Ministry of Defence

Policy: JSP 822 Defence Training and Education V8.1 (Oct 26)

Preface

Version 8.1 (Oct 26)

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Preface

Version 8.1 (Oct 26)

Foreword

I am delighted to introduce this revised version of JSP 822 – Defence policy for Training and Education. It is vital that training and education is systematically developed to meet the warfighting and organisational requirements of Defence, whilst adapting at pace to the rapidly changing technological and operational environment – this JSP explains how this should be done.

Defence is a contingent capability, where training is both the preparation for war, as well as the substitute for it. Between operations, training is the organisation's purpose, and therefore making the Defence training system as effective as possible is key to achieving success on the frontline. This JSP has been revised to align with the recommendations set out in the Strategic Defence Review 2025[1]: To improve the agility of the Defence training system to better deliver warfighting capability for now, next, and in the future.

Training policy is not about compliance for its own sake, but rather about delivering the strategic intent in support of delivering operational capability. This revision to JSP 822 provides greater freedoms to the Military Commands to achieve training outcomes for the Integrated Force. This means that Training policy is fundamental to the delivery, and evolution, of warfighting capability.

This new policy introduces new direction on decision-making and accountability for adapting the training system; reinforces the flexibility of the Defence Systems Approach to Training (DSAT); and clearly re-focuses oversight onto operational outcomes. This policy allows the training system to be flexible and adaptive when necessary, focused on supporting technological innovation, driving integration, and ensuring it is responsive to operational lessons.

Please take your time to familiarise yourself with the contents of this JSP and apply it to the conduct of your business.

N P MacKenzie
Brigadier
Hd TSLD

[1] Strategic Defence Review 2025

1 Preface

1.1 How to use this chapter

1.1.1 JSP 822 contains the policy, direction, and associated guidance on Defence Training and Education. The move to warfighting readiness demands that Defence Training and Education must be able to adapt swiftly and deliver innovation at speed. Due to the scope and scale of outputs required and the importance of delivering the Integrated Force, this new version of JSP 822 has been created to support the strategic leadership necessary, the operational oversight required, and the tactical processes to be delivered.

1.2 JSP 822 structure and content

JSP 822 includes the following 8 Chapters**:**

Chapter 1 – Strategic Direction and Guidance: Aimed primarily at OF6/OF7 training system owners and any stakeholders wishing to understand the strategic expectations of training. It provides the strategic direction on the outcomes that are expected to be delivered in support of delivering the Integrated Force. The direction is in line with statute or policy mandated by Defence or on Defence by Central Government or Other Government Departments and is linked to broader strategic objectives for Defence.

Chapter 2 – Collective Training: Direction and Guidance, aimed primarily at OF4-OF6 Command and key stakeholders of the contributing elements to a Collective Training system. This volume provides the operational direction on the management of Collective Training, in line with statute or policy mandated by Defence or on Defence by Central Government or Other Governmental Departments.

Chapter 3 – Individual Training: Direction and Guidance, aimed primarily at OF4-OF6 Command and key stakeholders of the contributing elements to an Individual Training system. This volume provides the operational direction on the management of Individual Training, in line with statute or policy mandated by Defence or on Defence by Central Government or Other Governmental Departments.

- **Annex A** - **Defence Learning Management Capability (DLMC):** This annex provides Defence direction and guidance for the Defence Learning Management Capability (DLMC), placing Technology Enhanced Learning within a coherent, integrated pan-Defence digital learning ecosystem. It defines the DLMC vision, governance, ownership and mandated services, including the Defence Learning Environment and TAFMIS, alongside emerging capabilities for managing training requirements, assurance and learning data. It sets responsibilities for system users, managers and training organisations, and explains how DSAT, data quality, governance and assurance requirements apply. The annex also directs the development and procurement of learning technology through the TEL Ruleset,

promoting accessibility, security, interoperability, reuse, value for money and compliance with government digital standards.

