

	Document Title	Program Planning, Development, Approval & Review		
	Doc. Number	TRA-PRO-015	Doc. Owner	Head of Training & Development
	Author	Angela Byrne	Revision	Rev. 04
	Reviewed by	Angela Byrne	Approved by	John Kelly
	Next Review Date	25/09/2026	Approved Date	25/09/2025

## 1. Policy Statement

At Shorcontrol Safety we are committed to the design, development and curating of training programmes that aim to meet the needs of our learners. We strive to cultivate a culture of programme development that anticipates and supports the needs of our client base while aiming to create new innovations for the marketplace itself.

All training programmes shall be developed with a view to their validation by the respective Governing Body or Awarding Organisation. The steps in the approval process are designed to reinforce the separation of Governance structures between Corporate Governance and Academic Governance, while also demonstrating the required interaction between them.

All training programmes shall be developed to ensure that successful learners will achieve the standard expected at the designated level. These programmes shall be developed by an appropriately qualified and experienced instructor/tutor with oversight from the Academic Committee as required.

## 2. Purpose

The purpose of this document is to clearly define how Shorcontrol Safety ensures that all training courses/programmes etc. are planned, developed, approved, and reviewed consistently and in accordance with Governing body/ Awarding Organisation requirements. It also aims to ensure that programmes are developed with appropriate regard to the resources required to deliver them when validated by relevant Governing body/ Awarding Organisation.

## 3. Scope

The scope of this document aims to comply with the requirements of Shorcontrol Safety’s internal Quality Assurance procedures as well as respective Governing Bodies or Awarding Organisations for training courses developed and is applicable to all representatives of Shorcontrol Safety’s’ Training Operations particularly including those involved in the development, approval, delivery, review or general oversight of training and certificate-based training programmes.

## 4. Definitions

Term	Definition
<b>Pedagogy</b>	The theory and practice of learning, and how the learning process influences and is influenced by the social, political, and psychological development of learners.  Academically it is the study of how knowledge and skills are imparted in an educational context and considers the interactions that take place during learning.
<b>Programme</b>	A programme of education and training is a process by which a learner acquires knowledge, skills and competencies and includes a course of study or a course or instruction and an apprenticeship.
<b>QQI; Quality and Qualifications Ireland</b>	A national awarding body for further education and training that develops and accredits training courses.
<b>City &amp; Guilds</b>	An educational organisation which develops and accredits training courses.

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<b>Solas</b>	An ROI state agency which develops and accredits training courses.
<b>PHECC. Pre-Hospital Emergency Care Council</b>	An independent statutory agency with responsibility for developing and monitoring standards for education and training of pre-hospital care courses.
<b>IOSH. Institution of Occupational Safety &amp; Health</b>	A global organisation composing of health and safety professionals which develop and accredit training courses.

## 5. General Procedure Guidelines

### 5.1 *Phase 1 Programme Planning, Design and Development*

The Head of Academia is tasked with conducting relevant market research (as they see fit), to ensure that Shorcontrol Safety is offering courses that meet the needs of our clients, and the market at large. New programmes proposals however can be made by any member of Shorcontrol Safety Staff.

The Head of Training and Development shall determine which training programmes are relevant to be pursued for proposal and development and communicate this with the General Manager and if required by the Board of Directors for case-by-case considerations.

#### 5.1.1 *Programme Proposal Development*

All programme proposals shall detail the rationale, demand, resource requirements, ethical considerations, equality, diversity, and inclusion considerations research carried out, programme schedule and delivery modes, and where applicable progression routes and recognition of prior learning for learner.

