



Ministry
of Defence

JSP 822
Defence Direction and Guidance for Training and
Education

Volume 10: Glossary

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Glossary of Defence Related Terms and Acronyms

1. This glossary does not simply refer to those terms, abbreviations and acronyms found in JSP 822 but includes the wider Defence Learning environment. It is intended as a tool by which a common agreed understanding can be reached for terms, abbreviations and acronyms in frequent use.

2. Suggestions for additions or amendments to the glossary should be emailed to:

people-tesrr-policy@mod.gov.uk

3. A version of this glossary can also be access on the Volume 10 section of the Defence Training Policy and Requirements site.

Term	Acronym (If Applicable)	Definition
1,2,3 etc		
1st Party Audit and Inspection	1PA	1 st party audit and inspection is assurance activity conducted for internal purposes by all parties for the DSAT activities they undertake themselves. This will form the basis of an organisation's self-declaration of conformity and provide the basis for CI.
2nd Party Audit and Inspection	2PA	2 nd party audit and inspection is assurance activity conducted by Defence organisations external to the activities that are within the scope of the audit and inspection.
3rd Party Audit and Inspection	3PA	3 rd party audit and inspection is assurance activity conducted by organisations external to the MoD. An example is an Ofsted inspection commissioned to examine Care and Welfare.
A		
Ability/Abilities		Possession of the means or skill to do something.
Accreditation		The mapping of civilian qualifications to the successful completion of defence training.

Term	Acronym (If Applicable)	Definition
Activity		In the context of JSP 822, an 'activity' is any single process or output product of the DSAT.
Adult at risk		<p>Any person who is aged 18 years or over and at risk of abuse or neglect because of their needs for care and or support.</p> <p>Adults at risk include:</p> <ul style="list-style-type: none"> (1) Those in residential accommodation provided in connection with care or nursing or in receipt of domiciliary care services. (2) Those receiving health care. (3) Those in lawful custody or under the supervision of a probation officer. (4) Those receiving a welfare service of a prescribed description or direct payments from a social services authority. (5) Those receiving services, or taking part in activities, aimed at people with disabilities or special needs because of their age or state of health. (6) Those who need assistance in the conduct of their affairs.
Analysis		Examination of the new or changed (or perceived new or changed) requirement against the question: What is the requirement; is a new or amended training activity needed; and, if so, what kind?
Apprenticeship		A workplace scheme that combines practical on job training

Term	Acronym (If Applicable)	Definition
		with study. Successful completion can result in a civilian qualification.
Aptitude		The natural ability to acquire and utilise specific Skills and/or Knowledge.
Aptitude Test		A measure of abilities that are assumed to be relevant to future Performance in a specific type of Skill or an area of achievement.
Assessment		A judgement based on a comparison of measured performance against a Standard.
Assessment of Learning		A method to determine whether learning has occurred which requires making a judgement on trainee Performance and progress, then to decide whether the trainee is sufficiently competent in a particular Role or Task to be qualified for employment and/or work with or without supervision.
Assessment Specification	ASpec	A document describing the organisation, type of test, marking details, pass/fail criteria for the assessment of TOs/CTOs and the consequences of failure. It provides the practical details required to assess the achievement of the Standards specified by an associated TO/CTO.
Assessment Strategy	AStrat	The document describing the overarching assessment policy for the course/module and the associated rationale. It must include the consequences of failure of specified elements of the course/module and include any 'Return to Unit' policy for infringement of values and standards etc.
Assurance		An all-encompassing term used to describe the evaluation, audit and inspection activities of the Training System. Assurance answers the questions: is the training activity being delivered correctly and does

Term	Acronym (If Applicable)	Definition
		it meet the requirement? Is the whole Training System fit for purpose? Is the requirement correct or needs review?
Attitude		A learned pre-disposition to think, feel and behave towards a person (or object) in a particular way. People have Attitudes resulting in a tendency to act or react in a certain manner when confronted with another person, group, object, situation or idea. Attitudes may be positive or negative, rational or irrational. Attitudes are related to personal values, beliefs, motives and emotions and manifest themselves in overt acts or expressions, they may also contain (un)conscious bias. They can also be related to groups and the defined attitudinal position of a group and is often expressed as social 'norms'.
Audit		A systematic, independent, and documented process for obtaining evidence and evaluating it objectively to determine the extent to which it meets set assessment criteria.
B		
Behaviourally Anchored Rating Scales	BARS	Scales which can be used to rate performance by observing behaviour. They can be used to assess skills and attitudes which are difficult to assess more directly. For example, interpersonal and communication skills can be measured using BARS. In addition.
Blended Learning		A combination of two or more distinct Methods used to create the most effective and efficient learning solution. Blended Learning can utilise Technology Enhanced Learning.

Term	Acronym (If Applicable)	Definition
C		
Care and Welfare		MOD's legal and moral obligation to care for the well-being of recruits/trainees and staff.
Care of Trainee (COT) Training		COT training is delivered to staff working in Phase 1 and 2 training. Attendance of non-instructor staff is determined by the Commander's Risk Assessment and the Supervisory Care Directive (SCD). COT training is embedded in the Defence Trainer Course training and is also available as a standalone module.
Certification (Collective Training)		Agreement by the Chain of Command (with advice from the TRA) that a force or FE can be operationally deployed (FE@R), including the acceptance of any risks. This may include recertification following a force sustainment phase, such as deployed (continuation or in-theatre) training, a change of operational Role or sufficient turnover of trained personnel.
Child ¹		The Children Act 1989 defines a child as any person under the age of 18 years.
Coaching		The use of recognised techniques to unlock a trainee's potential in order to improve and maximise performance. Coaching techniques form an integral part of the trainer's toolbox. Coaching techniques form the basis of the Defence trainer course, and of learner-centric training, in order to ensure the effectiveness and efficiency of training are maximised.
Collective Training	CT	Training to improve the ability of teams, units or formations to function as a cohesive entity and

¹ The Safeguarding Vulnerable Groups Act 2006 defines two groups of people within its scope: Children and Vulnerable Adults.

Term	Acronym (If Applicable)	Definition
		so enhance operational capability.
Collective Training (CT), Tiers of Component, Joint and Combined		<p>Tier 0 CT prepares individuals to operate as teams below unit level.</p> <p>Tier 1 CT prepares units and sub-units to take their place within a tactical formation or Combined/Joint Force Component.</p> <p>Tier 2 CT prepares tactical formations operating below the Combined/Joint Force Component level for operational employment.</p> <p>Tier 2+ CT prepares one or more Combined/Joint Components for operational employment. It may be conducted in combined or joint contexts on a UK, NATO or Coalition Partner framework basis. This Tier is of particular significance with enduring NATO requirements and the next higher HQ in such training will be the Joint Task Force (JTF) HQ.</p> <p>Tier 3 CT prepares a Combined/Joint Task Force for operational employment or a Permanent Joint Overseas Base (PJOB) for an operational Role. It may be conducted in combined or joint contexts and on a UK, Joint Expeditionary Force, NATO, EU or Coalition Partner framework basis.</p> <p>Tier 4 events prepare the Defence Crisis Management Organisation (DCMO) to manage crises and provide strategic direction for, and conduct of, operations at the Political-Military Strategic level. They may involve Other Government Department (OGD)/Non-Government Organisations, other International Organisations and/or NATO and the EU.</p>

Term	Acronym (If Applicable)	Definition
Collective Training Components		Constituent elements of the training. The 4 components are: Supportive information, Just-in-time information, Part-task practice, and Whole training Tasks. Using the Teamwork Error Analysis associated with each Task, consideration should be given to which components of Collective Training are most appropriate to train the Task.
Collective Training Objective	CTO	Output of the specified team/unit activity. CTOs ensure that the training activity has a definite focus linked to a Defence need. They help ensure that the associated trainers, support staff and trainees, within a Team/Collective environment) have a clear understanding of what the trainees/teams are required to learn, and to be able to do at the end of the learning event.
Collective Training Risk Management		The management of risk to capability by the TDA through Collective Training shows the TRA what has been trained and where shortfalls exist, or risk is being taken in declaring a Team or capability ready for operations. Even where training is successful and readiness is certified, there is also a risk that readiness will be consumed over time and will need to be regenerated or sustained, typically through deployed training.
Collective Training Trainer Tasks		These ensure that the event-specific Knowledge, Skills and Attitudes (KSA) that trainers require to deliver training during widely variable CT events are captured and articulated.
Combined training		Two or more nations training together.

Term	Acronym (If Applicable)	Definition
Command and Staff Training and Education ²		The learning and development to achieve KSE-B of the Profession of Arms. Includes the nature and character of conflict covering the art, science, and social science of fighting, protecting, deterring and preventing conflicts.
Commanding Officer of a Training Establishment	COTE	An individual employed to command a Phase 1, 2 or 3 training establishment.
Commander's Risk Assessment	CRA	A document detailing the risks of training activity, and the risks to training staff and trainees. It must contain the health and safety assessment of the training activity specific to the Training Provider or training establishment (if different to the TP). JSP 822, Volume 4, provides detail.
Community of practice	CoP	Practitioners, or experts, in a specific domain of interest (e.g. same profession) who share information and experiences with the group face-to-face or in online communities.
Competency		The performance of a specific skill, attitude or behaviour needed to do a job.
Competencies		The KSE-B conditions and standards that enable an individual to be successful in a role.
Competency Framework		A network of competencies. OJAR/SJAR is an example of an organisational level Competency Framework that is common to all Service personnel. Professional Competency Frameworks can also be used in order to provide Guidance to defined professional groups as to the requirements for individual professional development and/or selection.

