Excerpt from 140-page regulatory manual (PDF)

This sample is a professionally authored compliance and reference manual designed for clear, structured, and readable documentation. The excerpt demonstrates my ability to create long-form manuals that are easy to navigate, maintain, and update.

Key features of this sample:

Structured Headings & Numbering – Organized content with multilevel numbering for clarity and hierarchy.

Tables & Layout – Complex tables formatted for readability and consistent presentation.

Table of Contents & Navigation – Automated TOC ensures easy access to all sections.

Document Readability & Maintenance – Designed for consistent formatting, scalability, and long-term use.

Note: Proprietary content has been removed to protect the original client's information.

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LEARNING

1. Our StandardsAt {Airline / Carrier}, we believe that our people are the most valuable and critical resource for building, supporting and sustaining high performance. We build our training programs on the fundamental premises of adult learning and experiential learning principles.

    (1) We align our work to our Organizational Purpose and Values as well as our Key Service Standards:

        (a) We seek to maximize the potential of our workforce through the development and application of new skills and competencies.

        (b) We also guide our teams and our workforce to adapt and embrace change.

SAFETY MANAGEMENT SYSTEM POLICY

1. Policy

   A. Safety Management System (SMS) [IOSA GRH 2.3.1]

      (1) The Airport Operations Safety Manager in conjunction with Safety Action Committee members, shall ensure the administration of a formal safety training program and development of safety communication activities within each division to create an environment that ensures that co-workers are trained and competent to perform their Safety Management System duties.

      (2) Airport Operations SMS training is conducted during Basic Indoctrination for new hires. The training reinforces company expectations listed above for all co-workers.

      (3) A leadership version of SMS training is conducted for all Airport Operations leadership, Levels 1-4. An extended leadership session is conducted to prepare leaders who have the added responsibilities of completing SMS reporting (Corrective Action Tracker).

      (4) All {Airline / Carrier} employees will receive the appropriate SMS training based on their role.

2. Safety Management System Curriculum:

   NOTE: All training is eLearning (ELT) unless noted otherwise. ILT denotes instructor-led classroom training. See Table 1 Current Curriculum on page 24.

   A. Safety Management System: Safety Reporter

      NOTE: Modules shall be completed in order.

      (1) SMS and You: Introduction to SMS

      (2) SMS and You: Safety Management Reporter Module

      (3) Aviation Safety Action Plan (ASAP)

   B. Safety Management System: Safety Supporter

      (1) Prerequisite: Completion of Safety Management System: Safety Reporter curriculum

      (2) SMS and You: Safety Management Safety Supporter Module

   C. Safety Management System: Safety Policy Driver

      (1) Prerequisite: Completion of Safety Management System: Safety Reporter curriculum

NOTE: Modules shall be completed in order

(2) SMS and You: Safety Management Policy Compliance Module

(3) SMS Tools: Safety Risk Assessment (SRA)

(4) SMS Tools: Safety Policy Driver – Corrective Action Tracking

(5) SMS: Safety Policy Driver (ILT)

D. Safety Management System: Safety Risk Acceptor

(1) Prerequisite: Completion of Safety Management System: Safety Reporter curriculum

NOTE: Modules shall be completed in order

(2) SMS and You: Safety Risk Acceptance Module

(3) SMS Tools: Corrective Tracker for Safety Risk Acceptors

(4) SMS: Safety Risk Acceptor (ILT)

OVERVIEW, PHILOSOPHY AND POLICY

1. General

   A. The Global Learning Business Manual provides comprehensive information on regulatory and non-regulatory {Airline / Carrier} required ({Airline / Carrier} mandated) training requirements for ground handling operations.

   B. Additional resources, including policy manuals, training manuals, etc., are provided at the end of each subsequent section of this chapter.

   C. Airport Operations (AO) Training is supported by Corporate HQ Learnning Support.

   D. {Airline / Carrier} provides Train-the-Trainer sessions along with training curriculum and materials for external Business Partners. All Business Partners are responsible for the delivery of the training and shall ensure all employees attend training prior to performing the tasks of the job for {Airline / Carrier} ground handling positions. [IOSA GRH 2.1.1]

   E. Corporate Learning will provide support and training materials for employees and Business Partners in the following:

      (1) Frontline Operations

      (2) Ground Operations

      (3) Leadership

      (4) Customer Service

      (5) Catering

      (6) Contact Centers

2. Philosophy

   A. {Airline / Carrier} employees and Business Partners expect safety and security during training. Corporate Learning shall conduct its business in a manner that ensures the health and safety of its employees, external Business Partners, customers and environment while meeting its obligations under all applicable regulations. Corporate Learning will continuously seek opportunities to better support the field, with a goal of anticipating training needs and having educational tools readily available.

   B. Through the use of advanced technologies, we educate, inspire and drive change in the organization while maintaining safety as our number one priority.

3. Policy [IOSA GRH 2.1.1][IOSA GRH 2.1.2]

A. Corporate Learning provides initial, recurrent / ongoing training for {Airline / Carrier} and Business Partner instructors and, where applicable, operational employees. Corporate Learning will accomplish our mission by focusing on:

(1) Established procedures based on:

(a) Effective safety policy

(b) External regulations

(c) Internal company procedures

(2) An inspection and audit process that provides feedback, results and corrective action

(3) Performance systems that provide feedback on results

(4) Timely delivery and scheduling of training for employees, preparing them for their job assignments

NOTE: No employee shall perform work or be authorized to perform work for which the employee has not been trained.

(5) Developing innovative and responsive learning solutions

(6) Maximizing the return on training investments

B. Corporate Learning shall provide online and on-site training as required to support established and start-up (new location via support team) {Airline / Carrier} operations.

C. For Business Partners, Corporate Learning provides the following:

(1) Perform start-up training for Business Partner personnel and, where applicable, provide Partner Instructor Certification.

(2) Conduct an annual review of all Business Partner training programs to ensure they meet with {Airline / Carrier} standards and requirements as outlined in standard operating procedures and other pertinent manuals and documents.