The following are the programme proposal consideration criteria against which requests will be evaluated:

- Does the programme already exist but is new to Shorcontrol Safety, or has it been delivered in the past but not within the last 5 years. If so, the proposer should check to ensure the programme is validated for delivery.
- If the programme is to be accredited or inhouse and the expected timeframe for validation. Governing Body's or Awarding Organisations may take longer than inhouse validation.
- If the programme is an inhouse training programme, then a competent and qualified approved course developer or descriptor must be identified.
- Demand for the programme has been identified. There must be adequate and clear evidence with stakeholder engagement. This may include surveys, focus groups, market research etc. There must be enough projected learners to make the programme viable to deliver.
- It is clear how learners will access the programme and what the entry and/or prerequisite requirements are.
- Shorcontrol Safety has the physical resources (equipment, facilities, location/premises etc.) to effectively deliver the programme.
- Shorcontrol Safety has the personnel (qualified staff, expertise, professional learning development) and other additional resources (including costs) required to effectively deliver the programme.

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- The proposed programme contributes to our Teaching and Learning Policy TRA-POL-017 core guidelines including building skills, fostering inclusion, and facilitating learning pathways.

The General Manager and/or Board of Directors can assist the Head of Training or relevant programme proposer perform a cost/benefit analysis during proposal development if required.

If required by a Head of Training or relevant programme proposer, subject matter experts (SME's) shall support the development of the programme proposal.

For all Programme Proposals a Programme Proposal Request Form shall be completed and submitted to the General Manager and/or the Board of Directors for review. Outcomes from review shall be one of the following options only:

- Approve proposal without amendment.
- Approved proposal with amendments (minor changes/clarifications etc.)
- Proposal Declined.

Once relevant amendments are verified and accepted, and upon approval of programme proposal, the Head of Training & Development shall proceed to the next stage of programme design development.

### ***5.1.2 Programme Design Considerations***

The Head of Training and Development has the discretion of tasking the design and development and/or amendment of a current or future course to either themselves, current faculty or other appropriate third parties. Programmes must be designed with learner outcomes as the cornerstone of its development; programmes must ensure that the learner gains knowledge, experience, or a combination of both.

The design and development of a programme must include the following items (at minimum), of which must work in unison to achieve the desired learner outcome:

- Lesson Plans, timetables, method of instruction (presentation, demonstrations, or combination of both), method of assessment, course materials (handouts, practice sheets, etc.) and awards or certification granted for successful completion of course.
- The designer of the course should review and consider all relevant materials and reports which include tutor and learner input and feedback from current and previous courses offered by Shorcontrol Safety e.g., learner evaluation forms, tutor evaluation forms, Quality Assurance meeting reports and minutes, etc.
- Courses which are designed by an accredited governing body (e.g., PHECC, City & Guilds, etc.) must have all required items and processes incorporated into the development of courses produced by Shorcontrol Safety.
- Any conflict between the course design, as laid out by the governing body, and the company's policies and procedures must be resolved and approved by the Head of Training and Development prior to being offered to clients or the public.
- Any and all courses which have an associated governing body affiliated with the course and/or award for successful completion of the course must ensure they adhere to any requirements or guidelines issued by that governing body.
- Programmes being designed should incorporate industry-wide accepted teaching and learning principals as identified in our TRA-POL-017 Teaching and Learning Policy. Identifying these

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principles is discovered through market research, academic and professional community guidelines, flyers and other communications received by the company.