² N.B. there is discussion around splitting Command and Staff into separate disciplines but not sufficiently developed thinking for this version of JSP 822.

Term	Acronym (If Applicable)	Definition
Competence Performance Statement		In the context of this JSP the Role/Team Performance Statement serves as the Competence Performance Statement to articulate Skill orientated requirements of a Role.
Competence Retention Analysis		Analysis of knowledge and skills to assess at what interval refresher training will need to take place.
Competence Retention Analysis Technique	CRAT	
Compulsory Drugs Test	CDT	
Condition		The part of the Role/Team Performance Statement (Role/Team PS) or Training Objective (TO)/Collective Training Objective (CTO) that defines the environment in which the Performance has to be achieved. Only those aspects that affect Performance or need to be replicated in the training environment are included. Examples could include environmental conditions, wearing of protective clothing, using specific items of equipment, working in specific spaces or compartments (of a ship, aircraft, or vehicle), availability of reference materials, membership of a team, etc.
Constraint		A limitation or restriction. The state of being restricted or confined within prescribed bounds.
Constraints Analysis		Limitations or restrictions affecting the TNA need to be analysed and highlighted to ensure that risks regarding financial, safety and technical issues are addressed.
Continuous Attitude Survey	CAS	
Continuous Improvement	CI	Recurring assurance activities that contribute to identifying improvements in the effectiveness

Term	Acronym (If Applicable)	Definition
		and efficiency of training and the Training System.
Continuing Professional Development	CPD	The process by which an individual develops further following a training or education intervention. In the context of DTC, CPD ensures that Defence Trainers, DTSSs, DTMs and T4 remain current and competent in their subject specialisation and develop their knowledge and skills.
Cost Benefit Analysis	CBA	In accordance with Defence and HM Treasury guidelines, an examination of the broad order costs of various options to recommend the most cost-effective training solution.
Course/Programme		A structured learning intervention that, once completed, results in the award of a 'qualification', 'competency', or 'proficiency level'. Courses/programmes can vary in length and may consist of multiple modules. Part or all of the course may be accredited.
Critical Errors		Linked to the description of Teamwork, an analysis of Critical Errors considers what can go wrong in conducting a Task and how errors should be managed. This then permits the training design process to incorporate these errors to ensure that Teams have experienced and been trained in coping with and responding to them. The criticality of errors should be expressed in terms of risk to the delivery of capability. This is approximately analogous to Difficulty, Importance and Frequency (DIF) Analysis.
Customer Executive Board	CEB	A specified group which provides a mechanism for stakeholders to develop the scale and content of training to match the Defence

Term	Acronym (If Applicable)	Definition
		requirement within the available budget, and in accordance with relevant Defence and SC policies. It also acts as a H2A mechanism for stakeholder's delivery of their respective aspects of DSAT.
D		
Defence College		An umbrella structure which brings together multiple related schools for the administration, delivery and management of training to personnel from all 3 Services. Eg DCTT, DCLPA.
Defence Centre of Training Support	DCTS	
Directorate of Children and Young People	DCYP	
Defence Joint Collective Training and Exercise Committee	DJCTEC	The 1* committee with the main responsibility to manage overall UK Collective Training and Exercises in line with Defence Strategic Direction, confirming the policy and priorities for future exercises are included in the Defence Exercise Programme (DXP).
Defence Learning Environment	DLE	Defence's primary Virtual Learning Environment (VLE) which is part of the Defence Learning Management Capability (DLMC).
Defence Learning and Management Capability	DLMC	A collated set of digital services to manage defence learning. It will include the administration, delivery, assurance and recording of learning activity. It will replace TAFMIS-T and other TMIS in due course.
Defence School		Defence organisation responsible for the end delivery of specific learning and training activities across multiple Services
Defence Systems Approach to Training	DSAT	DSAT is the process that must be used by those who are involved in the analysis, design, delivery,

Term	Acronym (If Applicable)	Definition
		assurance, management and governance of training across Defence. DSAT is designed to generate a Training System that allows trainers ³ to deliver appropriate, effective, efficient, accountable, safe and risk-focussed training to trainees ⁴ .
Defence Systems Approach to Training Quality Management Standard	DSAT QMS	The standard that is met when the outputs of the DSAT Elements and the MTS activities are delivered correctly.
Defence Trainer		An individual from the Whole Force delivering any Defence Phase 1, Phase 2 or Phase 3 training from the FTS.
Defence Trainer Capability	DTC	A policy that delivers Defence Trainers that are fit for purpose. Defence must ensure that its trainers inspire, motivate and challenge trainees in order to get the very best from them. To be fully effective, trainers fulfil the Roles of the specialist trainer and that of leader, including: understanding the key attributes of a trainer; effective delivery techniques; the realities of training; coaching; and the use of technology.
Defence Trainer (Flying)		An Aircrew Instructor from the Whole Force delivering Ph 2 or 3 flying training conducted in a ground school, synthetic or airborne environment.
Defence Trainer Manager (DTM)	DTM	A principal advisor on the DTC Direction who also provides functional management ⁵ of DTSS, Defence Trainers and is responsible for continuous

³ In the context of this JSP, the term ‘trainer’ encompasses all those engaged in delivering training across Defence, for both individual and collective training.

⁴ In the context of this JSP, the term ‘trainee’ encompasses all those in the receipt of across Defence, for both individual and collective training, and encompasses such terms as ‘recruit’, ‘student’, ‘learner’, ‘exercising troops’ etc. These and other terms continue to be used in the wider Defence training community, particularly in Phase 1, Phase 2 and collective training.

⁵ Functional management is about determining and maintaining standards and methods of operation within a function, in this case the DTS function. Those with responsibilities for the functional management of an individual will not necessarily be the individual’s Line Manager.

Term	Acronym (If Applicable)	Definition
		improvement relating to the DTC. DTM's are not responsible for managing DWT's.
Defence Trainer Supervisor (DTS)	DTS	An individual experienced in training delivery who is responsible for the assessment and continuous professional development of Defence Trainers.
Defence Training		Multiple learning events that may be delivered to individual sS audiences but achieve the same output for all Services.
Deployed Collective Trainer Training		The training required to ensure Collective Trainers can deliver the training required to trainees. Where a trainer's ability to conduct a Task is likely to fade over time, they may need to train while deployed or to re-role as necessary to support structured agility.
Difficulty		In the context of a DIF analysis, difficulty is the amount of effort or skill needed to accomplish, deal with or understand a specified problem or activity.
Difficulty, Importance and Frequency Analysis	DIF	A method comparing Role information using a simple algorithm to determine the most complex, hard to learn/master activities. The frequency with which the task is undertaken, and its importance will impact on how much training is required.
Digital literacy		The ability to use digital technology, communication tools or networks to locate, evaluate, use and create information.
Distance Learning		An element of learning where learners are typically geographically and physically separated from each other and the training provider, often choosing when and where learning material is accessed.
Discharge As Of Right	DAOR	

Term	Acronym (If Applicable)	Definition
Distributed Training	DT	DT is the formal training to deliver the TPS that is undertaken away from the organisation responsible for the development, maintenance and management of the training. The learning material can be provided by any blend of suitable methods and media.
Discharge Under 18	DU18	
E		
Education		The provision of teaching to develop intellectual capability, knowledge, mental skill and attitude to adapt and solve complex and changing problems.
e-learning		Includes all aspects of learning that uses digital content including remote, blended, online and virtual learning.
Emulator		A training medium that emulates the behaviour and/or functionality of a hardware or software system.
Enabling Objective		A lower level (to Training Objective) statement in Behavioural terms (Performance, Conditions and Standards) that describes the Knowledge, Skills and Attitudes (KSA) necessary for the trainee to achieve all or part of a Training Objective (TO)/Collective Training Objective (CTO).
Enhanced Learning Credits		
Environment Analysis		Conducted as part of the Team/Collective Task Analysis (TCTA), EA identifies the training environments that could be used in Collective Training. The EA includes the Fidelity Analysis, Training Environment Options Identification and Specification, and Methods & Media Options (derived from the Training Environment Rationalisation).

