

RPE Competent Person

Issue Date: 22/06/2026 | Version: 2

AA: Asbestos Awareness

NL: Non-Licensed

LW: Licensed Work

DTM: Duty to Manage

AM: Asbestos Management

AS: Analyst/Surveyor



RP: RPE/PPE

SMG: Soil & Made Ground

OH: Occupational Hazards

Recognition and Grants



This UKATA syllabus has been mapped against the CITB standard and is available for grant payments to levy registered employers.

Training Type	Grant Tier	Grant Rate	Grant Code
Initial	1	Up to 50% of training cost	GET2820



UKATA is a Member of The CPD Certification Service providing recognised independent CPD accreditation compatible with global CPD principles.



This UKATA syllabus has been reviewed and independently certified as being suitable for CPD purposes by The CPD Certification Service.



UKATA holds ISO 9001 certification and continues to maintain the quality standard through annual auditing. ISO 9001 is a global standard for quality management systems (QMS), requiring organisations to demonstrate that their internal procedures meet rigorous guidelines, ensuring consistent delivery of quality products and services to customers and stakeholders.

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1. Course Title

RPE Competent Person

2. Introduction

This syllabus sets out the guidance for the provision of respiratory protective equipment training for competent persons as detailed within HSG53 – Respiratory Protective Equipment at Work and the Control of Asbestos Regulations 2012 (CAR).

This document provides the syllabus for the training along with guidance on the minimum content of all courses. Tutors can offer bespoke or tailored training for the remainder of any training session, but the core content must be adhered to.

Note: This course does not train individuals to carry out any repairs to employees RPE.

3. Purpose/Scope

The purpose of this training is to provide learners with an understanding of the importance of respiratory protective equipment (RPE) inspections and the potential hazards associated with improper use or maintenance. Additionally, the training offers a comprehensive outline of the legal requirements under the Control of Asbestos Regulations 2012 (CAR 2012), specifically Regulations 10 and 11, and associated guidance within HSG53 – Respiratory Protective Equipment at Work. The training also introduces the principles of positive airline/pressure systems, though specific instruction on these systems is excluded and must be delivered by the equipment provider.

4. Occupational Relevance

Employers, supervisors, health and safety representatives and elected company representatives who are responsible for the selection, use, maintenance and the record keeping for employees RPE. Individuals that are responsible for the above areas should have appropriate experience within the area of work which they are responsible for the employee's overall safety. Anybody selecting, using or maintaining RPE should be competent. You should be able to demonstrate this by reference to records of appropriate training.

5. Duration

Minimum of 4 learning hours.

(This includes a minimum of 40 minutes of practical training and the time allocated for the final exam)

6. Learner Pre-requisite

There are no learner pre-requisites as part of this syllabus.

7. Individual Learning Needs

The tutor must assess each learner's individual needs before the course begins and adapt the training accordingly.

8. Instruction/Supervision

As a minimum, tutors must meet the following criteria:

- Tutors must have a minimum of at least three years' experience (within the past five years) in the asbestos industry. This will be taken to include, removal, consultancy, training, management etc. and must be able to demonstrate a comprehensive practical working knowledge, within the asbestos industry, including its legislative requirements relating to the use and maintenance of RPE;
- Provide history of knowledge on RPE;
- Hold a suitable RPE competent person certification from an industry body;
- Hold a recognised trainer qualification, i.e., Level 3 Award in Education and Training, or you must achieve this qualification within 12 months of registration with UKATA;
- A successful UKATA Audit, or an internal Audit undertaken by the Member company they are working for at the highest category of training the Tutor will deliver on behalf of the Member;
- After meeting the above criteria, the Tutor is required to pass the UKATA RPE Competent Person Tutor Knowledge Test.

9. Delivery

Training must be delivered in a suitable environment and in accordance with the UKATA [Training Centre & Equipment Minimum Standards](#). All equipment must be of a suitable quality and quantity for learners to achieve learning outcomes and must comply with relevant legislation.

The class size and tutor to learner ratio must allow training to be delivered in a safe manner and enable learners to achieve learning outcomes. The approved training delivery methods for this training along with the maximum tutor to learner ratios are:

Classroom: 1:12 (theory) 1:6 (practical)

10. Assessment

Attainment of the learning outcomes will be assessed by a multiple-choice exam consisting of at least 15 questions taken from the UKATA question bank and sat under exam conditions. At the discretion of the tutor, learners shall be permitted to refer to any notes they make during the training session, or the training manual/notes provided by the tutor.