- All programmes will have clearly outlined aims and objectives presented at the beginning of the course and reviewed at the end ensure the target competencies the delegates must meet.
- Appropriate divides of theory and practical sessions are in place to ensure the learning process is achieved. The designer of the programme needs to follow the learning outcomes which will determine the time and balance of theory and practical sessions.
- Learning outcome from programme standards may need a balance of presentation, group work, skill demonstrations, blended learning, direct learning, and practical work. This should be designed into a course to meet the delegate's learning achievement.
- Clear guidelines for direct learning assignments will be given to delegates as required by the assessment protocol.
- Lesson plans and timetables for each course to outline the time allocated to each theory topic, practical session, assessment times, detailing the materials, equipment and tutor requirements required to run a successful programme. And to help the delegate meet their competencies.
- Legislative requirements must be incorporated into relevant courses offered at Shorcontrol Safety. Legislative requirements are seen as a minimum standard when designing programmes. Shorcontrol Safety aims to create programmes that far exceed the minimum legislative requirements when it is feasible to do so.
- Shorcontrol Safety Ltd. ensures that formal procedures are in place for the development of programme planning and the constituents that are incorporated into them, of which includes but not limited to lessons plans, timetables, assessment papers, course handouts and all course materials.
- Courses which Shorcontrol Safety offers which have accredited awards (QQI, PHECC, City & Guilds, IOSH, NEBOSH, SOLAS, etc.) associated with them are validated by the corresponding accredited governing bodies prior to their being offered to clients or the general public.
- Courses which Shorcontrol Safety Ltd. offer which do not have accredited awards associated with them will be internally reviewed for accuracy of information and logical consistency by the Head of Training and Development.
- All applicable training programmes will be designed with a final assessment, and where relevant, practical exercises are also incorporated as a means of determining whether the learner can demonstrate that they have become proficient enough in the course or programme subject matter to pass a minimum criterion of knowledge and understanding.
- Any course developed and offered by Shorcontrol Safety must follow all legislative requirements, relevant company policies and procedures, and criteria laid out by any accredited governing body (when applicable).
- Shorcontrol Safety will ensure that all offered programmes will adhere to any and all relevant access, transfer and progression requirements including recognition of prior learning, for those programmes which are related and/or are universally recognised in aiding a learner's overall progression within a particular subject or certification scheme.
- Shorcontrol Safety may develop courses which are not affiliated with any other course or governing body. In these instances, Shorcontrol Safety will communicate with the learner that

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these courses are not viable for use in obtaining access, transfer or progression to other courses or continued education.

### 5.1.3 Facility and Resource Requirements

Shorcontrol Safety assesses and ensures that appropriate learning facilities and resources are in place for all the training programmes offered. Course design and development must include a list of requirements needed for the facilities, equipment, and any other resources required for the proper administration of the course.

Facility requirements must include the following items to ensure courses may be administered successfully:

- Classroom setting type (indoors/outdoors), minimum classroom area size, and classroom items (e.g., desks, chairs, audio-visual equipment, whiteboard access, etc.)
- Welfare facilities (e.g., toilets, canteen, etc.), area for practical and/or assessments, items or structures needed for practical and/or assessments (e.g., confined space setting structure)
- The size of the room is large enough to comfortably accommodate the allotted number of individuals that may be in the room at any one time.
- The layout of desks, tables, multimedia equipment, etc. is appropriate for each course which will be facilitated in the room.
- The lighting, temperature, noise, and other comfort related factors are appropriate for each course which will be facilitated in the room.

Equipment requirements must include the following items to ensure courses may be administered successfully:

- Equipment type and description, number of equipment needed per learner, and number of equipment needed per tutor.
- Equipment type and description must include minimum technical specifications with an example of a currently available piece of equipment.
- Appropriate learning facilities, resources and equipment must be maintained to be in good condition.
- Equipment used as part of the training programme is assessed and provided by Shorcontrol Safety to ensure that it possesses the correct fit, function, safety needs, and purpose of equipment required to aid in delegate's learning.

Each course must have a *Facilities and Resources Requirement* checklist created to ensure that facilities not under Shorcontrol Safety management meet the requirements needed in order to properly administer the course. *Facilities and Resources Requirement Checklist Template* (TRA-FM-008)

Shorcontrol Safety ensures that all health and safety needs of its learners, clients, tutors, visitors, and staff are thoroughly met while at Shorcontrol Safety's facilities and during the delivery of a programme or course.

All relevant health and safety needs will be communicated prior to the commencement of a course or programme (fire exits, rally points, emergency protocols etc.)

The room's health and safety functions are in-line with Shorcontrol Safety's *Safety Management System* policies and procedures. See also: Emergency Evacuation Plan

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Shorcontrol Safety, when reasonably practicable, modify standard arrangements to meet the needs of individual learners in accordance with Shorcontrol Safety’s Dignity, Equality and Non-Discrimination Policy.