(3) Conduct announced and / or unannounced on-site observations of Business Partner training to ensure curriculum and guidelines are trained as specified.

D. The Local Airport Leadership of each airport location is responsible for ensuring: [IOSA GRH 2.1.1]

(1) All employees are trained (initially and ongoing) in their present duties and properly prepared for job assignments.

(2) All training shall be successfully completed prior to being assigned to jobs or tasks requiring said training. This does not disqualify persons from

engaging in On-the-Job Training (OJT) / On Site Learning Experience under the guidance of instructors or other qualified personnel.

(3) The timely completion of all required, date-specific regulatory training and corporate programs deemed necessary to satisfy operational needs.

(4) Every station shall ensure there is appropriate learning equipment, technology and resources.

(5) All training records are current, subject to regulatory compliance audit at any time during normal working hours.

(6) Station management and where assigned, Local Training Coordinators, are able to effectively use the {Airline / Carrier} Learning System to check the availability and content of classes, enroll local employees and document and verify locally accomplished training.

NOTE: The Learning System is the {Airline's / Carrier's} Learning Management System or LMS).

(7) Station Management is responsible for enforcing that job tasks are safely and properly performed, as trained. Disciplinary action shall be determined by the Station Manager.

E. Initial Training [IOSA GRH 2.1.1]

(1) All personnel shall receive initial training as required to achieve minimum or better performance within the specified job title, as listed in the specific lines of service sections. Initial training is required before an employee can be scheduled to perform any {Airline / Carrier} and / or Ground Operations job function. Initial training includes, but is not limited to, Customer Service, Gates, Baggage Service, Mainline Ramp, Jetbridge, Operations and Regional Ground Operations Manual (RGOM).

(2) {Airline / Carrier} and its Business Partners shall ensure that all its employees receive initial training and remain in compliance with {Airline / Carrier} and / or government mandated training. Initial training for all new employees shall be completed within 30 days of hire unless directed otherwise by Corporate Learning.

(3) {Airline / Carrier} and its Business Partners shall not allow new hire employees to perform any services until they have completed initial training.

(4) Prior to attending initial training, a new hire employee may observe Qualified Agents on a limited basis. During these observations the new hire employee shall not perform any of the services for the job function.

(5) See specific line of service section(s) for details about initial training.

F. Recurrent Training [IOSA GRH 2.1.1]

(1) In addition to Initial Training, {Airline / Carrier} may also provide employees with Recurrent Training. These programs may be accomplished in a classroom, via web-based or computer-based systems or as a self-paced module.

(2) Recurrent training programs may be required by {Airline / Carrier} or regulatory agencies in order for employees to maintain currency with respect to performing certain functions.

(3) Recurrent training programs may also be instituted as a way of addressing certain operational needs and considerations.

(4) Where recurrent training is provided for employee work groups, it will be accomplished at least every 36 months, unless {Airline / Carrier} policy, governmental regulations or laws specify more frequent intervals of training.

(5) See specific line of service section(s) for details about recurrent training.

4. Training Class Standards

A. Persons attending training classes shall be governed by all work-place rules and shall be expected to be an active, attentive participant in class activities.

B. Persons attending training classes shall be expected to attend the entire class.

(1) Mandatory attendance shall be required for each day for the entire duration of class time.

(2) Attendees shall arrive on time.

(3) Attendees shall adhere to break schedules.

5. Learning Responsibility [IOSA GRH 2.1.5]

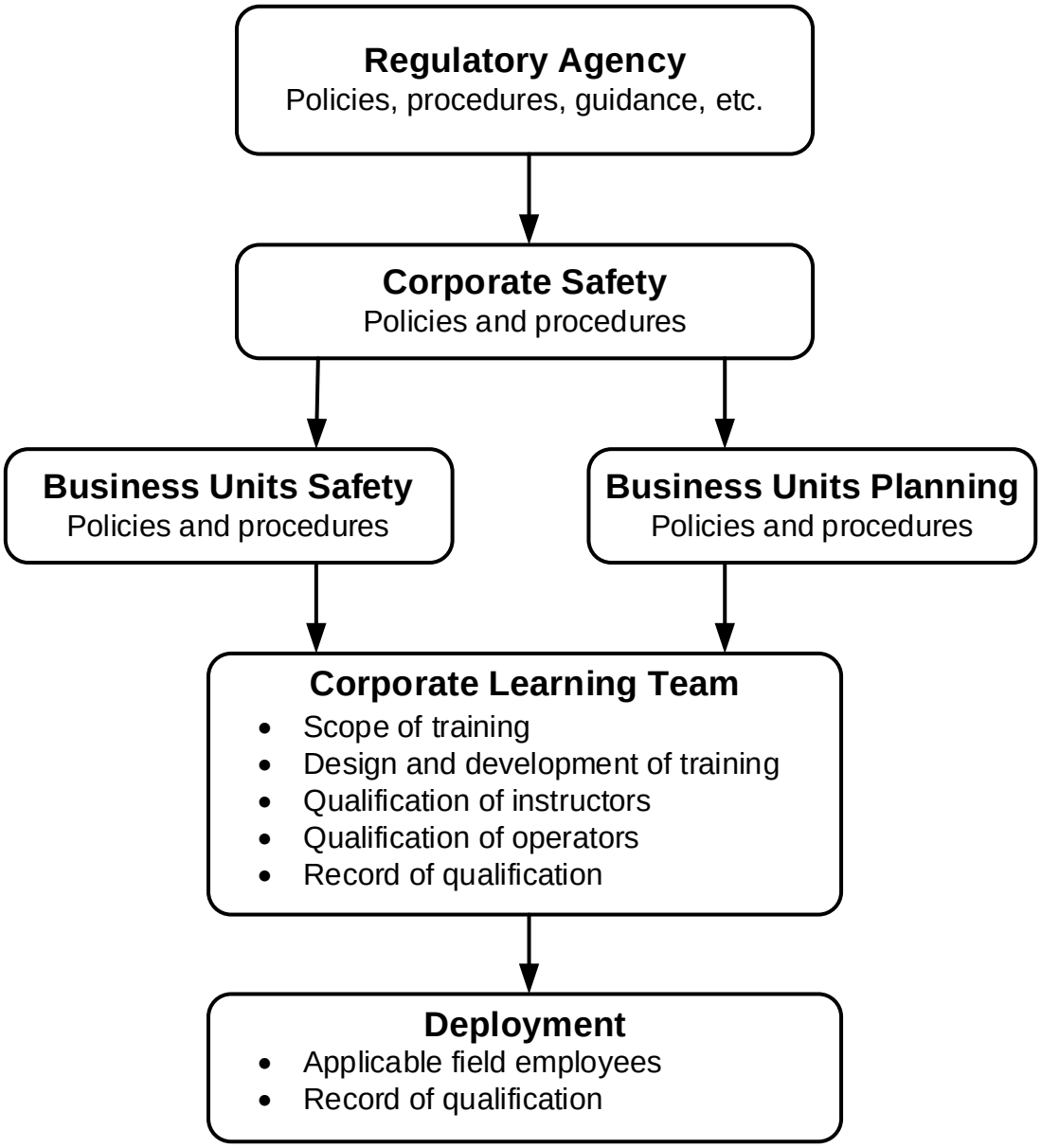
A. The Senior Learning Leader has the responsibility of ensuring the development of corporate training practices, programs, deployment and technologies which ensure strict compliance with federal laws, including the U.S. Department of Transportation requirements and Federal Aviation Administration (FAA) regulations.