Term	Acronym (If Applicable)	Definition
Equality Act 10		
Equality, Diversity and Inclusion		
Evaluation (Individual Training)		The process of making a judgement as to the worth of training to Defence. It allows Defence to monitor the impact of training and assess what has been achieved, whether it was effective, efficient (i.e. represents VfM) and how it contributed to the achievement of Defence outputs.
Evaluation (Collective Training)		An assessment by the TDA – typically through exercising – that the training audience (primary and/or secondary) has met the training competencies/standards required, in conjunction with an assessment of any associated risks owing to training shortfalls. This results in a formal declaration of competence of the training audience (FE/Component).
Evaluation Strategy		A document that details what training will be evaluated and how. It should cover the whole cycle of training, starting when a training need is first identified and continuing until the required Defence outputs are achieved.
External Training Provider		Voluntary or commercially contracted organisation responsible for the delivery of learning activities.
External Validation		The use of both qualitative and quantitative data to determine the degree to which training prepares individuals/teams for the specified Role and whether the Role Performance Statement remains valid.

Term	Acronym (If Applicable)	Definition
F		
Fidelity		The degree to which a simulation (training) matches the real (workplace) system and/or environment in terms of physical, functional, environmental and tactical/cultural characteristics. It can also be measured by system, resources, human and manned system requirements.
Fidelity Analysis (Individual Training)		This analysis should be conducted as a result of the production of a Role Performance Statement (Role PS) derived from the Role Analysis (RA), and include any existing training Performance Standards. It considers each relevant Performance objective in the Role PS to assess the extent to which the training environment should replicate the workplace (real) environment to enable training to be effective. Decisions made at this stage can have a significant impact on the nature and cost of training solutions, as Fidelity can be a significant cost driver (high fidelity = high cost).
First of Class Training		A temporary training solution that is introduced specifically to support the first unit in a new class of capability (eg ship, submarine, vehicle, or aircraft). The training may be required to support trials, testing, or other acceptance activity prior to Initial Operating Capability.
Formal Training		Training activity, no matter where or how it is delivered, derived from the application of the Defence Systems Approach to Training (DSAT) process and articulated in a Formal Training Statement (FTS).
Formal Training Statement	FTS	An FTS details the totality of the training that must be achieved to

Term	Acronym (If Applicable)	Definition
		meet the requirements articulated in the Role/Team PS. The FTS comprises a Training Performance Statement (TPS), a Workplace Training Statement (WTS), and a Residual Training Gap Statement (RTGS).
Formative Assessment		Also known as progress tests, these are administered at intervals during a training activity to gain data for feedback to trainees (and trainers on trainee progress). They provide the basis for action to be taken by both parties to ensure trainee success. The outcome of the assessment is to determine how much progress the individual or Team has made thus far.
Franchised Training		Training that has been licensed to a specified Training Provider from a central authority (establishment or college). Franchisees deliver Phase 2 or 3 training as defined in the TPS. The licensed training is managed, governed and assured by the central authority. Eg DTc franchised to some training establishments by DCTS
Front Line Command	FLC	Replaces use of 'Service Command'. Defined here to include: Royal Navy, Army, Royal Air Force and UK Strategic Command.
Functional Skills	FS	Practical skills in English, mathematics and ICT that enable learners to deal with practical problems and challenges. They allow individuals to work confidently, effectively and independently in everyday life. Note: The Armed Forces do not currently include ICT as a FS required by all SP.

Term	Acronym (If Applicable)	Definition
G		
Gains to Trained Strength	GTS	The number of individuals who successfully complete Phase 2 training (but will include other categories such as trained re-entrants) in a particular time frame. NB the Army use the term Gains to Trade Trained Strength.
Governance (training)		The process through which decisions are made that determine the long-term strategy, direction and organisation of individual and collective training across Defence. Training Governance provides the framework through which training stakeholders are accountable for continuously improving the quality of their provision to meet Defence requirements. Governance of Defence training is managed primarily through boards such as CEBs, Working Groups and Steering Groups.
H		
Higher Education (HE) Lecturer		An individual employed for their breadth and depth of specialist knowledge and to focus learning on higher knowledge and critical thinking ⁶ .
Head of Profession	HoP	MOD staff who provide a functional, strategic overview of business-critical issues to inform top level discussion with Corporate HR Process Owners and in particular the Hd HRD as Process Owner for Civilian Workforce.
Hierarchical Task Analysis	HTA	The HTA is the process by which the Team or Collective tasks are

⁶ The FLC will decide which training intervention is required for HE Lecturers. Any HE Lecturers delivering Phase 1 or 2 training or having contact with Phase 1 recruits or Phase 2 trainees must complete COT.

Term	Acronym (If Applicable)	Definition
		analysed in the event that a Mission Task List is not available.
I		
Individual Training		Training designed to develop a mix of KSE-B of individuals. It takes place in any environment, conforms to a DSAT generated Training System, has suitable training governance processes in place, and can utilise a variety of Methods & Media.
Initial Training		Training delivered at Phase 1 and Phase 2.
Inspection		Careful examination or scrutiny. The act of inspecting or viewing, especially carefully or critically. Formal or official viewing or examination. To examine closely, especially for faults or errors, and continuous improvement. To scrutinize officially (a document, military personnel on ceremonial parade etc). In the context of DSAT, an Inspection can be carried out by 1 st , 2 nd and 3 rd parties.
Intellectual Edge	IE	The intellectual edge enables an individual or team to use initiative to create or adapt existing capabilities to achieve and sustain military advantage regardless of uncertainty and chaos. It combines professional knowledge and skills, cognitive agility, character and ethos that have been developed through experimentation, experience and practice. It requires an organisational culture that encourages innovation and the building of deep collaborative relationships based on

Term	Acronym (If Applicable)	Definition
		understanding and professional excellence.
Interim Training		A temporary training solution that may need to be implemented to support the introduction of a new capability before a steady state training solution is delivered. It could be introduced to support an Initial Operating Capability prior to the Full Operating Capability being achieved. Examples could be contractor delivered 'K' courses for personnel assigned to the first units of a new class of ship, aircraft, or vehicle.
Internal Validation	InVal	Process to determine whether TOs/CTOs are being met and the quality of their delivery.
Defence Exercise Programme Working Group (DXPWG)	DXPWG	The DXPWG is responsible to the DJCTEC for the compilation of the Defence Exercise Programme (DXP).
J		
Joint Commitments Strategic Steering Group	JCSSG	3* level Gp; for CT it reviews and agrees the Strategic Effects Management Process (SEMP) outputs, provides top-level arbitration over issues that cannot be resolved at lower levels and endorses the Defence Exercise Programme (DXP) and the Defence Annual Guidance Exercises (DAGE).
Joint Training		A learning event where two or more Services participate together.
JPA Competences		The part of JPA, the Defence information management system, that captures and records competence information for career and workforce purposes.

Term	Acronym (If Applicable)	Definition
		Where new competences, resulting from a new or changed training activity, need to be added to JPA, reference should be made to JSP 794 . Processes should be put in place to ensure the accurate and timely capture of new competences and qualifications resulting from the training activity.
Joint Professional Military Education	JPME	The learning and development activity that generates the KSE-B that enhances an individual's ability to be competent and effective operate in a Joint environment. By its nature it is complimentary to, and developmental from, sS PME.
K		
K Course		A learning activity delivered by a commercial provider, often to support a specific capability, and often delivered at commercial premises. As far as possible, K courses should conform to DSAT principles and standards.
Key Learning Points	KLPs	Important points contained within the development of the LSpec. They can also be referred to as called Teaching Points
Knowledge		Facts, concepts or theories assimilated into long-term memory by an individual where they provide a network of inter-relationships for facts. The decision to include Knowledge items in training activities should be founded upon a proven need to for an individual to have to recall the concept or theory for the efficient exercise of Skills in the workplace environment.
Knowledge, Skills, Attitudes	KSA	

Term	Acronym (If Applicable)	Definition
KSA Analysis ⁷		A KSA Analysis is a systematic analysis of 'Performance' and/or 'Standards' in order to identify the necessary KSA required to perform a Role ⁸ . A KSA Analysis moves on from what the Role holder does (captured in the Role Scalar, 1.3.2A), to identifying the KSA that have to be learned to perform the task. The results of an Initial KSA Analysis will help with the generation of TOs and EOs and the selection of the most appropriate training Methods & Media, during Element 2 (Design).
Knowledge, Skills, Experience and Behaviours	KSE-B	
L		
Lead TRA		A Lead TRA (agreed between the relevant Front Line Commands with any Joint or Defence training requirement) signs the TrAD on behalf of the subordinate TRAs. The Lead TRA has a coalescing function to maximise commonality of requirements across subordinate TRAs.
Lead Training Provider	LTP	In a franchised model, a LTP has responsibility for the generation of training delivery materials which allow the training to be delivered elsewhere under licence. In the case of DTC, the LTP also has an assurance role.
Learner's Journey		The pathway a learner will take through a given course to achieve the outcomes. It could highlight where options are available to the learner.
Learning		The acquisition of Knowledge and Skills through training, education and/or experience that leads to a

⁷ To align it with the Pan Defence Skills Framework, a review in to the KSA Analysis will take place in 2022.

⁸ Users may also wish to seek additional guidance regarding KSA from the [Competence Retention Analysis Technique \(CRAT\) User Guide](#).