Learners will be required to achieve a score of at least 12 out of 15 (80%) in the exam. Failure to achieve this will result in the learner requiring to re-sit the exam under exam conditions. If a learner fails the second attempt, they will be required to re-sit the course in its entirety.

The exam should have a completion time of approximately 20 minutes, though this is intended as a guideline. Tutors should accommodate the diverse needs of learners, which may include reading the questions aloud when necessary. However, no assistance may be provided in answering the questions.

11. Quality Assurance

Quality assurance against this syllabus requires verification and approval of the presentation materials, exam papers, course handouts and tutor narrative. Independent audits are carried out to demonstrate conformity with the training standards set by UKATA and each tutor maintains a CPD record that aligns with the UKATA [Tutor Competency Framework](#).

UKATA prides itself on numerous accreditations and certifications that reflect our commitment to the highest standards of service and quality. A detailed list of these can be accessed at: [UKATA Accreditations](#).

12. Renewal/Refresher

Certification for this training course will be valid for one year.

It is recommended that renewal/refresher training is carried out as necessary.

The duration of refresher training is determined by a training needs analysis (TNA) conducted by the training provider and should be a minimum of 2 learning hours.

Learners must provide evidence of their previous UKATA RPE Competent Person (or refresher) training, completed within the last 12 months. If unable to verify recent certification, learners will need to undergo the full training course again.

Following the certification expiration date, a grace period of six months is permitted for refresher training to be delivered. The employer should, in this case, carry out a TNA and discuss the training requirements with the training provider.

13. Approved Date

01/02/2025

14. Review Cycle

Either on request or within 3 years from approval date.

15. Additional Resources

View	Managing and working with asbestos - Control of Asbestos Regulations 2012 (CAR 2012) - Approved Code of Practice and guidance.
View	Respiratory Protective Equipment at Work (HSG53)
View	Managing and Working with Asbestos (HSG247)
View	The Analysts' Guide (HSG248)
View	The Survey Guide (HSG264)
View	HSE Guidance on RPE Fit Testing (INDG479)
View	Fit Testing Basics – HSE
View	HSE Resources on Hazardous Substances
View	RPE Selector Tool – HSE
View	HSE Toolbox – Respiratory Hazards
View	COSHH Essentials – HSE

16. Learning Outcomes

- ✓ Explain the reasons for using respiratory protective equipment (RPE) and the importance of wearing it correctly.
- ✓ Identify the different types of RPE available and the importance of selecting the appropriate equipment for specific tasks.
- ✓ Understand the legal requirements for RPE, including relevant standards, markings, and regulations.
- ✓ Recognise hazardous substances where RPE is necessary and the classifications of substances that pose risks to individuals.
- ✓ Describe the importance of face-fit testing, including the procedures for Quantitative and Qualitative testing, and why re-testing may be required.
- ✓ Explain the purpose of filters, the types available, and the criteria for selecting filters for different hazardous substances and environments.
- ✓ Demonstrate correct procedures for wearing, fit-checking, maintaining, cleaning, and storing RPE.
- ✓ Understand the importance of record-keeping for RPE, including required documentation and retention periods.
- ✓ Describe the disposal process for contaminated RPE and its components in compliance with hazardous waste regulations.
- ✓ Discuss the requirements for RPE maintenance, including timescales, daily checks, and the role of a competent person.
- ✓ Explain the concept of assigned protection factors, their significance, and how they apply to various types of RPE.
- ✓ Recognise the differences between risk phrases and hazard groups, and the potential health hazards of non-compliance.
- ✓ Demonstrate practical skills in inspecting and identifying faults in RPE during a practical assessment.