B. The Senior Learning Leader has the responsibility for changes to manuals and related materials. The authority for course design, deployment and quality assurance of Corporate Learning is delegated to the Learning Leadership Team.

6. Regulatory Information Flow

A. Regulatory policies, procedures and guidance impact the scope, design and development of Corporate Learning’s training courses and employee qualification requirements. Refer to the Instructional Design, Development and Strategy section for more detail.

Figure 1 Regulatory Information Process



INSTRUCTIONAL DESIGN, DEVELOPMENT AND STRATEGY

1. Corporate Learning Training Design / Development Model

   A. The purpose of instructional design is to create learning experiences that engage learners to acquire knowledge or skills using a systematic approach to training. Corporate Learning is responsible for the design and development of training.

      (1) Engaging Learning Experiences that are

      (2) Memorable, Meaningful and Motivational by

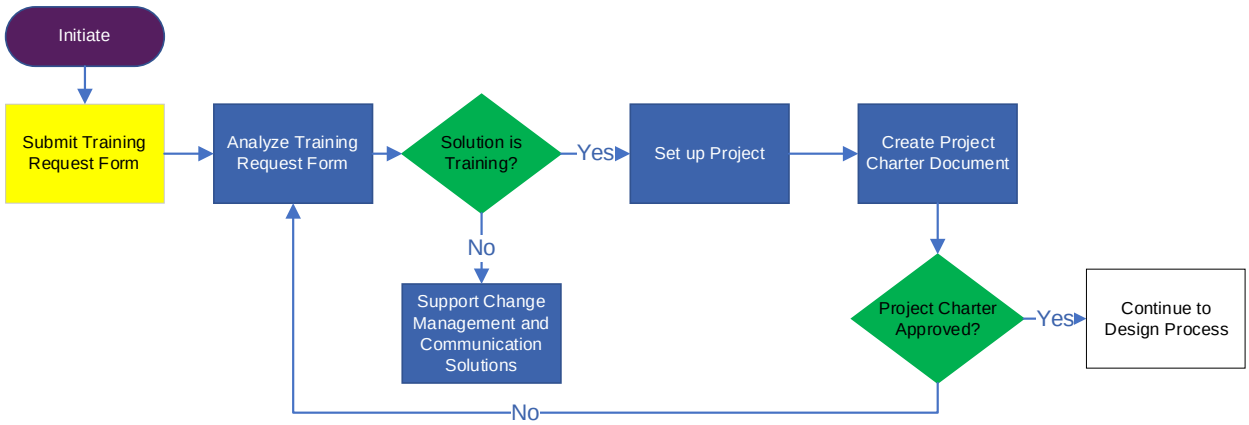
      (3) Challenging Learners, Creating Engaging Activities, Providing Feedback and Sound Content

   B. Corporate Learning uses the ADDIE model of instructional design and follows a process detailed below.

2. Corporate Learning Design Process

   A. Analyze Process

Figure 2 Analyze Process



      (1) Initiate

         (a) Policy and procedure changes, information gathered from ongoing evaluation, annual reviews, training cycles can all trigger a review process and ultimately analyze, design, develop, deploy (implement) and evaluate processes.

      (2) Submit Training Request Form (submitted by internal client)

         (a) Client completes Training Request Form to request training based on a new initiative, policy or procedure change, skill gap and/or business need.

         (b) Deliverables:

1 Completed Training Request Form

2 Initial objectives

(c) Tools: Microsoft Forms

(3) Analyze intake scope

(a) Training Manager reviews completed Training Request Form within 48 hours. Training manager meets with Training Requestor to gather additional information.

(4) Solution is training?

(a) It is determined if training is the solution. If training is not the solution, based on the identified objectives, Change Management or communication solutions are explored.

(b) Deliverable: Tollgate outcome – solution based on objectives

(5) Support Change management and communication solutions:

(a) If training is not the solution, the Training Manager will collaborate and support Training Requestor with Change Management or communication materials.

(b) Deliverable: Change Management or communication materials

(6) Set up project

(a) Project is set up when training is identified as the solution. Project set up includes resource assignments, Project Manager assignment (if needed) and any funding. Basecamp site is created to save project files and serve as centralized repository.

(b) Deliverables:

1 Updated Project Task List

2 Identified hardware/technology requirements

3 Assigned resources

4 Funding

5 Set up Basecamp site

(c) Tools

1 Project Task List on Teams

2 Basecamp

(7) Create project charter document

(a) Training manager and Training Requestor meet to discuss project details. Training Manager creates project charter document based on initial scope analysis and further discussions with Training Requestor.