Term	Acronym (If Applicable)	Definition
		positive change in behaviour, attitude and/or capability.
Learning and Development		The process of empowering individuals to make positive change to their KSE-B and Attitudes through learning.
Learning Scalar		Representation of Training Objectives (TOs)/Collective Training Objectives (CTOs) and their dependent Enabling Objectives (EOs) and Key Learning Points (KLPs) in the order to be taught. It helps to ensure that TOs/CTOs are taught in the optimal order, sequence the training activity, and develop the Learning Specification (LSpec).
Learning/Skills Pathway.		A map of learning activities, and progression through them, that are accredited to some form of profession, specialism, trade, branch, function, chartership or career field requirement. May also be called competence frameworks.
Learning Specification	LSpec	Documents produced from the outputs of Training Design, Assessment Strategy and Method & Media selection processes. Each usually contain the details of an EO and associated KLPs, the relevant assessment/test, Method and Media selected, time allocated, resource requirements and essential references.
Learning Technology		Technology (including hardware, software, supporting architecture and communication networks) used to support and/or enable, the analysis, design, delivery, assurance and management of learning.
Lesson/Event Planning		Planning is an essential part of the training delivery process. A good lesson or CT event plan considers all the needs and expectations of the training audience, prepares for any 'what

Term	Acronym (If Applicable)	Definition
		ifs' and enables the trainer to feel confident that nothing has been left to chance. Lesson/Event plans should be derived from the relevant LSpecs.
Live Training		Training that involves real people, using real equipment, in a real environment. Examples include soldiers learning to drive real vehicles or a ship undertaking Operational Sea Training at sea.
Location/ Environment Implications		The training environment and implications of location for each training solution require analysis during the Training Options Analysis (TOA). It is based on a careful analysis of exactly what the Customer requires, tempered by that which is deliverable and can only be achieved by consultation with the Customer and the Training Provider, who will have Knowledge of existing training and current training facilities and resources. This will later result in the allocation of Training Objectives (TOs) to a Training Performance Statement (TPS), Workplace Training Statement (WTS), or, where no training will take place, the Performance, Conditions, Standards to a Residual Training Gap Statement (RTGS). The output from this work is amendments to training Categories or recommendations that take account of both DIF Analysis results and the effects of all other Role, training and resource factors.
M		
Management of Training		Embodies the functions that ensure the provision of effective and efficient training and education which contributes to Defence effect. These functions

Term	Acronym (If Applicable)	Definition
		<p>are: stakeholder inter-relationships and responsibilities; defining the quantitative and qualitative requirements (both the numbers that require the training and/or education in a given period, and the Performance and Standards to be achieved); resourcing of training and education in the Training Providers; determining priorities in order to direct resources; training support; training assurance.</p>
Management of Training Deficiency		<p>Managing training deficiencies shows the stakeholders where training shortfalls exist or where deficiencies have arisen owing to either an inability to train certain TOs/CTOs or a training failure that has been picked up through the assurance process. Such deficiencies would suggest that trainees may not hold the competences that the training was designed to deliver. A Training Deficiency is not the same as the Residual Training Gap. The Residual Training Gap is agreed by the TRA early on in the DSAT process and is articulated in the Residual Training Gap Statement.</p> <p>These are essentially, unplanned, but unavoidable training gaps, which should therefore be captured and the appropriate governance body informed so that a decision can be made to treat, tolerate or transfer the training deficiency.</p>
Management of Training System	MTS	<p>The governance, management and assurance (Element 4) of training are collectively known as a MTS.</p> <p>MTS is an iterative mechanism to ensure that the training being delivered remains meaningful and continues to contribute to delivering Defence effect. When</p>

Term	Acronym (If Applicable)	Definition
		delivered correctly, the outputs of the DSAT process, combined with the MTS, deliver a Training System that meets the required Quality Management Standard.
Media		The means through which training Methods are applied, e.g. textbooks, chalk boards, video, podcasts, PowerPoint, simulation, models, demonstrations etc.
Mentoring		There is no single definition of Mentoring in Defence as the word has different meanings depending on the context. For example, Informal Workplace Training includes mentoring schemes where a trusted colleague shares knowledge and experience over a period of time to assist a new colleague; there are mentoring schemes to assist foreign forces to manage their own security; and mentoring is more prominent in Collective Training. Each has different aims. Where mentoring is mentioned in this JSP, it is referring primarily to the Role of the Defence Trainer Supervisor (DTS) who acts as a mentor for Trainers. In the DTS context the definition of Mentoring is: 'where a trusted colleague shares knowledge and experience over a period of time to assist a new colleague'.
Methods		In training, the strategy used for imparting KSE-B; e.g. lectures, demonstrations, role-play, lessons/events, exercises, participation activities, walk through/talk through etc.
Methods & Media Selection Tool	MMST	A tool which has been developed to assist in the analysis of the most appropriate Methods & Media for specific training and education requirements.
Modular Training		Training based on the concept of building up Skills, Knowledge and

Term	Acronym (If Applicable)	Definition
		Attitudes (KSA) in self-contained elements as needed by the trainee. Each module is based on a Skill or group of Skills which analysis shows to be an element of the Role.
Module		An element of a (longer) course/programme that is typically defined around a discrete topic area. Modules may be common to multiple courses/programmes.
Moodle		An Open Source Virtual Learning Environment (VLE). Tutors can create their own courses and add resources such as training documentation, graphics, videos, forums, wikis, quizzes and SCORM files. Moodle stands for: Modular Object Orientated Dynamic Learning Environment.
N		
Neuro-Diversity	NE	
Non-conformity		In relation to DSAT assurance activity, a non-conformity is a failure to comply with requirements. A requirement is a need, expectation or obligation that is mandated.
Normal Working Hours		Typically, 0800 to 1800 hours during which time recruits/trainees are undergoing formal periods of instruction (Class Contact Time), organised sporting or other activities. This period would include the time for lunch and any other short breaks between instructional periods. For the majority of this time recruits/trainees will usually be under the control and supervision of trainers.
Norm Reference Testing		Designed to determine an individual's or team's achievement with respect to the group, Force Element (FE) or class to which they belong.

Term	Acronym (If Applicable)	Definition
O		
Observation		In relation to DSAT assurance activity, an observation is something that the assurer feels is worthy of note which, in the spirit of CI, should be addressed (in the case of a practice which is not deemed a non-conformity but it would still be beneficial to address it) or shared (in the case of good practice).
On the Job Training	OJT	Training which has not been derived through the formal DSAT process and is therefore not addressed through the formal workplace training statement. Informal workplace training interventions that are contextualised for the workplace environment.
Options Evaluation		This activity evaluates the merits of the training options so that a baseline option can be chosen. Options can be assessed via several criteria: The extent to which the option meets the requirements; through-life cost; implementation time; trainer load, or any consideration of the availability of trainers to support training; an assessment of the risk; and flexibility.
Outcomes Based Education		A learner-centred approach that focuses on what an individual or team can do in the real world in terms of observable and measurable performance. Expressed as KSE-B the learner-centred nature supports flexibility of learning delivery in both timing and methodology to best facilitate an individual's success.
Options Evaluation Table		A table the Options Evaluation criteria as columns, with the baseline options and then other training options as rows, with each

Term	Acronym (If Applicable)	Definition
		criteria colour coded to show, in broad order, the strengths and weaknesses of each training option against the other, so that, by comparison, the better option can be selected.
Out-of-hours (off duty)		<p>The time spent outside Normal Working or Silent Hours; typically:</p> <p>Monday to Friday:</p> <p>0630-0800 - the time between Reveille/Call the Hands and First Parade/Turn to.</p> <p>1800-2300 - the time after periods of formal training and Silent Hours/Lights Out.</p> <p>Saturday and Sunday:</p> <p>0630-2300 - in the event of no formal training taking place.</p>
Out-of-hours (silent hours)		The time when recruits/trainees are expected to be asleep; typically, 2300-0630 hours.
Overall Pass Rate		<p>A measurement calculated as follows, for 1 Training Year (TY):</p> <p>Overall pass rate = $TP / (TP + TNP)$, where: TP (Total Passes) = Total number of successful completions, with or without back-classing in 1 year. TNP (Total Non Passes) = Number of Trainees who have permanently ceased attendance on the training activity in the TY under consideration, and who have not passed (includes those who failed the training activity, those who voluntarily withdrew and those who were removed permanently for disciplinary, medical or other reasons).</p>

Term	Acronym (If Applicable)	Definition
Overlay Analysis	OA	The Training Overlay in the Team/collective Task Analysis (TCTA) is the totality of the training design, infrastructure and other support functions necessary to deliver collective training, which will then be delivered through Element 2 (Design). Unless the TCTA suggests otherwise, it should be based on the conception of collective training and assurance and should clarify the anticipated training throughput for each element, including initial surge, steady state and refresher training requirements, to then define the capacity requirements of the necessary Training System.
Officer Cadet (Training) Survey	OCS	
P		
Part Task Trainer		A training medium that is used to replicate a discrete element of a wider hardware or software system, and therefore only trains defined aspects of its functionality. An example could be a replica tank turret that is used for gunnery procedural training, as opposed to using a whole tank.
Performance		That part of a Role/Team Performance Statement (Role/Team PS), or Training Objective (TO/Collective Training Objective (CTO), which defines what the trainee or trained person has to do.
Personal Development		The enhancement of personal and/or professional attributes arising from a combination of training, education and experience.
Personal Development Record	PDR	
Postgraduate Education	PGE	