- **Annex B - The Use of Artificial Intelligence (AI) in Defence Training:** This annex provides Defence direction on the safe, secure and effective use of Artificial Intelligence (AI) within Defence training and education. It establishes policy for DSAT practitioners, trainers and students, covering the use of AI in training design, documentation, delivery, assessment and evaluation. The annex aligns Defence training activity with JSP 936 and wider Defence AI policy, setting requirements for governance, human oversight, copyright compliance, data protection and the responsible use of authorised AI tools. It also introduces guidance on academic integrity, AI-assisted assessments, attribution and referencing of AI outputs, misconduct investigations, and practical “do’s and don’ts” to support ethical and transparent AI adoption across Defence.

Chapter 4 - Care and Welfare in Training: This chapter provides Defence direction for care and welfare in the training environment and details how trainees are cared for, developed, trained and managed from basic military training, through preliminary trade training to career courses and operational deployment. It remains relevant for Phase 3 training and candidate preparation courses. It sets out commanders’ responsibilities for the Commanders Risk Assessment and Supervisory Care Directive, safeguarding requirements within training, trainee management, personnel and training, and assurance. It includes specific requirements for Under 18s and trainees identified at risk, as well as transfer of relevant trainee information and the maintenance of care and welfare arrangements between units. It also establishes requirements for structured self-assessment, quality improvement and internal assurance, alongside independent external inspection by Ofsted.

Chapter 5 - Apprenticeships and Accreditation: This chapter provides Defence policy for the governance, management, assurance and funding of apprenticeships, accreditation and postgraduate education. It establishes Defence direction for the Armed Forces Apprenticeship Programme, accreditation of Defence training and professional development, and the use of postgraduate education to support Defence capability requirements. The chapter sets responsibilities for TSLD, Single Services and training providers, defines governance arrangements through the Apprenticeship Stakeholder Working Group (ASWG), Defence Accreditation Working Group (DAWG) and Defence Through Life Development Steering Group (DTLDSG), and provides guidance on funding, assurance, safeguarding, quality management and accreditation pathways. It aligns Defence activity with Department for Education funding rules, Skills England policy, external assurance requirements and the Defence skills agenda, strengthening professional recognition, workforce development and operational capability.

Chapter 6 - **Functional Skills**: This chapter provides Defence policy for the identification, delivery, management, assurance and funding of Functional Skills (FS) provision across Defence. It establishes the responsibilities of Defence, Single Services, Chains of Command and learners for the development of literacy, numeracy and, where applicable, English language skills. The chapter sets direction for assessment, screening, learner support, governance, funding and quality assurance, ensuring personnel have access to the foundational educational skills required for operational effectiveness, career progression, apprenticeships, accreditation, lifelong learning and successful transition from Service. It reinforces Functional Skills as a core component of a skills-based workforce and aligns Defence provision with national standards and qualification frameworks.

Chapter 7 - **Specific Learning Differences (SpLD):** This chapter provides Defence policy for the identification, support, assessment and management of Specific Learning Differences (SpLDs) within Defence training and education. It establishes Defence direction for creating inclusive learning environments that enable personnel with SpLDs, including dyslexia, dyspraxia and dyscalculia, to achieve their full potential throughout their careers. The chapter sets responsibilities for learners, Chains of Command, training providers, specialist staff and Single Services, providing guidance on learning support, assessment arrangements, funding, governance and specialist advisor training. It promotes a strengths-based approach to neurodiversity, ensuring appropriate support is available to enhance learning, operational effectiveness, professional development and retention while maintaining equality of opportunity across Defence.