## 5.2 Phase 2 Programme Evaluation and Validation

### 5.2.1 Course Requirements for Approval (Pre-requisites)

Each course developed with intent to be administered by the company as part of the Training process of the business must adhere to the following company policies (at minimum) with regards to Lesson Plans, timetables, method of instruction (presentation, demonstrations, or combination of both), method of assessment, and course materials (handouts, practice sheets, etc.):

- GEN-POL-001 Code of Conducts and Ethics
- GEN-POL-002 Environment, Health, and Safety
- GEN-POL-003 Equality, Diversity, and Inclusion
- GEN-POL-010 Data Protection and Privacy
- TRA-POL-017 Teaching and Learning

The course must be designed in such a matter to ensure that appropriate pedagogic principles are applied in order to facilitate the best learning experience for the different learning styles such as below:

- **Constructivist:** Learners are the center of the learning process developing new ideas and approaches to their existing and past knowledge. The tutor will focus on achieving this through presenting information within the presentation and allowing the learners to discuss and relate this information to their work, home, and social situations.
- **Inquiry:** The learner will be given ample practice situations and scenarios to ask questions and resolve open questions together as a class and/or in smaller groups during in class exercises and discussions.
- **Integrative:** The tutor will relate topics within the course to real life situations. The tutor will embrace the experiences that the learner brings to the course.
- **Reflective:** Tutors will continuously monitor learner’s knowledge and skills during the course and will confirm this through end-of-module questions and answer sessions. Tutors may adjust the presentation to meet the needs of the learners while staying within the course timetable and learning objectives.
- **Collaborative:** The class size is reasonably small but for some exercises the learners will be given an opportunity to break into smaller groups consisting of 2-3 individuals. This will give the individual learner the opportunity to solve problems and get involved with the subject where they may hold back in larger groups.

The course must consider the different cultural backgrounds of all potential learners while developing material, practical and assessments to ensure equality is maintained.

### 5.2.2 Approval of Course

When the course has been developed it must undergo a review by appropriate and competent individuals.

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- The profile of those reviewers should be assembled of subject matter and training experts. Individuals contracted by Shorcontrol Safety as tutors may be used as subject matter and training experts.
- The use of an individual whose expertise resides outside of the subject matter and/or training may be allowed as long as a majority of the other reviewers are trained and competent subject matter experts.
- Individuals tasked or asked to review the course content must use the TRA-FM-005 *Programme Development Evaluation Form* to critique, comment and/or compliment the programme.
- After all individuals have reviewed the programme and offered their input, either the designer of the programme or the Head of Training and Development (if different) may amend the programme as per the suggestions made by the reviewers.
- The reviewers must come to a majority agreement as to whether a course may be approved, either as is or with amendments made after receiving the feedback.

After the course has been developed and is ready for distribution/use by Shorcontrol Safety, the Head of Training and Development must present the course and all the materials related to it (timetable, facilities requirement checklist, etc.) to the Academic Committee for review.

- As the Academic Committee's meets quarterly, Shorcontrol Safety may administer the course on trial while the committee reviews and conducts their subsequent meeting.
- The Academic Committee is responsible for ensuring that all the requirements related to the committee's purpose and objectives is satisfied in relation to the newly developed course.
  - They must ensure that tutor qualification requirements are appropriate.
  - They must ensure that the RPL and assessment process is fair and consistent.
  - They must inform the Head of Training and Development of any issues or changes that must be made after its review of the course.
  - The Academic Committee has the authority to cease Shorcontrol Safety from using the course until changes to the course and/or its particulars are made.
  - Any cessation of the course requires that that Chairman of the Committee issue a written reason and recommended corrective action to bring the course in align with academic integrity requirements.

## 5.3 Phase 3 Programme Implementation

### 5.3.1 Distribution of Course

Once the course has passed the approval process, then the Head of Training and Development will generate a roster of tutors which may administer the course.

The roster of approved tutors must contain individuals who are deemed competent and subject matter experts of the course's subject.

Shorcontrol Safety management will then inform the sales staff of the new course, this includes relaying all pertinent information related to the course (i.e., award/certification, duration, methods of assessment, etc.).

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### 5.3.2 Delivery of Course

Once the course is arranged for delivery, the tutors shall deliver the course as per the guidelines set out in our Teaching and Learning Policy TRA-POL-017 and apply the appropriate pedagogic principles in order to facilitate the best learning experiences for different learning styles.

