

Course title:	Quality Awareness for Supervisors (DRAFT for Comment)	
Learning Hours (indicative):	15 hours (target)	Course Description / Learning Aims
Target Audience	Construction Supervisors	The Supervisors Quality Awareness course is aimed at those with responsibility for quality of the works on construction sites particularly when supervising others on a day to day basis. This includes both working supervisors and those who are supervising trades.
Level		
Assessment:	Multi choice test (20 questions)	This course aims to provide the learner with an appreciation for the principles related to quality in the construction industry and the relevance to their role. It should provide the user with the knowledge and skills required to supervise the works on construction projects to achieve defect free and provide confidence the works are compliant.
Course pre-requisites	Site work experience (not necessarily as a supervisor)	
	Assumptions:	The course assumes a level of responsibility where attendees are not required to produce ITP's, plans and other information but may contribute to, review and work with the information on a day to day basis.
	Trainer Guidance:	The Supervisors Quality Awareness course should focus on key messages rather than too greater detail and be presented in the format of pictures and diagrams, bullet points, discussions, and relating topics to the learner's role.

Heading Topic	Subtopic	Learning Outcome	Enabling Objective	Trainer Guidance	Recommended Time	Recommended Time
Introduction		Trainer and participant introduction			30 mins	0.5
What is construction quality & why?		The learner will understand the relevance of quality with respect to construction, different quality perspectives and appreciates how this relates to their role.	The learner appreciates the reasons why quality is important to the construction industry (influences cost, reputation, H & S, environment, legal / contract compliance, Building Regulations etc.).	* A powerpoint slide which explains 'Take TIME to Save TIME' principle * Trainer facilitates a discussion on the impact of poor quality. * Trainer every day examples to think about quality from their own experiences (e.g. internet product ratings)	1 hour	1
			The learner understands the reasons why improvement is required (current cost of defects, bad reputation of the Industry etc.).			
			The learner appreciates that quality can be viewed from different perspectives (i.e. the 'product' but also a 'service' and may be subjective opinions of people).			
			The user appreciates how quality relates to their role and the impact of their actions with respect to quality.			
Quality Assurance & Quality Control		The learner will appreciate the principles of quality assurance as a proactive strategy and quality control as inspection to error detect / correct and as a subset of QA	The learner understands the importance of planning for quality before starting the works.		45 minutes	0.75
			The learner appreciates the principles of quality assurance as ensuring the works are correct but also providing the required confidence to relevant parties / persons.			
			The learner understands the role of inspection and testing to error detect but also assure the compliance of the works.			
			The learner appreciates that there must be a distinct process to resolve issues which are not right (Error & Defect Management).			
			The learner appreciates that quality assurance will also provide opportunity for improvement.			
Quality Principles		The learner will appreciate the high level principles for quality management and the influence of them relevant to their role.	The learner appreciates leadership within the context of their role.	* Use discussion and pictorial representations to develop appreciation and understanding (e.g. Diagram showing process inputs --e.g. competent people, right equipment, correct materials--to produce correct outputs) * Undertake an exercise to evaluate the inputs required to successfully achieve a simple operational task (e.g. competence, information, materials, equipment, environment)	2 hours	2
			The learner appreciates that other parties and individual influence their ability to achieve their quality objectives (operatives under their supervision & manager & engineers who define the requirements of their role).			
			The learner appreciates that a process is transformation of input to outputs & understands that correct and sufficient inputs (e.g. competent people, time, equipment, lighting, temperature, humidity and materials) are required to achieve the desired output.			
			The learner appreciates that there is a structured process for continual improvement and the role they play.			
			The learner understands that decisions must be based on factual information and the need to maintain appropriate records (e.g. change control approvals).			
			The learner appreciates the need to focus on other parties beyond their immediate customer (including understanding the concept of internal customers within a project).			
			The learner appreciates their role with respect to achieving a quality culture (e.g. Don't Walk By).			
			The learner understands how the principles of risk management apply within their role (same as H & S).			
			The learner appreciates the existence of standards for management of quality including ISO 9001 (Quality Management System standard).			
			The learner appreciates the principle of the PDCA cycle.			
Governance	General	The learner appreciates that projects establish management systems, why and the main elements which are relevant to quality including how method statements also relate to quality.	The learner appreciates that plans are established for a project to manage delivery of the works and the reasons why (e.g. Project Execution Plan).	* The quality systems triangle (policy, manual, forms / records) (Governance with the context of this course refers to the management systems for the construction project.)	30 minutes	0.5
			The learner appreciates the (governance) framework for achieving quality (e.g. Quality Management Plan, Standard Operating Procedures / Work Instructions, ITP's, checklists, etc.).			
			The learner understands the principle of planning, working to the plan and recording evidence.			
			The learner appreciates that the purpose and content of the method statement, from a quality perspective (e.g. sequence, level of detail, referencing the inputs etc.)			