Chapter 8 - **Elective Education:** This chapter provides Defence policy for elective education schemes that support personal and professional development beyond mandatory training requirements. It establishes direction for the Standard Learning Credits (SLC) Scheme, Enhanced Learning Credits (ELC) Scheme and the Publicly Funded Further Education and Higher Education (PF FE/HE) Scheme for Service Leavers. The chapter defines eligibility criteria, funding arrangements, responsibilities, administration and claims processes, ensuring that Service Personnel are able to access recognised educational opportunities that enhance individual capability, support lifelong learning, improve employability and contribute to successful transition from military service. It provides a coherent framework for the stewardship of public funds while maximising the educational benefits available to Defence personnel.

Defence Training Support Manuals (DTSMs): Although not part of the JSP, DTSMs provide guidance, aimed at tactical practitioners (OR2-OF5) within the training system. The following DTSMs provide more detail, guidance and best practice to inform how the practitioner can best comply with the direction set out in JSP822.

- DTSM 1 – Governance of Individual Training (incl. roles of TRA/TDA/TP)
- DTSM 2 – Analysis of Individual Training.
- DTSM 3 – Design of Individual Training.

- DTSM 4 – Delivery of Individual Training (incl. provision of Care and Welfare).
- DTSM 5 – Evaluation of Individual Training.
- DTSM 6 – Assurance of Individual Training.
- DTSM 7 – Defence Trainer (Flying).
- DTSM 8 – Scaffolded Advanced Distributed Learning (ADL)

1.3 Must, Should, Could Approach

1.3.1 This JSP uses **must**, **should** and **could** language to signify the adherence to policy direction and guidance required. To avoid doubt, where these words are used to signify policy adherence, they will be highlighted in **bold** for clarity of intent.

a. **Must:** signifies that this policy direction is either legislative, or critical policy direction and compliance is mandatory. Military Commands must hold their Training Commands to account for adherence to these directives, assuring the MSHQ that policy direction is being implemented. In a change within this version, the quantity of must directives has been reduced to support greater flexibility across the Defence training system, distinguishing what is mandatory from where intelligent and accountable adaption can be applied.

b. **Should**: in a change from previous versions of JSP 822, this signifies that policy **should** be complied with (and is not just a recommendation). However, the use of the term **should** provides either (but only) the pre-service Senior Responsible Officer (SRO), or the Customer Executive Board (CEB) chair if already in-service, the flexibility to adapt the training system where contextually or operationally necessary and manage the inherent risks that these adaptations bring. The SRO or CEB chair will ultimately be responsible for their decision to flex the system and will be held to account by the MSHQ for these decisions. To determine whether flexing the system is appropriate, SROs and CEB chairs **must** ensure that adaptation supports the development and coherency of the Integrated Force.

c. **Could**: signifies policy that is a recommendation but not compulsory. However, these aspects of policy are good practice and encouraged where contextually appropriate.

1.4 Terminology

1.4.1 The use of the term training will be used throughout this JSP and covers both training and education, across both Collective and Individual training, to meet the operational or organisational requirements of the Whole Force input to the Integrated Force and wider Armed Forces. The use of the term Learning and Development, or L&D, will be used when signifying that the activity is not an operational or organisational requirement of the Integrated Force or Armed Forces,

but rather broader departmental/governmental requirement, or personal through-life development

1.5 Further Advice and Feedback – Contacts

1.5.1 The owner of this JSP is Head Talent, Skills, Learning and Development (TSLD) who has delegated responsibility to support and enable others to effectively deliver Training activity across Defence. For further information on any aspect of this policy and guidance, or to ask questions not answered within the subsequent sections, or to provide feedback on the content, contact:

Email	Focus
People-TSLD-TrainingAssurance@mod.gov.uk	

1.6 Record of Changes

1.6.1 The following changes and amendments have been recorded. If further details are required, please contact the desk officer above.