## 5.4 Phase 4 Programme Review and Self-Evaluation

### 5.4.1 General review guidelines

The Training & Development Manager is responsible for:

- The oversight of internal evaluation of all programs and services,
- Providing an annual review of course resources and locations currently available or in use, *Review of Course Locations and Resources* (TRA-PRO-021)
- Continuously improving training programs and services year-round.

Programmes will be reviewed at a minimum as per the following:

- As required by each respective awarding organisation/ governing body. Courses which have accreditation must be assessed by a certified body assessor; their feedback is collected and incorporated into the internal evaluation process.
- As the change in business requires,
- When there is a change in relevant legislation.
- Whenever substantial amounts of negative feedback are received by Shorcontrol Safety concerning a course, lecture, or programme (Positive feedback is also considered whenever a programme is being reviewed). All feedback and comments related to programs and services will be taken into consideration during the continuous evaluation process.

Each stakeholder is encouraged to communicate with staff about what Shorcontrol Safety does well, as well as ways they believe Shorcontrol Safety can improve with regards to their programs and services offered. Stakeholders include, but are not limited to learners, tutors, sales and account managers, external evaluators, business owners and industry leaders.

Shorcontrol Safety may amend any course as deemed necessary after a review has been carried out, or whenever dictated to do so by the courses' governing body.

### 5.4.2 Focus of Review and Evaluation

All courses and services are to be evaluated with these main areas of focus at a minimum (when applicable)

- Facilities
- Course Content
- Course Delivery
- Course Materials
- Administration Services
- Support Services

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- Resources

#### **5.4.3 Information Used for Review and Evaluation**

- Information used in the review process includes quality and sale staff meetings, tutor and learner feedback forms, feedback and critiques received from accredited bodies for each of their programmes offered through Shorcontrol Safety, feedback received by Telesales staff regarding verbal comments originating from learners and delegates, and quarterly KPI reports of training programmes.
- The Head of Training and Development continuously reviews information supplied by accredited bodies with regard to changes, adjustments, tips, and feedback received from other safety training companies offering the same or similar courses.
- The Head of Training and Development will incorporate information supplied by internal verification and external authentication.
- External evaluators from accredited bodies assess training programmes offered at Shorcontrol Safety on a random and unannounced basis. These evaluators sit in on their relevant training programme; the outcome of these evaluations is to assess how well Shorcontrol Safety is delivering the programme.
- Verbal feedback and written reports submitted to Shorcontrol Safety after the external evaluators review is used to immediately adjust or alter the course in order to remain in compliance with their standards and practices.

#### **5.4.4 Frequency and Range of Review and Evaluation**

- The Head of Training and Development continuously reviews information pertaining to courses.
- Learner feedback forms, verbal communications from staff and tutors, communications received from governing bodies, internal verification reports, etc.
- An annual review is held by the Head of Training and Development and involves the Managing Director, General Manger, Sales and Accounts Manager, and Quality Manager.
- The annual meeting looks at all available information available while discussing potential options to improve any and all aspects of training programmes offered.
- Non-accredited training programmes are evaluated on their course content, course delivery method, course materials, tutors, facilities used to deliver the course, administrative services relevant to the course, and a general evaluation of the experience learners have with regards to the course and Shorcontrol Safety.
- Accredited training programmes are evaluated on administrative services, facilities used to deliver the course, tutors and a general evaluation of the experience learners have with regards to the course and Shorcontrol Safety.
- Course material, course content and course delivery method are evaluated by external evaluators and their relevant accredited bodies. Shorcontrol Safety cannot alter these areas unless instructed to do so by the relevant accredited bodies and their representatives.
- External evaluators may review and assess the training programmes offered by Shorcontrol Safety at random and unannounced days and times. Each accredited body performs these

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assessments per the guidelines outlined in their quality requirements and Shorcontrol Safety has zero input into how often they are performed per year.