(b) Document includes:

1 Leadership sponsor

2 Training manager

3 Instructional designer

4 Policy and procedure subject matter expert

5 Project purpose

6 Description of training project

7 Desired deliverables

8 Project start and end dates

9 Requirements

10 Roles and responsibilities

11 Exclusions (if any)

12 Communication

13 Stakeholder names and roles (include Project Manager, Change Management, Media, Brand, Finance, etc. if needed)

14 Reviewers

15 Final approver

16 Safety Risk Assessments

17 Target audience

18 Number of trainees

19 Training locations

20 Type of training (initial, recurrent, new skill, etc.)

21 Regulating entity (if applicable)

22 Terminal objectives (higher level objectives)

23 Success measurements

24 What already exists

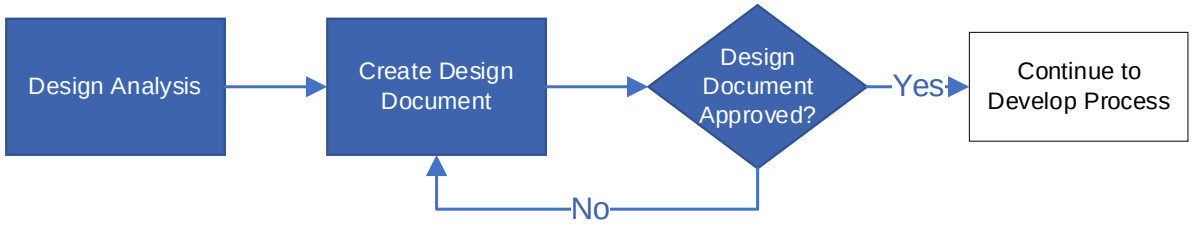
(8) Project charter approved?

(a) Training manager and instructional designer meet with key personnel and stakeholders identified in project charter as well as LMS Consultant and Deployment (if in person learning). Meeting is used to review project details outlined in project charter.

(b) Approval from key personnel and stakeholders advances project to design phase. If approval not provided, project charter document should be revisited.

B. Design Process

Figure 3 Design Process



(1) Design analysis

(a) Instructional designer conducts analysis for the training, including:

1 Target audience characteristics analysis

2 Task analysis

3 Gap analysis

4 Environment and resource analysis

5 Specific training objectives identified that close gap(s)

6 Determining how to measure success

7 Identifying challenges

(b) Deliverables

1 Identified target audience characteristics (existing knowledge and skills, experience level, language proficiency, motivation)

2 Identified task characteristics (Knowledge and skills needed to perform work)

3 Identified gaps

4 Training objectives that close gap

(2) Create design document

(a) Instructional designer creates the roadmap and design document for the learning based on objectives and success measurements (also known as knowledge validation). Document(s) include:

1 Enabling objectives - what is all the knowledge and skills needed to meet terminal objective)

2 Course pre-requisites that provide learners a certain level of pre-existing knowledge

3 Course outline in order - sequential order of content in the training

4 Activities to allow learners to practice or demonstrate what they learned

5 Media collateral needed - videos, photos, 3D models, animations, etc.

6 Ensuring large courses are not overloading

7 Reference materials needed for learner or facilitator

8 Creating knowledge checks and assessments

9 Determining if and what On-The-Job training (OJT) is required

10 Defining how to measure Kirkpatrick 4 levels of evaluation

11 Outlining training deliverables

12 Course timing

13 Storyboard

14 Testing plan and strategy

15 Impact to training

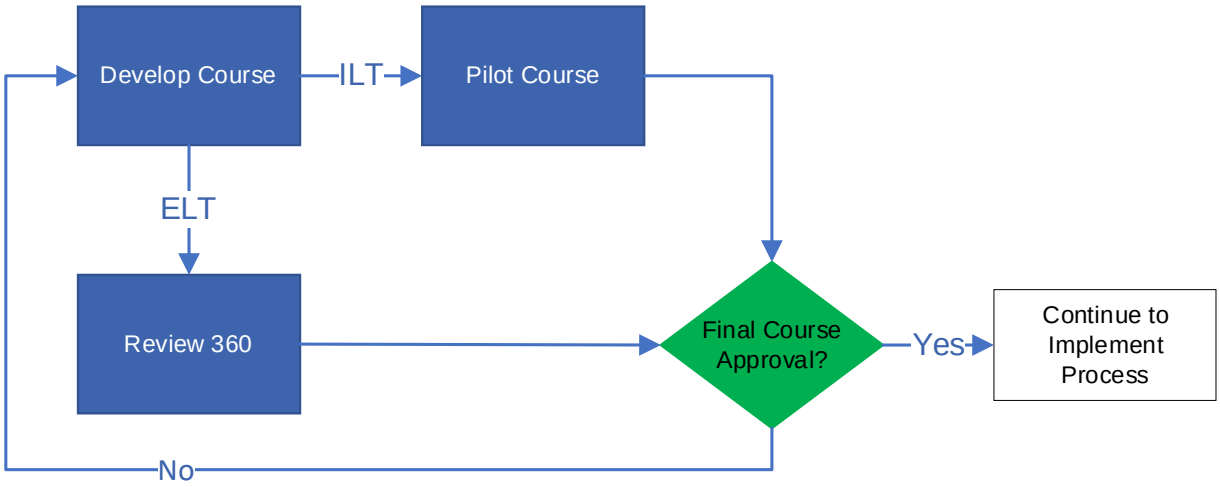
16 Deliverable: design document including roadmap, plan for applying evaluation, how to write objectives

(3) Design document approved?

(a) Training Requestor provides final approval to the design document, including reviewing training deliverables, course timing, storyboard, and test plan and strategy. Approval is provided contingent to the design plan fulfills the objectives and desired return on investment for the company. If approval not provided, design document details should be revisited.

C. Develop Process

Figure 4 Develop Process



(1) Develop course

(a) Develop course deliverables based on the design document and other agreed upon instructional strategies. Review cycles and revisions should be cyclical and ensure target dates are successfully met. Course deliverables include course content and materials for instructors if ILT as well as any access needed for software or simulations. Finalized materials for ELT course are uploaded to Review 360 for stakeholders to access and review.