Version	Chapters Affected	Date
8.1	Full revision of JSP 822 moving from separate Volumes to a consolidated policy split by Chapters. Key change throughout the document is to reduce the number of "must" direction, to increase agility for training to meet the pace of change.	Oct 26
8.1	**Chapter 1 Strategic Direction and Guidance:** New Strategic Direction and Guidance setting out how Training operates within the new Defence Reform organizational structure. This provides increased accountability via the MSHQ, balanced against the greater flexibility given to Military Commands to adapt the Training System where it is beneficial to the Integrated Force.	Oct 26
8.1	**Chapter 2: Collective Training** -This Chapter was first published Jan 26 and there have been no content updates for this version. Minor formatting changes have been applied.	Oct 26
8.1	**Chapter 3: Individual Training** 1. Updated with further detail on Individual Training governance within the MSHQ.	Oct 26

	2. Removal of should direction that TDA is a nominated 2*. 3. Clarification of LoDA responsibilities for Distributed Training. 4. Added that those responsible for LoDA activity should have completed the Defence Assurance course at DCTS. 5. Clarified the requirement for those needing to attend the Commanding Officer of Training Establishments course at DCTS. 6. Additional detail added to commentary on Evaluation to highlight importance of Evaluation element of DSAT in driving Continuous Improvement. 7. Additional detail added to how to conduct External Validation to ensure evaluation takes into account operational and Collective Training lessons. 8. Requirement to consider appropriate support arrangements for SP with SpLD in ASpec. 9. Requirement for DTS to have been observed conducting duties and CPD to be recorded. 10. Requirement for risk assessments associated with specific lessons to be included/linked in LSpec.	
8.1	**Annex A: Defence Learning Management Capability (DLMC)** 1. Updated to reflect DLMC Programme governance, ownership and organisational changes, including revised service delivery arrangements. 2. Expanded guidance on Defence coherence, collaboration and customer engagement, including updates to the UK MOD TEL and ADL Working Group, DLMC business change network and stakeholder consultation mechanisms. 3. Updated mandated DLMC services and data requirements, including refinement of essential training data, TrAD/TAM policy and transition arrangements for future DLMC applications. 4. Enhanced Defence Learning Environment (DLE) policy, including Moodle-first direction,	Oct 26

	learning design, procurement, SCORM usage, OFFICIAL-SENSITIVE handling and support arrangements. 5. Updated Training and Financial Management Information System (TAFMIS) direction to reflect current hosting, support, access, assurance and change management arrangements, alongside future transition to DLMC services. 6. Replaced outdated references and terminology, including updates from Party Audit to Lines of Defence Assurance (LoDA), revised organisational names and current Defence digital structures. 7. Refreshed TEL Ruleset guidance to strengthen alignment with Government Digital Service principles, Defence digital standards, interoperability, data governance and procurement policy.	
8.1	**Annex B: The Use of Artificial Intelligence (AI) in Defence Training:** This annex was first published in Jun 26 and there have been no updates for this version.	Oct 26
8.1	**Chapter 4 - Care and Welfare in Training:** 1. Care and Welfare reinstated as standalone Chapter 4 in Version 8.1 (previously Volume 4 in V7.0, Annex A in V8.0). 2. Minor editorial, spelling, and formatting corrections applied. 3. Clarified responsibility for formal agreements between units during holdover and unit transfers for transfer for trainee information and care & welfare. 4. Clarifies the expected attendance point and establishes a mandatory six-month completion deadline for COTE. 5. Added policy direction on the care & welfare of trans and non-binary personnel in the training environment. 6. Two paragraphs added clarifying safeguarding training via COT and Advanced COT courses; safeguarding training for Defence Trainers delivered through COT programme, co-governed by Safeguarding Training Requirements	Oct 26