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Planning & Control of Site Works	ITP's	The learner will be able to review an ITP, assess its adequacy, and communicate and implement the requirements	The learner understands the purpose of an ITP.	* A powerpoint slide with examples to explain the purpose of an ITP, the structure, people involved etc. * An exercise with an example ITP providing the learner the opportunity to identify shortcomings * A exercise in which the learners review an ITP and present how they would implement the ITP (or part of it) including communication to relevant parties.	2.5 hours	2.5
			The learner understands their role in relation to the ITP.			
			The learner appreciates the stages of a task: Pre Commencement, Off Site Manufacture, Material Management, Physical construction, Testing / Commissioning & Post Completion.			
			The learner can evaluate an ITP and ensure it contain sufficient information and knows what to do if it does not.			
			The learner can communicate the requirements of the ITP to relevant persons (e.g. operatives).			
Control of Site Works	Checklists	The learner will be understand the purpose of checklists and how to complete correctly	The learner appreciates the checklist is a list of items to be checked, provides evidence that items have been checked and confirmed compliant by relevant parties, can be used to collect relevant information, and can be used as a control mechasim (e.g. for hold points).	* Examples of checklists to be reviewed. * An exercise in which the learners completes a checklist.	1 hour	1
			The learner appreciates the link between ITP's and checklists.			
			The learner understands how checklists should be completed (e.g. hold points signed before continuing, all field completed, signed off by relevant parties).			
			The learner understands that the checklist can be used as a tool to check that works are within required parameters.			
Control of Site Works	Benchmarks (& mock ups) (with respect to the Construction industry)	The learner understands the purpose of a benchmark, what should be benchmarked, when and how	The learner appreciates the meaning of the term 'benchmark' within the construction industry and the difference between 'benchmark' and 'mock-up'.	(NOTE: A 'benchmarks' is generally considered to be first of type and used as a reference for the completed works, part of works, works in progress and / or interface elements. A 'mock-up' could be separate	30 minutes	0.5
			The learner understands the benefits of benchmarking the works (e.g. common standard agreed between all parties inc. client, reference for standard of workmanship etc.).			
			The learner understands the benefits of mock ups and how these should be used differently to 'benchmarks' (e.g. focussed on constructing the works correctly).			
			The learner appreciates when and how a benchmark should be produced, presented, and maintained.			
Practical application		The learner will understand the practical application of the ITP and quality principles.	The learner understands the importance of evidence and what this may consist of (photos, films, documents, red-line drawings), the level of detail required and need to ensure it can be related to location / date / time and is able to be retrieved easily and appreciates the concept of self-certification.	* Helmet CAM: Examples * Site visit	2.5 hours	2.5
			The learner understands the importance of calibration as a key input for the quality of the results.			
			The learner understands their role in ensuring and maintaining quality competence on site (e.g. revisiting benchmarks, quality toolbox talks, daily briefings etc.) and maintaining appropriate and accurate records.			
			The learner appreciates the importance of having access to the latest information and effectively communicating to relevant parties (e.g. operatives).			
			The learner appreciates the importance of ensuring the work environment is fit for purpose (e.g. adequate lighting, good housekeeping, temperature / humidity within correct parameters etc.) and implementing appropriate controls if required.			
			The learner appreciates the importance of ensuring adequate protection of completed works and the works area including management concepts such as 'just in time'.			
			The learner understands the importance of adequate material management including correct storage and location, compliance to specification, transporation / delivery, checking for damage etc.			
			The learner appreciates the importance of temporary works and that temporary works should be managed using the same principles as permanent works (e.g. inspection records in place).			
			The learner understands the important of ensuring the right tool / equipment for the job with appropriate training.			
			The learner appreciates the importance of ensuring all tasks are completed in relation to the ITP; inspections and records are complete; and the work area is fit for following trades.			
Error & Defect Management		The learner appreciates the principles relevant to error detection and management, link to continual improvement and importance of prevention.	The learner appreciates the need to identify errors, the methods to report (e.g. electronic reporting systems, snagging lists, Nonconformity Reports) and when the different methods should be used.	* An example of a Nonconformity Report which identifies root cause categories. * This section should be used to 'wrap up' the content of course by referring back to the reasons for quality management (e.g. cost, time etc.) and how the tools and techniques used assist in both preventing errors occurring or faciliate early detection to reduce impact.	1 hour	1
			The learner appreciates the need to report errors to help with continual improvement.			
			The learner appreciates the principles relevant to a nonconformity report.			
			The learner appreciates the need to achieve 'Right First Time' and reduce rework.			
			COURSE WRAP UP: The learner appreciates the potential implications of errors and how effective quality management can prevent the occurrence and / or impact (e.g. early detetion).			
TEST					1 hour	1
Total Time						13.25