#### 5.4.5 *Review and Evaluations Decisions and Outcomes*

- Upon conclusion of reviews, the Head of Training and Development shall issue a report that details the outcome of the annual meeting, including but not limited to the ways that the company can improve its practices related to training, training courses that may be omitted from offer by the company, training courses that the company should seek to offer, and resources required for such.
- The report, along with the meeting minutes, will be retained by the company to be used in conjunction with future meetings and reviews.
- Any action points, amendments or otherwise proposed by the report should be acted on by the General Manager, Academic Committee and/or the Quality Assurance Committee or other relevant parties identified.
- Outcomes of the meeting should include:
  - Whether resources, materials and supports currently available and used by training programs are adequate in to continue offering them.
  - Whether additional resources are required to ensure the programs integrity, in relation to quality assurance, safety, and academic standards set by the associated governing bodies, meets or exceeds what is required.

## 6. Responsibilities

Employee Title/Classification	Responsibility
<b>Directors, Top Management &amp; Senior Management</b>	To ensure the necessary resources are available within the organisation for the implementation of this policy. To ensure the contents of this policy are implemented effectively. To investigate and act upon any breaches or violations which may arise or be reported from individuals citing behaviour related to this policy.
<b>Employees/ Staff/ Instructors/ Sub-contractors</b>	To adhere to the requirements set out in this policy. To report any breaches or violation of this policy to top/senior management for investigation and resolution.

## 7. Enforcement

Employee Title/Classification	Responsibility
<b>General Manager</b>	Has the discretion of determining the repercussion on the discovery of any member of staff, tutors, managers, visitors, or subcontractor's unacceptable behaviour related to this policy. Has the discretion of determining the repercussions on the discovery of a manager or assigned responsible personnel's failure to enforce or follow this policy or its procedures.

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## 8. Related Information and Documents

Document ID	Title
External	<ul style="list-style-type: none"> <li>• QQI Policies and Criteria for the Validation of Education and Training.</li> <li>• QQI Sector Specific QA Guidelines for Private and Independent Providers.</li> <li>• QQI Protection of Enrolled Learners: Protocols for Implementation of Part 6 of the 2012 Act.</li> <li>• PHECC Quality Review Frameworks</li> </ul>
Internal – General Policies	<ul style="list-style-type: none"> <li>• GEN-POL-001 Code of Conducts and Ethics</li> <li>• GEN-POL-002 Environment, Health, and Safety</li> <li>• GEN-POL-003 Equality, Diversity, and Inclusion</li> <li>• GEN-POL-010 Data Protection and Privacy</li> </ul>
Internal – Training Specific Policies & Procedures	<ul style="list-style-type: none"> <li>• TRA-POL-017 Teaching and Learning Policy</li> <li>• TRA-PRO-005 Access, Transfer, Progression &amp; Recognition of Prior Learning Procedure</li> </ul>
Internal – Forms	<ul style="list-style-type: none"> <li>• TRA-FM-008 Facilities &amp; Resources Requirements Checklist</li> <li>• TRA-FM-021 Review of Course Locations &amp; Resources</li> <li>• TRA-FM-005 Programme Development Evaluation Form</li> </ul>

## 9. Procedure Review

This procedure shall be reviewed when:

- There is a change of General Manager at Shorcontrol Safety.
- There is a change in any of the related policies or procedures found in section 8. '*Related Information & Documentation*' of this document.
- As prescribed in Shorcontrol Safety's policy and procedure review schedule.
- As determined or requested by the General Manager at Shorcontrol Safety.

Revision Date	Author with Title	Description
23/04/2019	John Kelly; Head of Training & Development	Initial draft and release of procedure. Rev. 01
23/04/2022	Adam Romans; Quality Coordinator	Document update in line with QQI requirements. Rev. 02.
20/04/2023	Angela Byrne; QHSM	Review and update of entire procedure. Inclusion of multiple separate policies and procedures to one procedure following 4 phases. Rev. 03.
25/09/2024	Angela Byrne; QHSM	Reviewed in line with QQI TTT course submission. No changes.
25/09/2025	Angela Byrne; QHSM	Addition of PHECC QRF in documentation.



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