	Authority; instructors completing COT not normally required to do separate Defence safeguarding course. 7. COTE to reassess safeguarding if Defence Trainer assumes additional roles, consulting JSP 834.	
8.1	**Chapter 5: Apprenticeships and Accreditation:** 1. Rewritten and restructured the chapter to provide a coherent Defence policy covering apprenticeships, accreditation and postgraduate education within a single skills and professional development framework. 2. Updated apprenticeship policy to reflect current Department for Education funding rules, Growth and Skills Levy arrangements, Skills England governance, safeguarding requirements and external assurance expectations. 3. Introduced revised Defence apprenticeship governance, clarifying the roles of TSLD, Single Services, ASWG, DTLDSG and TESG, together with Defence engagement requirements with external government departments and regulators. 4. Enhanced policy on funding assurance, audit, inspection and evidence retention, including requirements for learner eligibility, off-the-job training records, funding compliance and stewardship of public funds. 5. Updated accreditation policy to reflect the findings of the Defence Accreditation Review, the Strategic Defence Review (SDR) and the Defence People Strategy, strengthening the requirement to accredit Defence training and professional development wherever appropriate. 6. Introduced revised accreditation governance arrangements through the Defence Accreditation Working Group (DAWG), clarified responsibilities for Military Commands, and formalised the process for requesting Defence Awarding Organisation (DAO) accreditation. 7. Condensed Defence policy section on Postgraduate Education (PGE), establishing	Oct 26

	principles for Defence-sponsored postgraduate study, organisational benefit, returns on investment and Return of Service considerations. 8. Refreshed annexes covering Armed Forces participation in Apprenticeship Occupational Groups, Care Leavers' Bursary administration and the Defence Accreditation Request process	
8.1	**Chapter 6: Functional Skills:** 1. Separated from old JSP 822 Volume 8. 2. Updated annexes covering Functional Skills, English for Speakers of Other Languages (ESOL) qualification equivalencies, recognised proxy qualifications and the core components of Defence Functional Skills provision.	Oct 26
8.1	**Chapter 7: Specific Learning Differences (SpLD):** 1. Moved from JSP 822 v8.0 Volume 7. 2. References updated to align with JSP 822 structure. 3. Steering group and working groups updated.	Oct 26
8.1	**Chapter 8: Elective Education:** 1. Retitled. Previous version (JSP822 V8.0) was Volume 9 Elective Education	Oct 26

1.7 Applicability

The policy contained in this document applies to the Whole Force which encompasses Regular and Reserve personnel (Except Volunteer Cadet Instructors), MOD Civil Servants, and civilians, including the Ministry of Defence Police and contractors.

1.8 Document Information

Filename:	JSP 822 Defence Direction and Guidance for Training and Education
Document ID:	JSP822 V8.1
Owning Function / Team:	Talent, Skills, Learning and Development
Service Owner (1*):	People-TSLD-Hd OF6
Approving Authority:	1* TSLD Training Education Steering Group (TESG)

1.9 Document Versions

	Version	Date published
JSP 822 (All volumes/chapters)	Version 8.1	October 2026
JSP 822 (All volumes)	Version 8	January 2026
JSP 822 (All volumes)	Version 7	February 2024
JSP 822 (All volumes)	Version 6	October 2023
JSP 822 (All volumes)	Version 5	September 2022

1.10 Diversity and Inclusion

MOD respects and values people of all backgrounds. JSP822 is designed to ensure all employees are treated in a fair, transparent, and consistent manner. All those involved in the management of MOD employees must abide by legislation and should adhere to MOD policy. For more information on diversity and inclusion, please see the MOD Diversity & Inclusion Pages on MODnet.

This policy has been subject to an Equality Impact Assessment (EQIA).