(b) Deliverables:

1 Course content

2 Media elements

3 Voice overs

4 Photo shots

5 Reference materials/job aids

6 Knowledge checks

7 Assessment

8 OJT

9 What will measure level 3 and 4 evaluations (Kirkpatrick evaluation model)

10 Interactivity tested

(2) Deliverables (for ILT only):

(a) Participant guides

(b) Instructor guides/playbook

(c) Classroom Interaction Software content

(d) Translations

(e) Advanced Instructor Certification

(f) Train the Trainer (TTT)

(g) Simulations

(3) Pilot Testing

(a) An instructor who has been involved with the course design and development will pilot a class to observe, interview, and survey to gather information and feedback about how well the course is achieving its intended goal. If an instructor was not involved during course design and development, the instructional designer and SME can pilot the class. Feedback from instructional designer, SME, instructor, student and observer are collected for potential changes to improve the final course design.

(b) Deliverables (ILT):

1 Course feedback (assessments, evaluations)

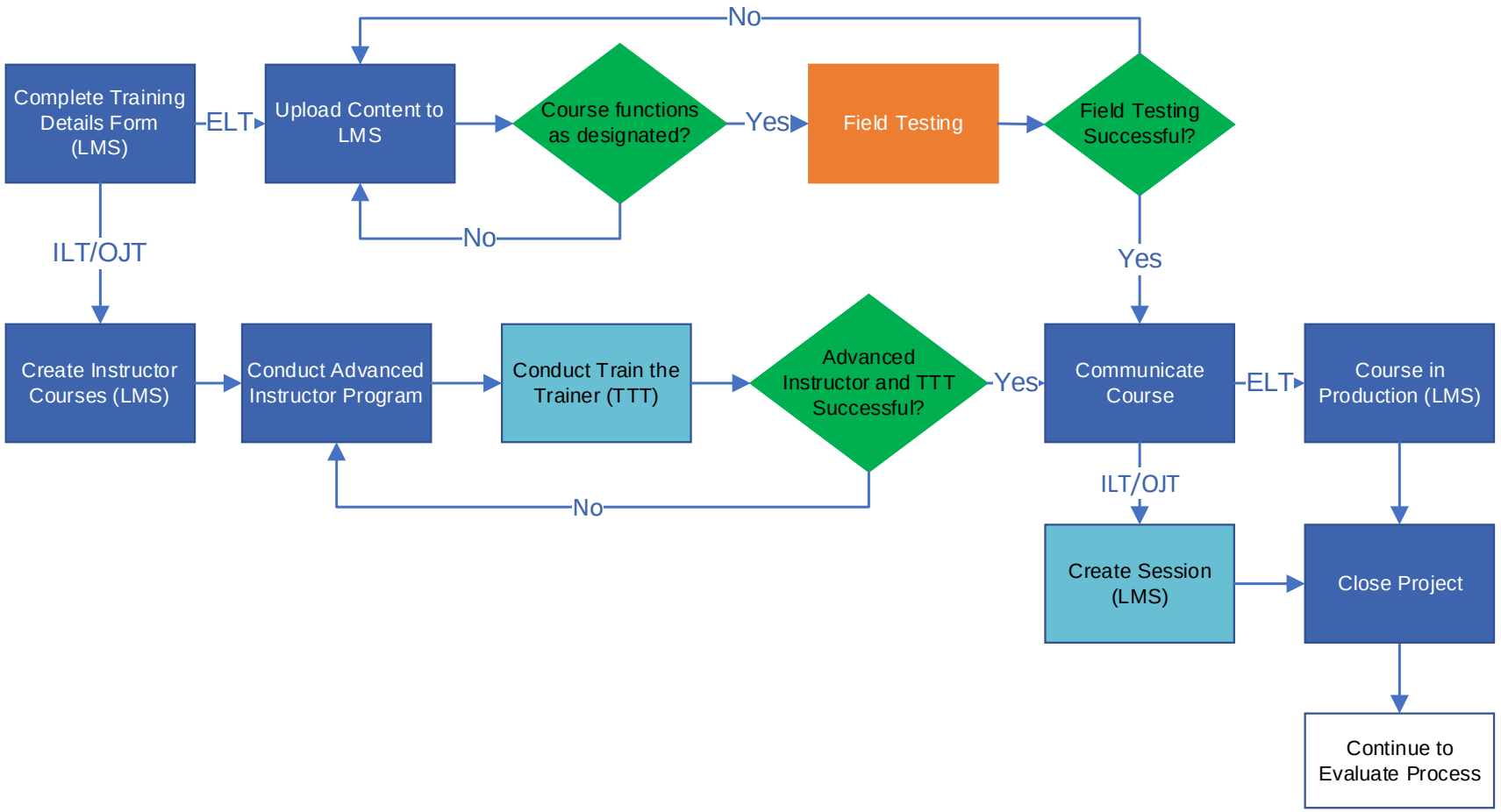
2 Changes for final course designs

(4) Final course approval?

(a) Instructional designer obtains final sign off / approval in writing from Training Requestor. For ILT, approval is provided following updates to course after pilot. For ELT, approval is provided after final course content materials are reviewed in Review 360. The final sign off / approval document is saved on Basecamp.

D. Implement Process

Figure 5 Implement Process



(1) Complete Training Details Form (LMS)

(a) Instructional designer submits Training Details form to communicate course structure to LMS consultant. Form details include course audience and enrollment as well as other LMS information about the course.

(b) Deliverable: Training Details form

(c) Tools:

1 SmartSheet

2 LMS

(2) Create Instructor Courses

(a) Advanced Instructor and Certified Instructor courses are requested and built in LMS. A Learning Resource Hub is requested and built as a central repository for course training materials for Certified Instructors. Permissions to the materials are managed through LMS, once the instructor is signed off as completing Advanced Instructor Program or TTT.