17. Required Course Content - Theory

MODULE 1	DURATION: APPROXIMATELY 20 MINUTES	
	Respiratory Protective Equipment (RPE):	
	1.1	Explain the reasons for using RPE and the importance of wearing it correctly.
	1.2	Identify the different types of RPE available.
MODULE 2	1.3	Discuss the importance of selecting the correct RPE for specific work methods and ensuring its proper use.
	DURATION: APPROXIMATELY 20 MINUTES	
	Legal Requirements:	
	2.1	Explain the standards for RPE used within a workplace.
MODULE 3	2.2	Identify the legal markings required when selecting RPE to meet regulations.
	2.3	Summarise the regulations mandating the use of RPE.
	DURATION: APPROXIMATELY 20 MINUTES	
	Hazardous Substances:	
MODULE 4	3.1	Inform learners of the different types of hazardous substances where RPE is vital.
	3.2	Explain the classification of hazardous substances and how they can affect individuals.
	3.3	Discuss the types of RPE required when working with specific hazardous substances
	DURATION: APPROXIMATELY 10 MINUTES	
MODULE 5	Filters:	
	4.1	Identify the types of filters available.
	4.2	Explain the types of filters required for specific hazardous substances.
	4.3	Discuss the requirements for filters in environments with multiple hazardous substances.
MODULE 6	4.4	Explain how often filters should be replaced after use.
	DURATION: APPROXIMATELY 10 MINUTES	
	RPE Cleaning:	
	5.1	Discuss the importance of cleaning reusable RPE.
MODULE 7	5.2	Explain how to clean RPE effectively.
	5.3	Emphasise the importance of following manufacturers' instructions when selecting cleaning products and the risks of using incorrect products to the integrity of the RPE.
	5.4	Describe the reasons for cleaning and drying RPE in a clean area.
	DURATION: APPROXIMATELY 10 MINUTES	
MODULE 8	RPE Maintenance:	
	6.1	Outline the timescales for RPE maintenance.
	6.2	Discuss the importance of following manufacturers' instructions.
	6.3	Explain the requirement for maintenance to be carried out by a competent person.
MODULE 9	6.4	Identify the areas of RPE that require daily checks to ensure functionality.
	6.5	Highlight the record-keeping requirements for maintenance and selection.
	DURATION: APPROXIMATELY 10 MINUTES	
	Storage of RPE:	
MODULE 10	7.1	Explain the reasons RPE should be stored in accordance with manufacturers' instructions to prevent contamination, damage, and deterioration.
	7.2	Discuss the importance of cleaning RPE before storage to prevent contamination of the storage area.
	7.3	Outline safe storage procedures during the end of a workday or break times.
	DURATION: APPROXIMATELY 10 MINUTES	

MODULE 8	DURATION: APPROXIMATELY 10 MINUTES	
	Disposal of RPE:	
	8.1	Explain the reasons for disposing of contaminated RPE and its components as hazardous waste.
	8.2	Outline the process for disposing of contaminated RPE and its components.

MODULE 9	DURATION: APPROXIMATELY 10 MINUTES	
	Record Keeping:	
	9.1	Identify what needs to be recorded when using RPE.
	9.2	Discuss how long documentation should be retained and the roles of those responsible.
	9.3	Highlight types of checklists that can be used to support effective RPE maintenance.

MODULE 10	DURATION: APPROXIMATELY 15 MINUTES	
	Face Fit Testing:	
	10.1	Explain the requirements for individuals to undergo face-fit testing, including considerations such as health and type of RPE.
	10.2	Distinguish between quantitative and qualitative fit testing.
	10.3	Identify the timescales for conducting face-fit testing.
	10.4	Explain why face-fit testing must be repeated when RPE types or wearer circumstances change (e.g., face shape, weight loss).

MODULE 11	DURATION: APPROXIMATELY 15 MINUTES	
	Assigned Protection Factors:	
	11.1	Identify the protection factors for various types of RPE.
	11.2	Explain the different areas of protection factors and their meanings.
	11.3	Discuss how protection factors are calculated and applied to RPE.

MODULE 12	DURATION: APPROXIMATELY 30 MINUTES	
	Risk Phrases and Hazard Groups:	
	12.1	Explain the differences between risk phrases and hazard groups.
	12.2	Identify the information included in each category.
	12.3	Discuss the health hazards that may arise from non-compliance with risk phrases and hazard groups.

18. Required Course Content - Practical

Prior to learners undertaking the final assessment, they will be required to demonstrate fault-finding techniques through a practical assessment. This will include inspecting and identifying issues with the type of RPE they are being trained to inspect and maintain.

MODULE 13	DURATION: APPROXIMATELY 40 MINUTES
	Practical Assessment: <i>The practical assessment will cover the following types of RPE:</i>
	13.1 Disposable face pieces (P1, P2, P3).
	13.2 Reusable oronasal half-face masks (e.g., Sundstrom SR100, SR90).
	13.3 Full-face powered assisted face pieces (e.g., Vision, Phantom Protector, Pro Mask, Gemini, Phantom Vision).
	13.4 Full-face non-powered assisted face pieces (e.g., Sundstrom SR200, 3M 6000 & 7000 series).