Document	Date	Owner
Equality Impact Assessment	29/09/2026	People-TSLD-TrgPolicy

1.11 Linked JSPs

JSP Number	JSP Name
345	Applying Prevent within Defence
375	Management of Health and Safety in Defence - especially Chapter 42: Cold Injury Prevention and Chapter 41: Heat Illness Prevention
381	Aide-Memoire on the Law of Armed Conflict
383	Joint Service Manual on the Law of Armed Conflict
398	United Kingdom Manual of National Rules of Engagement
418	Management of Environmental Protection in Defence
419	Adventurous Training in the UK Armed Forces
440	Defence Manual of Security and Resilience
441	Information, Knowledge, Digital and Data in Defence
456	Defence Catering Manual
462	Financial Management and Charging Policy Manual
507	Investment Appraisal and Evaluation
534	Tri-Service Resettlement and Employment Support Manual
545	Tri-Service Regulations for Recruiting
567	Contractor Support to Operations (CSO)
604	Defence Manual of Information and Communication Technology (ICT)
660	Sport in the UK Armed Forces
740	Acceptable Use Policy (AUP) for Information and Communications Technology (ICT)
752	Tri-Service Regulations for Expenses and Allowances
757	Tri-Service Appraisal Reporting Instructions
763	Behaviours and Informal Complaints Resolution
765	Armed Forces Compensation Scheme - Statement of Policy
770	Tri-Service Operational and Non-Operational Welfare Policy
794	Defence Policy for Administration of Personal and Professional Development (AP&PD) on JPA
830	Manual of Service Law
831	Redress of Individual Grievances: Service Complaints
833	Minor Administrative Action
834	Safeguarding
835	Alcohol and Substance Misuse and Testing
887	The Public Sector Equality Duty in Defence
892	Risk Management
893	Safer Recruitment and Employment
889	Supporting Trans and Non-Binary MOD Civil Servants and Service Personnel
912	Human Factors Integration for Defence Systems
939	Defence Policy for Modelling and Simulation (M&S)
950	Medical Policy

1.12 Glossary

The glossary for all Chapters and Annexes can be found here.

1.13 Acronyms

A	
1 LoDA	1st Line of Defence Assurance (formerly termed 1st Party Audit)
2 LoDA	2nd Line of Defence Assurance (formerly termed 2nd Party Audit)
3 LoDA	3rd Line of Defence Assurance (formerly termed 3rd Party Audit)
AAR	After Action Review
ACDS	Assistant Chief of Defence Staff
ACO	Allied Command Operations
ACOT	Advanced Care of Trainees Course
ACSC	Advanced Command and Staff Course
ACTO	Attractive to Criminals and Terrorist Organisations
ACTS	Army Collective Training System
ADDIE	Analysis, Design, Development, Implementation, Evaluation
ADL	Advanced Distributed Learning
AET	Award in Education and Training
AFS	ACO Forces Standards
AI	Artificial Intelligence
AIC	Aircrew Instructor Course
ALARP	As Low As Reasonably Practicable
ALB	Arm's Length Body
APDT	Adventurous Personal Development Training
ASpec	Assessment Specification
AStrat	Assessment Strategy
AT	Adventurous Training
ATL	Army Training Level
AUKUS	Australia-UK-US Partnership
B	
BI	Business Intelligence
Bi-SCD	Bi-Strategic Command Directive
BST	Battle Staff Training
BT	Basic Training
C	
CA	Course and Student Administration
CAX	Computer Assisted Exercise
CBA	Cost Benefit Analysis

CDC	Course Design Cell
CDS	Chief of the Defence Staff
CDT	Compulsory Drug Test
CEB	Customer Executive Board
CI	Continuous Improvement
CIS	Communications and Information Systems
CLA	Command Level Agreements
CME	Course Model Editor
CMX	Crisis Management Exercise
CoC	Chain of Command
COS Ctte	Chiefs of Staff Committee
CoT	Care of Trainees
COTE	Commanding Officers of Training Establishment course
CPD	Continuous Professional Development
CPX	Command Post Exercise
CRA	Commander's Risk Assessment
CRL	Catering, Retail and Leisure
CRP	Crisis Response Planning
CSOC	Cyber and Specialist Operations Command
CT&E	Collective Training & Education
CTO	Collective Training Objective
CTPS	Collective Training Performance Statement
CTrAD	Collective Training Authorisation Document
CVWW	Council of Voluntary Welfare Workers
D	
D&I(A)	Diversity & Inclusion Advisor
DAAB	Defence Activities Approvals Board
DACWG	DSAT AI Coherence Working Group
DAGE	Defence Annual Guidance for Exercises
DAOR	Discharge as of Right
DAOTO	Defence Activity Other Than Operations
DBS	Disclosure & Barring Service
DC&W	Defence Care and Welfare
DCDC	Development, Concepts and Doctrine Centre
DCDS (MSOC)	Deputy Chief of the Defence Staff (Military Strategy Operations and Commitments)
DCTS	Defence Centre for Training Support
DCWWG	Defence Care and Welfare Working Group
DCYP	MOD Directorate Children and Young People
DEPLOYEX	Deployment Exercise