(b) Deliverables:

1 Advanced Instructor Program in LMS

2 Certified Instructor course on LMS

3 Learning Resource Hub

(c) Tool: Learning Platform / LMS

(3) (ILT/OJT) Conduct Advanced Instructor Program

(a) Instructional designer conducts the Advanced Instructor Program course for advanced instructors. Once the advanced instructor has completed the Advanced Instructor Program process and is qualified as an Advanced Instructor - they can teach the TTT course for upgrading Certified Instructors.

(b) Tool: LMS

(4) (ILT/OJT) Conduct Train the Trainer (TTT)

(a) Advanced Instructors conduct TTT course for upgrading Certified Instructors.

(b) Deliverables:

1 Advanced Instructors ready

2 Certified Instructors ready

(5) (ILT/OJT) Advanced Instructor Program and TTT successful?

(a) Advanced Instructor Program and TTT complete successfully.

(6) (ELT) Upload content to LMS Pilot Production Environment.

(a) Content is uploaded to LMS Pilot Production Environment.

(b) Tool: LMS

(7) (ELT) Course functions as designed?

(a) The instructional designer tests functionality, performs usability checklist and ensures course is functioning properly. When it is confirmed course functions as designed, SCORM (Sharable Content Object Reference Model) file is posted to Teams and LMS consultant is notified. The course is ready for field testing. If course does not function as design, Instructional Designer will revise.

(b) Deliverable SCORM file.

(8) (ELT) Field Testing

(a) LMS consultants lead field testing and advise any issues in the course. Field testing includes consultants testing as well as field users. If functionality issues are identified, the instructional designer will have to fix the issue and begin by uploading content to LMS again, with the steps to follow. New versions will be uploaded and re-tested.

(9) (ELT) Field testing successful?

(a) LMS consultants sign off on field testing and the course can continue to production. If the field testing is not successful, the instructional designer will be notified of issues and fix them.

(10) Communicate course

(a) Instructional designer and Training Manager creates training communication materials for the field and then sends it, along with the stakeholder client sending a process/new procedure bulletin to the field. Any other predetermined communication identified is communicated at this time as well.

(b) Deliverables:

1 Training communication materials

2 Other communication materials

(11) (ELT) Course in production (LMS)

(a) LMS consultant uploads the tested course to the LMS Production Server. The instructional designer has to test one more time in production to confirm no functionality issues. If no issues, the LMS consultant sets the course to go live (at the moment or based on identified date).

(12) (ILT) Create session (LMS)

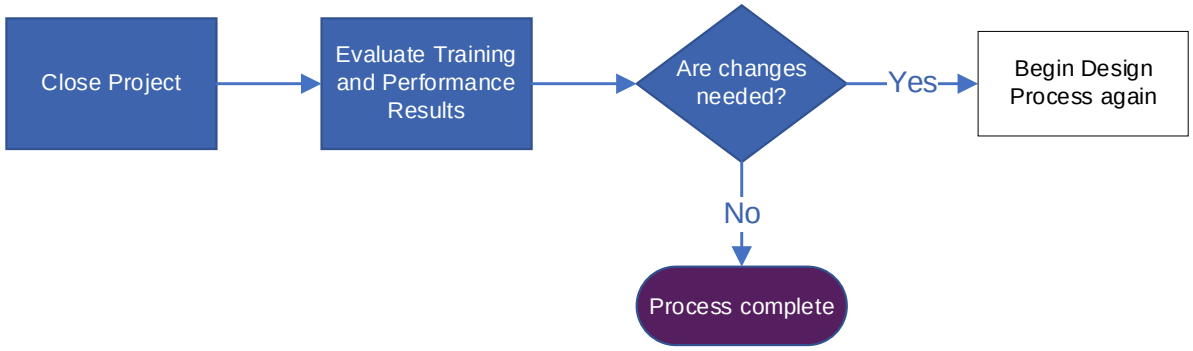
(a) Instructors request LMS to build ILT sessions.

(b) Deliverable: Sessions

(c) Tool: LMS

E. Evaluate Process

Figure 6 Evaluate Process



(1) Close project

(a) Training sessions start and content is in production on LMS. Final files for the project, as well as any other elements and training assets, are downloaded and project is archived.

(b) Deliverables:

1 Final files archived

2 Access/permissions cleaned up

(c) Tool: Basecamp

(2) Evaluate training and performance results

(a) Evaluate training and performance results to assess effectiveness to ensure course objectives were met and/or identify areas for improvement. Formative evaluation while the training is in progress; summative evaluation is assessed at completion of the training program. Training design team gathers feedback on how

the course is going, and monitors feedback for if any changes need to be made.

(b) Levels of evaluation:

1 Level 1 course evaluations for learner reaction are evaluated by both instructors and designers

2 Level 2 learning is evaluated based on course feedback and assessment results

3 Level 3 behavior is monitored by leadership feedback and success rates are monitored via OJT Instructors and Supervisors, as well as instructor comments on the OJT observation forms

4 Level 4 is monitored by ongoing client and leadership conversations, as well as audits, voluntary self-disclosures and Aviation Industry-Standard Safety Program reports.

(c) Deliverables

1 LMS data

2 Instructor feedback

3 Completion metrics

4 Business metrics

(d) Tools

1 LMS

2 Workforce Analytics

3 Learning Data Platform

3. Training Modalities, Audio-Visual, Materials and Interactive Components

A. During the design process, the Instructional Designer determines how the training will be delivered, via one or more, but not limited to the following training modalities:

(1) Lecture

(2) Guest speakers

(3) Questions and answers

(4) Interactive learning

(5) Instructor-led programs

(6) Role playing

(7) Mentoring

(8) Remote classroom

(9) Synchronous learning

(10) Self-paced, electronic training:

(a) LMS; Web-Based Training (WBT)

(b) Computer-Based Training (CBT)

B. The Instructional Designer also determines the best presentation methods, the materials that are applicable to supplement the training as well as the interactive components of the training.

