BIOSAFETY-EUROPE

A provisional Training Manual defining essential topics, serving as the basis for developing Training Manuals for training courses in biosafety / biosecurity

SIXTH FRAMEWORK
PROGRAMME

Training offered in biosafety and biosecurity cannot be prescriptive but must ensure that persons with responsibility for these matters are made aware of the scientific principles on which safety decisions are based and implemented. A correct solution in one work environment may be quite inappropriate for a similar environment even within the same organization. In addition, legislative and regulatory requirements are usually nation-specific and these factors influence the way in which scientific principles can be used to achieve safe solutions.

Several very adequate biosafety syllabuses exist and any one of these could serve as the basis of a good training course. The skill with which a training provider develops a training course from a syllabus is probably more important than minor differences between alternative syllabuses.

Instead of providing a detailed training manual, essential topics are identified to provide an outline framework that course providers can work to. Key topics change as new diseases emerge and the internet is a valuable tool for adding emerging diseases to the syllabus.

The form of training could be web or classroom-based. Classroom courses are recommended for initial training but each should be used where most appropriate

Biosafety / Biosecurity training should not be restricted to laboratory practices but should cover Biological Containment in Agriculture, animal facilities etc. and transfer of materials via transport or shipment routes

Topics for a Training Manual:

I. Structure

Overview

Responsibilities

Legislation (EU and/or national)

Fundamentals

Principles of biosafety and biosecurity

Practical Training

- Internal versus external training
- Hands-on training in BSL 3 / 4 training lab
- Special trainings (e.g. spill clean-up)

Special topics

- Use case studies where appropriate, e.g. refer to prolongation of the SARS outbreak by Laboratory-acquired infection; and consider various scenarios for the spread of avian influenza in Europe

Sources

II. Management of training - Structure

- Identify learning outcomes when setting up a course:
- Employ a "Train-the-Trainer" approach
- Use qualified trainers (need competent biosafety specialists who are also good trainers)

III. Involvement of trainees

Trainees should

- understand what they need to know
- be aware what they need to remember
- know where to find additional relevant information
- develop skills and be confident that they know when and how to use them.