Term	Acronym (If Applicable)	Definition
Phase 0 (Training)		Training undertaken by recruits prior to joining the Armed Forces in order to prepare and orientate them for Phase 1 training.
Phase 1		<p>The period of time a trainee is undergoing initial basic military training. This period extends from the day they are attested and enrolled for military service to the day they successfully pass into Phase 2 training.</p> <p>During Phase 1, all trainees receive provide basic military skills training.</p>
Phase 2		The period of time a trainee is undergoing initial specialisation, sub-specialisation and technical training following Phase 1 training prior to joining the Trained Strength.
Phase 3 Training		Individual training undertaken at any stage in a Service person's career after Phase 2.
Piloting of Training Activity		The first delivery of a newly designed training activity under 'realistic' Conditions. The purpose is not only to prove what works, but also to highlight problem areas so they can be revised as necessary.
Pipeline Management		At Phases 1 and 2, pipeline management ensures that sufficient personnel of the correct branches and/or trades enter training, and subsequently single Services, as Gains to Trained Strength (GTS) in order to meet the workforce requirement of each Service, as outlined in their Service Workforce Plans. At Phase 3, pipeline management ensures that the correct numbers of personnel enter training to sustain the requirements of each branch and/or trade.

Term	Acronym (If Applicable)	Definition
Pre-employment Training		The Phase 3 training necessary to prepare individuals for a particular Role/appointment/employment.
Pre-joining Defence Training Provider		Defence organisation responsible for training of pre-attestation personnel – typically as a precursor to a military career
Present, Apply, Review (PAR) Training		An online refresher training package for Defence Trainers who need to be upskilled in order to deliver training using PAR methodology. PAR training is embedded in the Defence Trainer Course.
Production of Role Scalar		The examination of the Duties, Tasks, Sub-Tasks and Task-Elements (Performance) that have to be performed in the Defence environment will result in the Production of a Role Scalar.
Profession of Arms		<p>The Profession of Arms relates to a disciplined group of individuals who adhere to ethical standards and are accepted by the public as possessing special knowledge and skills derived through research, education and training at a high level.</p> <p>When directed these individuals, regulated under military law, are empowered to employ the ordered application of lethal force under conditions of unlimited liability on behalf of the UK Government.</p>
Professional Defence and Security Education (PDSE)	PDSE	The totality of formal learning and development across the Defence Enterprise that enables our people to fulfil the Defence Purpose and achieve Competitive Advantage. It includes sS and Joint, training and education, and may include aspects of inter-agency, inter-governmental and multi-national activities.
Professional Military Education (PME)	PME	The learning and development activity that generates the KSE-B to enable individuals to be competent and effective in sS

Term	Acronym (If Applicable)	Definition
		outputs and those relevant to enable sS to integrate effectively in delivering Joint, Combined and CJIIM effects and outcomes.
Progress Test		Tests administered at intervals during training to check the progress of the trainees towards the attainment of the Training Objectives (TOs). These tests are diagnostic and determine the acquisition of the necessary Knowledge and Skills embodied in the Enabling Objectives (EOs).
Publicly Funded Further Education and Higher Education Scheme	PF FE/HE	
Q		
Quality		The totality of features and characteristics of a service or product that makes it fit for purpose and conforming to requirements and provides consistency of output and standards.
Quality Assurance	QA	The application of checks and audits to ensure quality procedures are being carried out. QA focuses on preventing faults occurring and consistency of output standards through ensuring that the task, whether Role or training related, is performed correctly in the first instance. All individuals in the organisation who are involved in the process are responsible for aspects of QA.
	QMS	
R		
Ready for Training Date	RFTD	The date at which the Training System, produced by the DSAT process, is ready to receive trainees and begin training, delivered by the Training Provider. The RFTD is initially stated early, in the Training Support Plan

Term	Acronym (If Applicable)	Definition
		(TSP), to allow planning, and reconfirmed in the Training Authorisation Document (TrAD). It is the responsibility of the TRA, not the Training Provider, to state the RFTD. For new capabilities, the RFTD will be linked to the In-Service Date and will be decided in conjunction with the Programme Director or Senior Responsible Officer.
Recruit Training Survey	RTS	
Remedial Training	RT	Trainees that fail assessments or otherwise do not meet the required Standard of Performance within the prescribed Conditions should be given all available and practical opportunities to be provided with additional, or remedial, training in order to both give the trainee the best possible opportunity to pass the training activity, and ensure the costs and resources expended on training are not wasted. Re-testing should only be conducted once the trainee has received remedial training to fill the Knowledge, Skill or Attitude gap. Re-testing without remedial training will likely be a waste of resource.
Remedial Training Strategy		A document directing policy for remedial training support to those learners who fail to reach the required standards. It must be appropriately programmed and resourced, to ensure that trainees are given every opportunity to achieve the Standard required of the training activity and at each key stage of that activity. A remedial training strategy should be integrated into the training from the earliest point, to assist trainees and identify weaknesses both in the trainee and the training that can then be corrected in a timely manner.

Term	Acronym (If Applicable)	Definition
Residential Training		Training that occurs in an establishment away from the workplace. Residential training TOs would be articulated in the TPS.
Residual Training Gap	RTG	Safety, legislation and/or resource constraints may prevent training taking place to achieve the Performance, Conditions and Standards detailed in the Role/Team PS. The difference between the Role/Team PS and the training received is known as the Residual Training Gap.
Residual Training Gap Statement	RTGS	The difference between the totality of the training received and the Role/Team PS. It is where an element of the Role/Team Performance Statement (Role/Team PS) has not been allocated a training activity. The Residual Training Gap is expressed in terms of Performance, Conditions, Standards. The RTGS also states the reasons and consequences of any identified RTG, and management of any associated risks.
Risk		A situation involving exposure to danger. The possibility of suffering harm or loss; danger. A factor, thing, element, or course involving uncertain danger; a hazard.
Risk Assessment		A formal assessment of the risk(s) associated with conducting a specific activity(ies). Each training activity must have an associated risk assessment.
Risk/Assumption Management		The process to manage Risks and Assumptions. Risk/Assumption management must start at the beginning of the DSAT process. Risks/Assumptions are to be held on a risk/assumption register at all levels (e.g. training establishment, Service Command or Service

Term	Acronym (If Applicable)	Definition
		<p>Command's subordinate training HQ) and are to be managed iaw relevant Defence risk management policies e.g. JSP892.</p> <p>Risks/Assumptions must be reviewed regularly during all Elements of the DSAT process and updated with any new and emerging risks.</p>
Risk Register		<p>A repository of risks. An assessment should made of any risks, technical, financial, contractual, and other, perceived in the design and delivery of the training. Where risks are identified, a plan for mitigation should be enacted and resources allocated, where necessary. It may be the risks need to be transferred to the appropriate governance body for authority to treat through mitigation, or tolerate (if mitigation is not feasible), or transfer if the risk needs to be elevated to a higher level. Risks should then be fed back into the DSAT process, in order to ensure that activities are either repeated or conducted bearing the risks in mind.</p>
Robust Training		<p>Contextualised arduous training that, by design, progressively develops individuals' mental and physical resilience in preparation for their front-line role and prepares them appropriately for operations, when combined with Mission Specific Training.</p>
Role		<p>A Role is made up of Duties, Tasks, sub-Tasks and Task elements. A Role may be part of a job or one of several Roles that make up a single job which are unrelated to each other. For example, a Ship's Steward (whose job is Steward) is also a firefighter and First Aider when required. Firefighting and being a</p>

Term	Acronym (If Applicable)	Definition
		First Aider are Roles that form part of the job (but are unrelated to it, and cannot therefore be analysed as part of the job) and are made up of subordinate Duties, Tasks etc.
Role Analysis	RA	The process of identifying and ascertaining the Role requirements for the analysis and subsequent design of training. It provides raw data about a Role from a wide-ranging examination of the Roles, Duties, Tasks, sub-Tasks and Task elements. The output from the Role Analysis is the Role Performance Statement (Role PS).
Role Scalar		A description of all the tasks that are carried out in a Role. It is numbered hierarchically and split into Duties, Tasks, Sub-tasks and Task-elements. The Role Scalar only describes Performance, not Conditions and Standards.
Role Performance Statement	Role PS	In individual training, the Role PS is derived from the Role Analysis. It is a detailed statement of the Tasks/sub-Tasks required to be undertaken by an individual to achieve the desired Performance in the Role. It articulates the Performance, Conditions and Standards expected within the Role.
S		
Safeguarding		The principles and procedures required to meet legal and cross-government standards for the protection of both U18s (JSP 834) and Vulnerable Groups (JSP 893).
Safe System of Training	SST	The Safe System of Training (SST) is derived from the Safe System of Work (SSW) and sets