(1) Presentation Methods

(a) Video

(b) PowerPoint

(c) Charts

(d) Photos

(e) Simulations

(f) Virtual Reality (VR) technology

(g) Augmented Reality (AR) technology

(2) Materials or Support Tools

(a) Workbooks

(b) Worksheets

(c) Self-study modules

(d) Post-tests

(e) Skills assessment tests

(f) Posters

(g) Student hand-outs

(h) Charts

(i) Photographs

(j) Pocket guides

(k) Brochures

C. Potential interactive components:

(1) Supervised training On-the-Job (OJT) On-Site Learning Experience

(2) Hands-on; simulated training on surplus / de-commissioned aircraft in sterile environment

(3) Coaching

(4) Mentoring

(5) Webinars

(6) Lunch workshops

(7) Mobile classroom

4. Training Materials

A. Training courseware may originate from several sources:

(1) Developer (Corporate Learning) created: {Airline / Carrier} curriculum developers will create various instructional materials, modules, tests, visuals and other teaching aids.

(2) Materials from Other Departments and Divisions: In some cases, materials from other {Airline / Carrier} Divisions and Departments may be applicable to Corporate Learning, including, but not limited to:

(a) Environmental Safety

(b) Ground Safety

(c) Corporate Security

(d) OSHA

B. Commercially available:
Certain types of content or training materials may be commercially available and purchased or acquired from outside sources, including the FAA and the Transportation Security Administration (TSA). These could include:

(1) Items purchased “off the shelf”.

(2) Materials created to {Airline / Carrier} specifications by Business Partners.

(3) Materials delivered to other air carriers.

C. Training materials shall be reviewed and approved for use by the Director of Corporate Learning and supported Business Owner.

D. Training materials will be reviewed for content accuracy via the responsible designated group to include, but not be limited to:

(1) Business Owner Subject Matter Experts (SMEs)

(2) Instructional Designers

(3) Training Managers

(4) Instructors

E. Changes will be made to reflect policy and procedure changes and in response to safety and operational issues.

(1) In accordance with each internal client's group, responsible departments and divisions, maintenance of materials may undergo a minimum of one review within a year. Training materials are reviewed for accuracy and currency. In some cases, the responsible department or division has pre-established review cycles. When new policies, procedures, standards and / or behaviors fall outside of the established review period, {Airline / Carrier} shall provide employees and external Business Partners the training information via the established communication tools used by the Corporate Learning.

(2) Supplemental Review for Accuracy and Currency

(a) Changes are communicated to instructors via:

1 Electronic format, i.e., email or eLearning

2 Bulletins

3 Conference calls

4 Train-the-Trainer for significant course changes

(3) Policy and Standards Update

(a) New policies, procedures and standards outside maintenance cycle require the responsible operating division to advise Corporate Learning Design of new standards for incorporation into training materials.

5. Current Curriculum

A. The entire approved curriculum is available in the LMS and can be searched by name, audience, or delivery method. The LMS record for each course/module includes a summary of the training.

Table 1 Current Curriculum

Course/Module	Audience	Prerequisite	Delivery Method	Duration	Responsible Role	Notes
Workplace Basics	All Staff	None	eLearning	1 hr	Learning Team	This module provides an introduction to workplace expectations, safety basics, and general operational principles applicable across departments. Learners will complete quizzes and reflection exercises to reinforce key concepts.
Customer Interaction Fundamentals	Frontline Staff	None	eLearning	1.5 hr	Learning Team	Covers foundational principles of customer interaction, communication protocols, and handling common scenarios. Includes video examples and interactive exercises.
Policy Overview	Leadership	None	Instructor-Led	2 hr	Advanced Instructor	Introduces internal policies, procedures, and compliance responsibilities for leadership roles. Includes scenario-based discussion and group exercises.

Course/Module	Audience	Prerequisite	Delivery Method	Duration	Responsible Role	Notes
Risk Awareness	Risk Roles	None	eLearning	1 hr	Instructional Designer	Focuses on identifying potential risks in day-to-day operations, reporting mechanisms, and basic mitigation strategies. Participants complete a knowledge check at the end.
Advanced Procedures	Leadership	Policy Overview	Instructor-Led	2.5 hr	Advanced Instructor	Provides in-depth procedures for managing team operations, problem-solving techniques, and supervisory decision-making. Includes case studies and practical exercises.
Operational Essentials	Ground Staff	None	eLearning	1.5 hr	Learning Team	General overview of operational workflows, equipment handling basics, and key role responsibilities. Designed for new staff orientation.
Terminal Operations	Frontline Staff	Customer Interaction Fundamentals	eLearning	1 hr	Instructor	Covers terminal workflows, customer service touchpoints, and basic communication requirements.
Field Operations	Ground Staff	Customer Interaction Fundamentals	eLearning	1.5 hr	Instructor	Focus on ground handling and operational procedures in a neutral, generic context. Includes videos and practice scenarios.

Course/Module	Audience	Prerequisite	Delivery Method	Duration	Responsible Role	Notes
Communication & Reporting	All Staff	Workplace Basics	eLearning	1 hr	Learning Team	Explains communication channels, reporting structures, and documentation requirements. Includes practice exercises for submitting reports.
Emergency Procedures	Leadership	Risk Awareness	Instructor-Led	2 hr	Advanced Instructor	Scenario-based training on emergency response, coordination, and decision-making in operational contexts.
Customer Feedback	Frontline Staff	Customer Interaction Fundamentals	eLearning	1 hr	Learning Team	Teaches methods for handling customer feedback, complaint resolution, and professional communication skills.
Security Awareness	All Staff	None	eLearning	1 hr	Learning Team	Covers general security awareness, safe handling of sensitive situations, and regulatory basics.
Incident Reporting	Risk Roles	Risk Awareness	eLearning	1 hr	Instructional Designer	Explains the process for incident reporting, documentation, and follow-up actions in operational contexts.
On-the-Job Training	All Staff	Workplace Basics	OJT	2 hr	Local Training Coordinator	Provides supervised on-the-job practice of standard procedures, safety protocols, and operational workflows.

