li>Performs work in accordance with applicable regulations and guidelines</li> </ul>			
Pays attention to your own safety and the safety of others. <ul style="list-style-type: none"> <li>Signals deviations and reports this.</li> <li>Points out the risks of unsafe situations to others</li> <li>Checks own work during execution</li> </ul>			
<b>1.2 Ensuring personal safety</b>	I	G	N
Checks respiratory protective equipment <ul style="list-style-type: none"> <li>Knows the uses of materials and resources</li> <li>Checks the technical condition of the equipment</li> <li>Prepares equipment and tools for use</li> </ul>			
Takes appropriate measures to ensure safety <ul style="list-style-type: none"> <li>Uses the prescribed PPE</li> <li>Calls in the manager or colleagues if necessary</li> <li>Signals deviations and reports this</li> </ul>			
<b>Core task 2: Execution of asbestos removal activities</b>			
<b>2.1 Assess the situation</b>	I	G	N
Makes a choice for a method that fits well with the situation <ul style="list-style-type: none"> <li>Plans and organizes own work</li> <li>Prepares materials, tools and equipment for use</li> <li>Knows the possible uses of materials and resources</li> </ul>			
Knows the health risks and adjusts his actions accordingly. <ul style="list-style-type: none"> <li>Checks the technical condition of the equipment</li> <li>Addresses others about unsafe and/or non-environmentally conscious behaviour</li> <li>Works according to safety procedures and regulations</li> </ul>			
Works well with others. <ul style="list-style-type: none"> <li>Sticks to the agreements</li> <li>Receives feedback from colleagues</li> <li>Stimulates cooperation</li> </ul>			

<b>2.2 Removing the low-emissions</b>	<b>I</b>	<b>G</b>	<b>N</b>
Prevents the release of asbestos fibers as much as possible. <ul style="list-style-type: none"> <li>Keeps the workplace tidy and clean</li> <li>Handles the material / raw materials efficiently and consciously</li> <li>Works according to safety procedures regulations and work instructions</li> </ul>			
Takes the right measures in the event of an unexpected event. <ul style="list-style-type: none"> <li>Acts appropriately in emergency situations</li> <li>Responds alertly and actively to the emergence of unsafe situations</li> <li>Makes suggestions for improvement to the responsible person</li> </ul>			
<b>2.3 Completion of the work</b>	<b>I</b>	<b>G</b>	<b>N</b>
Packs the waste safely and provides it with the correct labels. <ul style="list-style-type: none"> <li>Collects waste/residual material and sorts it according to regulations</li> <li>Verifies that company and safety regulations have been followed</li> <li>Makes responsible use of materials and resources</li> </ul>			
Discharges the waste according to the applicable procedure <ul style="list-style-type: none"> <li>Disposes of waste/residual material in accordance with regulations</li> <li>Supports colleagues in solving quality problems</li> <li>Deals with ambiguity and uncertainty in the right way</li> </ul>			
<b>Core task 3. Carry out decontamination procedure</b>			
<b>3.1 Carry out decontamination procedure</b>	<b>I</b>	<b>G</b>	<b>N</b>
Performs the decontamination procedure correctly <ul style="list-style-type: none"> <li>Handles feedback from colleagues constructively</li> <li>Responds alertly and actively to the emergence of unsafe situations</li> <li>Uses materials, tools and PPE correctly</li> </ul>			
Performs the decontamination procedure in transit correctly <ul style="list-style-type: none"> <li>Works according to procedures and regulations</li> <li>Stores materials and resources in a clean and safe place</li> <li>Holds colleagues accountable</li> </ul>			
Ensures quality of work performed <ul style="list-style-type: none"> <li>Works accurately</li> <li>Evaluates the work process and makes proposals for improvement</li> <li>Checks the work of others during and after the performance</li> </ul>			
I: Insufficient G: Good N: Not observed  Total assessment final test: Pass / Fail*			

The participant must score Good for all parts to pass the final test.

A maximum of 3 underlying points of attention may be given the score 'N: Not observed.

Discuss the assessed assignment with the participant afterwards. Then you also give the result of the final test to the participant.

If the participant has passed the final test, the DAV-2 module is completed.



If the participant has not passed, you discuss which practical assignments the participant can perform again in the workplace to gain even more experience.

\*If you assess the final test with two people, the first step is to compare the scores of both assessors and arrive at a common point of view. You discuss this common position with the participant.