Term	Acronym (If Applicable)	Definition
		the conditions under which defence training is to be conducted, ensuring personnel are provided with the appropriate information, instruction, and supervision. The SST does not replace Health and Safety legislation, nor the guidance offered by the Health and Safety Executive; rather, the SST should be read in conjunction with JSP375.
Self-Assessment Report	SAR	
Scoping Exercise		The initial Stage of the DSAT process (Element 1, Analysis (Training Needs Analysis)) is a Scoping Exercise, which may identify that the most cost-effective means of achieving the required Defence effect is something other than a training intervention. It involves an initial analysis of the Requirement and, where applicable, suggests the possible options for meeting the requirement and a broad order estimate of the resource implications associated with each training solution, or other option. The Scoping Exercise may also find that training is not required.
Scoping Exercise Report		A report detailing the output of the Scoping Exercise. It should include what is appropriate to the training need and, importantly, make training solution recommendations.
Selection of Methods & Media		During Element 1 Methods & Media options are considered. These options are further refined as part of the Design process to consider: Methods (these are the strategies or techniques used to impart the required Knowledge, Skills and Attitudes (KSA)); and Media (these are the tools and means used to apply the Methods selected). The selection of Methods & Media should consider

Term	Acronym (If Applicable)	Definition
		the requirements identified by the KSA Analysis, the Teamwork Description and the Training Audience (and Throughput) Description. It should also consider additional factors, such as, characteristics of trainers, cost-effectiveness, training efficiency, and availability of learning resources and identified constraints. For individual training, training categories, which form part of the Role PS, will also inform the process of selecting Methods & Media.
Self-Assessment		The methodologies to review the processes, learning environment and management systems a Training Provider utilises to meet the requirements of all its stakeholders.
Self-Study		Prescribed reading, project work, case study, set assignments or correspondence courses. Can be completed online including e-learning, Social Networking and participating in a VLE.
Simulation		NATO Definition: The use of a data processing system to represent selected behavioral characteristics of a physical or abstract system. (NB. NATO M&S definitions have been endorsed by Defence and a full list is maintained in JSP 939). For training purposes, the learners (or 'players') must be able to interact with the simulation.
Simulator		A device that represents selected behavioral characteristics of a physical or abstract system. A simulator used in training gives the illusion to the trainee of responding like the real system to promote the acquisition and practice of Knowledge, Skills and Attitudes (KSA).
Single Service	sS	

Term	Acronym (If Applicable)	Definition
Skill		A mental or physical activity according to the context or predominant aspect of the Skill pattern. It is built up gradually by repeated training or practice.
Skills ⁹		The combination of Knowledge, Skills ¹⁰ , Experience and Behaviours (KSE-B) that enables an individual to successfully perform a task or solve a problem in a work context.
Specific Learning Differences	SpLD	
Stakeholder		A person, group or organisation that has interest or concern in the DSAT process, training solution and Training System, including the management thereof. The TRA, TDA and Training Provider are examples of 3 key stakeholders.
Standard		That part of a Role/Team Performance Statement (Role/Team PS) or Training Objective (TO)/Collective Training Objective (CTO) which specifies the criterion of successful achievement.
Standard Learning Credit	SLC	
Statement of Requirement	SOR	An SOR is a document which states that there is a (real or perceived) need for personnel to have specific Knowledge, Skills and Attitudes due to a new or changed requirement. An SOR may necessitate a change to an existing training activity, or require a completely new training activity to be designed, both of which require the use of the DSAT process. It may also result in no change to any training. Criteria that will affect the SOR include: changing Defence priorities; new equipment coming into service; results of external assurance;

⁹ As defined by Defence People in the nascent Pan-Defence Skills Framework within chapter 4 of JSP 755.

¹⁰ A learned ability.

Term	Acronym (If Applicable)	Definition
		workforce changes; Skills gaps, or pinch points trades; and changing legislation or government policy.
Statement of Training Gaps		Statements in terms of the Performance delta between the requirements of the Role PS and any existing Training Objectives (TOs) and Enabling Objectives (EOs), including associated specialist qualifications, for each affected Role holder. These Gaps represent the impact on the training requirement for the continuation of existing training using existing resources.
Statement of Trained Requirement	SOTR	Identifies the trained output required by the employing TLB, by year, for a period of 4 Training Years. It is produced by the employing TLBs SOTR Co-ordination Organisation, who own and develop it in conjunction with the TRAs, the relevant TDAs' finance and plans staff and the sS workforce planners. It may also require input from recruiting/workforce staff and DE&S / SDA if appropriate.
Statement of Training Task	SOTT	A document generated by the TDA ¹¹ by taking the agreed output-based requirement articulated in the SOTR and developing it into a deliverable training plan for the following TY.
Steady State Training		A training solution developed to provide training throughout the In-Service phase of a capability's life. A steady state training solution would normally need to be in place before Full Operating Capability could be declared. It may be preceded by interim or first of class training that is a temporary solution for the first iteration(s) of a new capability prior to its Initial Operating Capability.

¹¹ In conjunction with the Training Provider.

Term	Acronym (If Applicable)	Definition
Steering Groups	SG	Formed to support the governance process and assist with developing the DSAT process using the authority vested in the Customer Executive Board (CEB) whom they report their findings to. An example would be the Training Needs Analysis Steering Group (TNASG) that stands up once the SOR is received, in order to manage the TNA process.
Sub-Task		A component part of a Task within a Role Scalar.
Summative Assessment		Tests used to determine whether trainees have achieved the Training Objectives (TOs)/Collective Training Objectives (CTOs), or significant Enabling Objectives (EOs), which are deemed prerequisite to further training. They provide the required data to assign pass/fail grades and are conducted at the end of training or at the end of each stage/module of training. The outcome of the assessment is to determine whether the individual or Team is competent to carry out the Role or Task without supervision.
Supervisory Care		The expression used to define the moral component of the MOD's care and welfare. It involves the conscious overseeing of recruits/trainees by an authorised person to ensure the delivery of an appropriate military, pastoral and welfare regime. Supervisory care goes beyond the delivery of military, technical or specialist training and/or education carried out during the normal working day. It includes aspects such as the inculcation of professional military ethos, the maintenance of values and standards, ensuring appropriate behaviour, providing assistance or advice on welfare and administration, and the

Term	Acronym (If Applicable)	Definition
		mentoring of recruits/trainees by military or suitable civilian staff.
Supervisory Care Directive	SCD	Trainee and trainer management ensures that the Care and Welfare of all personnel that live and work within the training establishment is properly considered and captured in the Commander's Supervisory Care Directive (SCD), which primarily sets out the trainee Care and Welfare activities.
Synthetic Environment		A representation of the real world, within which any combination of players may interact. (NATO definition). The 'players' may be computer models, simulations, people or instrumented real equipment (such as wearable Tactical Effects System (TES)).
Synthetic Trainer		A device which provides a simulation for the purposes of training. The representations of the real world offered by such devices range from simple to sophisticated simulators offering high fidelity simulations of the real operational equipment or environment.
Synthetic Wrap		A simulation system that expands the live training environment by adding virtual, constructive, or augmented reality elements beyond the range of live systems.
T		
Terms and Conditions of Service	TACOS	
Talent, Skills, Learning and Development	TSLD	
Talent, Skills, Learning and Development Policy and Assurance Group	TSLD PAG	1* Defence level Group that provides strategic Direction on Defence Talent, Skills, Learning and Development (TSLD) matters. It is the principal forum for the governance and assurance of such activities throughout Defence.

Term	Acronym (If Applicable)	Definition
Task		A specific action recognised by having a definite beginning and an end. Performed for a relatively short period of time (could be hours but rarely days). Observable and measurable. A major component of a Role, or Team activity. A part of Role or Team activity that can be produced, compiled, achieved and/or accomplished by itself.
Task Description Table		An important aspect of the Team/Collective Task analysis (TCTA) is the sequencing of Tasks, which is difficult to represent. A Task Description Table captures this detail and should be used to describe each Team Task, which will then provide a statement of the required Performance against each Mission Task. Although the completion of tables for each Task element of Hierarchical Task Analysis (HTA) will prove time consuming, it provides sufficient detail for subsequent training design, including how the Task can be split across the four components of Collective Training. It should also be noted that the completion helps with appreciating the training 'gap'. Task Description Tables are used to articulate the Team Performance Statement (Team PS).
Team /Collective Task Analysis	TCTA	The Team/Collective Joint and Mission Tasks and sub-Tasks performed by the Team constitute 'the Task'. The TCTA is the process of examining specific Tasks detail, in order to identify all the component sub-Tasks, the Conditions under which the Tasks are performed, and the Standards to be achieved when performing each Task. The 'Role in the Task' should also be considered. In this