Table 1 Current Curriculum

Course/Module	Audience	Prerequisite	Delivery Method	Duration	Responsible Role	Notes
Coaching & Mentoring	Leadership	Advanced Procedures	Instructor-Led	2 hr	Advanced Instructor	Focused on coaching techniques, mentoring staff, and providing feedback to improve team performance.
Service Fundamentals	Customer Staff	None	eLearning	1 hr	Learning Team	Generic service module covering professional interactions, problem-solving, and maintaining standards.
Catering & Handling	Ground Staff	Operational Essentials	eLearning	1 hr	Instructor	Neutral coverage of handling supplies, food safety basics, and logistical procedures.
Technical Procedures	Technical Staff	Workplace Basics	eLearning	1.5 hr	SME	General introduction to operational equipment, procedures, and safety measures.
Performance Assessment	All Staff	Workplace Basics	Instructor-Led	1 hr	Learning Team	Teaches evaluation methods, performance checklists, and how to provide constructive feedback.
Safety Tools Overview	Risk Roles	Risk Awareness	eLearning	1 hr	Instructional Designer	Introduces tools and tracking systems for monitoring operational risks and safety compliance.
Communication Protocols	All Staff	Customer Interaction Fundamentals	eLearning	1 hr	Learning Team	Reinforces communication standards, email etiquette, and internal collaboration processes.

Course/Module	Audience	Prerequisite	Delivery Method	Duration	Responsible Role	Notes
Regulatory Updates	Leadership	Policy Overview	Instructor-Led	1.5 hr	Advanced Instructor	Provides an overview of general regulatory requirements relevant across industries, without company-specific references.
Quality Assurance	Ground Staff	Field Operations	eLearning	1 hr	Instructor	Explains methods for monitoring operational quality and ensuring compliance with standards.
Training Observation	All Staff	On-the-Job Training	OJT	1 hr	Local Training Coordinator	Guides observation of standard practices, noting performance and areas for improvement.
Simulation Training	Risk Roles	Risk Awareness	Virtual Reality	1.5 hr	Instructional Designer	Scenario-based exercises in a controlled virtual environment to reinforce safety and operational procedures.
Feedback & Evaluation	Leadership	Advanced Procedures	Instructor-Led	1 hr	Advanced Instructor	Reviews performance metrics, feedback methods, and evaluation techniques.
Documentation Standards	All Staff	Communication & Reporting	eLearning	1 hr	Learning Team	Reinforces recordkeeping, reporting, and documentation best practices.
Process Improvement	Leadership	Regulatory Updates	Instructor-Led	2 hr	Advanced Instructor	Introduces generic process analysis, gap identification, and improvement planning techniques.

Table 1 Current Curriculum

Course/Module	Audience	Prerequisite	Delivery Method	Duration	Responsible Role	Notes
Technology Tools	All Staff	Workplace Basics	eLearning	1 hr	Learning Team	Overview of commonly used platforms, software, and operational tools in a generic context.
Risk Management	Leadership	Risk Awareness	Instructor-Led	2 hr	Advanced Instructor	Focuses on assessing potential operational risks and planning mitigation strategies.
Field Testing	All Staff	On-the-Job Training	OJT	2 hr	Local Training Coordinator	Conduct supervised field trials of standard procedures and document observations.
Compliance Review	Risk Roles	Safety Tools Overview	eLearning	1 hr	Instructional Designer	Generic methods for auditing compliance and implementing corrective actions.
Recap	All Staff	Workplace Basics	eLearning	30 min	Learning Team	Review of key points, reflection exercises, and practice questions.
Advanced Customer Handling	Customer Staff	Customer Feedback	Instructor-Led	1.5 hr	Advanced Instructor	Role-playing scenarios to enhance communication skills and customer engagement.
Cross-Functional Tasks	Ground Staff	Field Operations	eLearning	1 hr	Instructor	Overview of tasks that span multiple operational areas.
Incident Simulation	Risk Roles	Simulation Training	Virtual Reality	1.5 hr	Instructional Designer	Hands-on simulated incidents to reinforce reporting and response skills.

Course/Module	Audience	Prerequisite	Delivery Method	Duration	Responsible Role	Notes
Leadership Review	Leadership	Advanced Procedures	Instructor-Led	1 hr	Advanced Instructor	Observation of leadership performance and coaching guidance.
Policy Refresher	All Staff	Workplace Basics	eLearning	30 min	Learning Team	Review of policies and operational guidelines.
Operational Metrics	Leadership	Process Improvement	Instructor-Led	1 hr	Advanced Instructor	Generic performance metrics and monitoring best practices.
Customer Interaction Lab	Customer Staff	Advanced Customer Handling	Instructor-Led	1 hr	Advanced Instructor	Practice of customer interaction scenarios in a safe learning environment.
Safety Culture	All Staff	Workplace Basics	eLearning	1 hr	Learning Team	Reinforces the importance of safety and operational culture.
Security Drill	All Staff	Security Awareness	Instructor-Led	1 hr	Advanced Instructor	Hands-on drill for emergency preparedness.
Cargo Handling	Ground Staff	Operational Essentials	eLearning	1 hr	Instructor	Demonstrates proper handling techniques for generic cargo.
Observation Report	All Staff	Training Observation	OJT	30 min	Local Training Coordinator	Document observations during on-the-job exercises.
Field Feedback	Risk Roles	Incident Simulation	Virtual Reality	1 hr	Instructional Designer	Capture feedback for refining training content.
Leadership Metrics	Leadership	Operational Metrics	Instructor-Led	1 hr	Advanced Instructor	Track and review leadership KPIs and progress.

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Course/Module	Audience	Prerequisite	Delivery Method	Duration	Responsible Role	Notes
Consolidation	All Staff	Recap	eLearning	30 min	Learning Team	Combine lessons and review key learning outcomes.
Partner Orientation	External Partners	None	eLearning / ILT	1 hr	Learning Team	Generic onboarding for external collaborators.
Annual Review	All Staff	Consolidation	eLearning	30 min	Learning Team	Recap of policies, procedures, and operational expectations.
Certification Assessment	Leadership / Staff	Annual Review	eLearning / ILT	2 hr	Advanced Instructor	Neutral end-of-cycle evaluation to measure knowledge retention and readiness.