Term	Acronym (If Applicable)	Definition
		way, it will be possible to identify the teamwork requirements for effective Performance. To derive Team Performance Statements (Team PS) for Team/Collective capabilities, the Task Analysis should comprise: Higher-level context; External context; and Internal context.
Team Performance Statement	Team PS	In Collective Training, the Team PS is derived from the Team/Collective Task Analysis (TCTA) and the Teamwork Descriptions that are generated from this process. The Team PS can be derived from a Task Description Table that describes each Task and sequences them to provide a statement of the required Performance against each Mission Task.
Teamwork Description		Linked to Critical Errors, the Teamwork Description captures 'what good Teamwork looks like' for each Task, such that Performance can be assessed not just in terms of output (i.e. whether the Task was completed to the required Standards) but also in terms of Attitudes and Behaviours; otherwise, there is a risk that outputs are achieved with sub-optimal Teamwork or, as a worst case, entirely by accident. 'Good Teamwork' can be captured as appropriate, but should typically include scrutiny within the Team of: coordination (of tasks, information and resources); communication; management (of workload, conflicts and errors); monitoring; planning; and synchronisation. This is approximately analogous to the Knowledge, Skills and Attitudes (KSA) Analysis.
Teamwork Error Analysis		The concept of a Collective Training gap analogous to the Individual TNA Training Gap

Term	Acronym (If Applicable)	Definition
		Analysis (TGA) is inappropriate in Team/Collective TNA. This is because it is very difficult to determine a starting state for a Team or capability comprising personnel at differing levels of ability and experience, even if all have met their Individual Role PS. Rather than considering 'gaps' between existing and required Performance, a <i>Teamwork Error Analysis</i> can instead be conducted, that provides a way to assess what training needs to be designed during Element 2 (Design) or what amendments are needed to existing training.
Technology Enhanced Learning	TEL	Technology that improves the delivery of training in order to enhance learners' experience.
Terms of Reference	ToRs	Documents that state what the various governance processes (such as working groups, boards, groups etc) are remitted to do. They provide the framework for each governance process and set their freedoms and constraints.
Tier 1 Measures		In Remedial Training, these are short, sharp measures to achieve short-term behavioural change, and can be implemented by the trainer without reference to a higher authority. Each training establishment, in conjunction with their sS policy, is to issue Direction on what Tier 1 measures are appropriate to their situation.
Tier 2 Measures		In Remedial Training, these are more onerous measures which are aimed at addressing longer-term attitudinal or behavioural shortcomings, but which do not merit initiating disciplinary action. These will usually be undertaken outside of the normal training programme.
Trained Output Requirement Review		A review that takes place to ensure that, based on the

Term	Acronym (If Applicable)	Definition
		Role/Team PS and the draft TOs/CTOs, the training requirement would still be met. The review can be carried out at a Customer Executive Board (CEB), or if waiting for the next CEB would hold up the design process, at a CEB WG, or Out of Committee.
Trained Strength		The number of individuals who have completed Phase 2 training, having reached training Performance Standard.
Trainee		In the context of JSP 822, the term 'trainee' encompasses all those in the receipt of training across Defence, for both individual and collective training, and encompasses such terms as 'Recruit', 'Student', 'Learner', 'Officer Cadet', 'Exercising Troops' etc. These and other terms continue to be used in the wider Defence training community, particularly in Phase 1, Phase 2 and Collective Training.
Trainee and Trainer Management		A process to ensure that the Care and Welfare of all personnel that live and work within the training establishment is properly considered and captured in the Commander's Supervisory Care Directive (SCD), which primarily sets out the trainee Care and Welfare activities. JSP 822, Volume 4, provides detail.
Trainer		In the context of JSP 822, the term 'trainer' encompasses all those engaged in delivering formal training across Defence, for both individual and collective training.
Training		The acquisition of Knowledge, Skills, Attitudes and Behaviours for specific tasks or activities.
Training Activity		In the context of this JSP, the term 'training activity' encompasses all formal training, irrespective of

Term	Acronym (If Applicable)	Definition
		Method, that is delivered across Defence, including individual training (such as courses in a training establishment and workplace training) and collective training (such as dry, instrumented or live exercises and simulated training, including Team and Collective Training (CT) 'events' (the term being taken from a Main Events List (MEL)). A training activity can encompass the whole course (or exercise) or part lesson (or CT event).
Training Administration and Financial Management Information Systems	TAFMIS	A bespoke centralised (non-DII) system that provides DSAT-compliant tools to manage Defence training activities, as well as the means to extract business intelligence data to enable targets to be measured and improvements to be made. TAFMIS applications allow/help the users to: analyse Roles; develop and schedule training activities; manage resources and trainers; manage trainees and evaluate the training delivered. TAFMIS (a lived programme) is part of the Defence Learning and Management Capability (DLMC).
Training Audience		Also known as Target Audience or Target Population, this is the group of individuals or Teams expected to be the recipients of the training solution. As such their characteristics, personalities, Knowledge, Skills and Attitudes (KSA), existing competences, expectations etc, prior to commencement of training must be taken into consideration, during the analysis stages. Analysts should consider potential members of the training Audience from across the training continuum, from Individual through Team to Collective.

Term	Acronym (If Applicable)	Definition
Training Audience (and throughput) Description		An estimate of who will be affected by the new or changed Defence requirement is required to ensure that it is representative and to determine throughput and input standards. The training Audience (and Throughput) Description should also include an estimate of the training population for training, the annual throughput and the input standard. This information can then be used to inform and refine the Statement of Training Requirement (SOTR).
Training Authorisation Document	TrAD	The authoritative and auditable document used by the CEB for the management of all Elements and stages of the DSAT process. The importance of the TrAD cannot be over-emphasised. It is the document which defines who is responsible for what during the life of a training activity. Essentially, it is the signed contract between the TRA, TDA and Training Provider and is a key document in the holding to account process. Every training activity across Defence must have a related TrAD. There are no exceptions. Throughout the life of a training activity a TrAD can be revised or renewed as the situation dictates. Records of all TrADs and any amendments must be retained by the TRA and TDA.
Training Categories		1 - By the end of the training activity the trainees will have performed the whole Task several times, to the full Role Standard, and under realistic scenarios and Conditions in which the physical, functional, tactical, and environmental fidelities were accurately reproduced. The trainee will be able to perform the Task competently, immediately on arrival in the workplace.

Term	Acronym (If Applicable)	Definition
		<p>2 - By the end of the training activity the trainee will have performed the whole Task at least once to full Role Standards, under realistic physical, functional, tactical, and environmental conditions and in a realistic scenario. The trainee should be able to perform the Task on arrival in the workplace.</p> <p>3 - By the end of the training activity the trainee will have performed the whole Task at least once in a training environment to a lesser Standard than required in the Role (safety standards to be met in full).</p> <p>4 - By the end of the training activity the trainee will have demonstrated an adequate level of underpinning Knowledge and principles required but will not have applied it to develop the Skills required to perform the Task.</p> <p>5 - All training delivered in, or under the auspices of, the workplace.</p> <p>6 - Trainees do not require any training.</p>
Training Coordination		The coherence of the delivery of training, including the co-ordination of training pipelines.
Training Deficiency		A shortfall in intended training that was not agreed by the TRA. Training deficiencies exist where deficiencies have arisen owing to either an inability to train certain TOs/CTOs or a training failure that has been picked up through the assurance process. Such deficiencies would suggest that trainees may not hold the competences that the training was designed to deliver. A Training Deficiency is not the same as the Residual Training Gap. The Residual Training Gap is agreed by the TRA early on in the DSAT

Term	Acronym (If Applicable)	Definition
		process and is articulated in the Residual Training Gap Statement.
Training Delivery		The provision of training based on the Training Objectives (TOs)/Collective Training Objectives (CTOs) produced by training Design.
Training Delivery Authority	TDA	The organisation responsible for training delivery, but not necessarily the conduct of the actual training itself.
Training Design		The process, which derives achievable Objectives and training solutions from the products of the Training Needs Analysis (TNA), which are agreed between the Sponsor and the Training Provider.
Training DLoD	TLoD	The provision of the means to practise, develop, and validate, within constraints, the practical application of a common military doctrine to deliver a military capability
Training Effectiveness		The degree to which training enables Performance in a Role.
Training Efficiency		The extent to which the Training Objectives (TOs)/Collective Training Objectives (CTOs) are satisfied in relation to the expenditure of resources (time, money, workforce, facilities and equipment).
Training Environment Options (Collective Training)		Based on the Fidelity Analysis, options for training environments should be identified. These will typically be either live or synthetic and are further broken down into 3 categories: Live; Virtual; and Constructive. Once Fidelity requirements have been analysed and options identified, the potential training environments should be specified in sufficient detail to allow for subsequent selection between them. Wherever possible, the specification should include

Term	Acronym (If Applicable)	Definition
		consideration of the DLoDs and should be written such that it can be employed, if selected, in the acquisition of Collective Training.
Training Environment Rationalisation		Rationalising training environments, or grouping together training Tasks, can reduce the specification of training environments. Although in theory each Task should be conducted in the optimum training environment, in practice this is likely to prove costly and impractical; therefore, rationalisation is necessary, typically resulting in groupings of training Tasks against potential environments. Analysis should also consider what training environments already exist (including those for Individual training) and whether they can be extended or should be assumed to form part of the training solution.
Training Establishment		An organisation resourced and staffed specifically for the purpose of delivering formal training. This can be an MOD or contractor-owned establishment.
Training Gap		The gap between the new or changed training requirement, in the form of a Role PS, and any pre-existing Training Objectives (TOs) and Enabling Objectives (EOs), including associated specialist qualifications, for the training of each affected Role holder. These Gaps represent the impact on the training requirement, for the continuation of existing training, using existing resources. To close the Gap will likely require additional resources, in order to bring existing training up to the requirement of the new or changed training need.
Training Gap Analysis	TGA	A process to identify the additional training requirement of the affected Role holders by determining the training Gap

Term	Acronym (If Applicable)	Definition
		between the Performance as stated in the Role PS and any existing training Performance Standard(s). This analysis also enables the impact upon Defence capability to be assessed if the new or changed Defence capability is implemented without additional training.
Training Management Specialist		In the context of the DTC, a nominated RN Training Management Officer, RAF Personnel (Training) Officer or Army ETS Officer who can be deemed as Suitably Qualified and Experienced Personnel (SQEP). For MoD civilian job groups, the monitoring of performance is outlined in the respective MPD.
Training Needs Analysis	TNA	A structured scoping and analysis of training need arising as a result of new capability acquisition, doctrinal change, organisational change, or changes to policy/legislation. It generally includes a comparison of different training Methods and technologies, with a view to recommending the optimum training solution for maximum cost-effectiveness. It is a highly flexible procedure with the choice of supporting tools and techniques to suit different training systems. In all cases, however, a TNA is an output based, iterative process that provides an audit trail for all decisions and is closely mapped to the requirements of the QMS. A TNA does not, and should not, imply that training will be the only solution.
Training Needs Analysis Steering Group	TNASG	
Training Needs Evaluation	TNE	Conducted in Element 4 (Assurance), this process assesses and reports on the effectiveness of the TNA process as well as the ability of the

Term	Acronym (If Applicable)	Definition
		<p>implemented training solution to meet the Defence requirement. It is conducted in 2 parts: Evaluation of the process, and Evaluation of the training solution. The key output is an assessment of how well the TNA outputs contributed to the provision of a training solution that meets the Defence requirement. This completes the TNA process.</p>
Training Needs Report	TNR	<p>This document details the analysis of the cost benefits and the merits of the training options, before confirming the Training Needs Analysis Steering Group (TNASG) endorsed training solution, which includes the Role/Team Performance Statement (Role/Team PS). The TNA process, starting from the Scoping Exercise, should develop data into a Training Needs Report that specifies the training requirement and recommend a training solution (or otherwise) through the evaluation of options, and include the resources required to design and support the training. It should collate all the information from the Scoping Exercise and Analyses stages, adding an Implementation Plan and Training Needs Evaluation (TNE) strategy. It should also include a description of the TNA methodology in terms of the data gathering and analysis techniques and clearly reference the data sources consulted. The TNA (either Individual, or Team/Collective, or both) can then be written up as a Training Needs Report that provides or supports detailed User and System Requirements. The key output is a recommendation as to the most cost-effective training solution, which inputs into the Statement of Training Requirement (SOTR).</p>

Term	Acronym (If Applicable)	Definition
		An implementation plan is also included.
Training Objectives	TO	Statements of training output to ensure that the training activity is focussed with a definite purpose such that the Defence need is met. They help ensure that the trainers, support staff and trainees have a clear understanding of what the trainees are required to learn and what is expected of them on completion of the learning experience. TOs form the basis of the detailed design of each of the training lessons, as well as identification of appropriate training resources. They may also be used in support of the award of civilian accreditation.
Training Options		Possible or potential training solutions that are developed during Element 1 (Analysis). They are then compared, and the most suitable and cost-effective option becomes the recommended training solution that is put forward in the Training Needs Report.
Training Options Analysis	TOA	A process to consider each relevant Performance objective in the Role PS to assess the extent to which the training environment should replicate the workplace (real) environment to enable training to be effective. This is known as the Fidelity Analysis. The implications of locations and environment for training and Methods & Media options are then considered. The key outputs are the realistic options for Methods & Media and refinement (based upon fidelity, locations and environment) of the possible training solutions.
Training Performance Statement	TPS	A statement of the TOs/CTOs (in terms of Performance, Conditions and Standards) to be attained by trainees. The TPS TOs/CTOs are

Term	Acronym (If Applicable)	Definition
		managed and/or delivered by the TDA.
Training Provider	TP	The Training Provider is the training school, college, organisation, establishment or group that conducts either individual or collective training (or both).
Training Quality Manual	TQM	The document that sets the requirements, both in process and output terms, necessary to set and maintain the Defence mandated QMS. Each TQM will be unique to the specific requirements of the Training System for which it is written.
Training Rationalisation		The process of making (specified elements of) training and education more efficient, through re-organisation on a Defence-wide basis, in order to reduce or eliminate unnecessary waste of (all) training resources, and continue to support the delivery of Defence outputs.
Training Requirements Authority	TRA	The TRA represents the end-user of the trained output and is the ultimate authority for the derivation and maintenance of the Role Performance Statement (Role PS). The TRA is responsible for the evaluation of the effect of the training in achieving the Role PS wherever the training is delivered.
Training Scenarios		Used to draft collective Training Objectives (CTOs), training scenarios are options of delivering different types of Collective Training exercises and events. They will likely be geographically orientated and constrained by these physical, geographical requirements.
Training Solution		The option chosen from the training options considered in Element 1 (Analysis). The selected solution will have been

Term	Acronym (If Applicable)	Definition
		recommended to the TNASG in the Training Needs Report, accepted endorsed, and then carried forward into Element 2 (Design) as the solution that the Training Provider will ultimately deliver in Element 3 (Delivery). The training solution forms part of the Training System.
Training Support		All the activities that directly facilitate the delivery of effective and efficient training. In the context of Defence training, these activities include: Analysis; Design; Delivery; Assessment; Accreditation; Quality Assurance (QA); Programming (Scheduling); IT/IS Support; Graphics/Reprographics support; Training the Trainer; Research & Development.
Training Support Plan	TSP	A statement of any constraints on the TNA in terms of training policy or funding, ensuring that all the actions required to produce cost-effective training support are identified and the appropriate agencies tasked. The TSP should also specify when the TNA activities are to be conducted, who is responsible for the management and conduct of the TNA process and when and how the outputs are to be evaluated. Assurance and requirements should also be included.
Training System		Comprises the 4 Elements of DSAT, and the governance, management and assurance processes (including those activities in DSAT Element 4), collectively known as the Management of Training System (MTS). When conducted correctly, the Training System delivers training that meets the DSAT Quality Management Standard (QMS) mandated by Defence.

Term	Acronym (If Applicable)	Definition
Training Targets		These ensure that the Training System remains effective, efficient and appropriate to the training need. They should be designed to ensure that the Training System meets the requirements for the trained output and be measurable and consistent.
Training Throughput		An estimate of training throughput numbers (total Audience and annual Throughput requirements) will inform requirements for the size and capacity of the potential training solution, and must be made available to inform the Statement of Training Requirement (SOTR) process, which forecasts annual Throughput requirements 4 years in advance, in order to help generate the required capability. Throughput numbers may be required in support of a variety of related training solutions for each distinct training Audience group. Throughput figures should be calculated separately for each type of training required and for all affected Defence people, MoD civilians and contractors.
U		
Untrained Strength	UTS	
User		Within the context of JSP 822, the user is the person, group or team, using the DSAT process, as described in the JSP.
V		
Validation (Collective Training)		An appraisal of how well the training met the force generation requirement relative to expenditure (InVal) and that the evaluation was sufficiently

Term	Acronym (If Applicable)	Definition
		objective to assess readiness via risk management (ExVal).
Value for Money	VfM	The optimal combination of time, cost and effectiveness within available resources.
Virtual Learning Environment	VLE	A Course Management System that supports blended learning accessed via an Internet browser. It typically contains a variety of tools to facilitate teaching and learning, in addition to management functions that enable monitoring of user access and progress. (see DLMC)
Virtual training		Training in which real people operate simulated equipment in a simulated environment, eg a flight simulator.
W		
Whole Force	WF	The Whole Force encompasses Regular and Reserve personnel, MOD Civil Servants and civilians, including contractors.
Working Group	WG	These can be formed to support the governance process and assist with developing the DSAT process. They are usually formed using the authority vested in the Customer Executive Board (CEB) and therefore report their findings and outputs to it.
Workplace Training	WT	
WT (Formal)		Formal training that is managed and/or delivered by the employing unit. This training may address all or part of the training required to meet the Role Performance Statement as articulated in the Workplace Training Statement.
WT (Non-Formal)		<p>Non-Formal WT. Non-Formal WT is defined as Phase 3 WT which does not form part of the FTS. Examples may include:</p> <ul style="list-style-type: none"> a. Training needed for a specific local task not

Term	Acronym (If Applicable)	Definition
		<p>carried out elsewhere and therefore not part of an FTS¹².</p> <p>b. Training required in the workplace to facilitate the development and/or continuation training of personnel.</p>
Workplace Training Statement	WTS	A statement of the TOs/CTOs (in terms of Performance, Conditions and Standards) to be attained by trainees following assignment to a Role. The WTS TOs/CTOs are managed and/or delivered by the employing unit.

¹² For example, training and development activities required in the workplace to enable personnel to be fully productive.