DHALI/B	**D**irectorate of Operational Capability, the **H**ouse of Commons Defence Committee, the **A**dult **L**earning **I**nspectorate and Nicholas **B**lake QC Reports
DIANA	Defence Innovation Accelerator for the North Atlantic
DIF	Difficulty, Importance, Frequency
DIN	Defence Instruction Notice
DINs	Defence Instructions and Notices
DIWC	Defence Integrated Warfare Centre
DLE	Defence Learning Environment
DLMC	Defence Learning Management Capability
DLOD	Defence Line(s) of Development
DMSO	Defence Modelling & Simulation Office
DOM	Defence Operating Model
DOS	Department of State
DRS	Defence Recruiting System
DSA	Defence Safety Authority
DSAT	Defence Systems Approach to Training
DSAT QMS	DSAT Quality Management Standard
DTAF	Defence Training Assurance Framework
DTC	Defence Trainer Capability
DTc	Defence Trainer Course
DTEA WG	Defence Training & Education Assurance Working Group
DTM	Defence Trainer Manager
DTS	Defence Trainer Supervisor
DTTT(Fg)	Defence Train the Trainer (Flying)
DXP	Defence Exercise Programme
E	
ED&I	Equality Diversity & Inclusion
EMIS	Enhanced Management Information System
EO	Enabling Objective
ET	Exercise Team
ETEE	Education, Training, Exercise & Evaluation
eTrAD	Electronic Training Authorisation Document
EXCON	Exercise Control
EXDIR	Exercise Director
EXINT	Exercise Initiation Package
EXPLAN	Exercise Plan
EXSPEC	Exercise Specification
ExVal	External Validation
F	
FDev	Force Development
FDes	Force Design

FE	Force Element
FIR	First Impression Report
FIT	Force Integration Training
FOC	Full Operating Capability
FOTIS	Forecast of Training Input Spreadsheet
FTS	Formal Training Statement
FTX	Field Training Exercise
G	
GCAP	Global Combat Air Programme
GDPR	General Data Protection Regulation
GDS	Government Digital Service
GO	Government Organisation
GP	Good Practice
GTS	Gains to Trained Strength
GTTS	Gains to the Trade Trained Strength
H	
H2A	Held to Account
HCSC	Higher Command and Staff Course
HE	Higher Education
HQ	Headquarters
HSE	Health and Safety Executive
HWU	Hot Wash-Up
I	
IAP	Independent Advisory Panel
IAW	in accordance with
ICS	Information and Communication Services
ID24	Integrated Defender 24
IEEE	Institute of Electrical and Electronics Engineers
IFAB	Integrated Force Authorities Board
IFCTO	Integrated Force Collective Training Objective
IITEB	Integrated Individual Training and Education Board
IMS	International Military Staff
InVal	Internal Validation
IO	International Organisation
IOpC	Integrated Operating Concept
ISO	International Organization for Standardization
ITL	Integrated Task List
ITT	Initial Trade Training
IWDB	Integrated Warfare Development Board
J	
JCTO	Joint Collective Training Objective
JFC	Joint Force Commander

JOA	Joint Operations Area
JPA	Joint Personnel Administration
JSP	Joint Service Publication
K	
KLP	Key Learning Point
KSA	Knowledge Skills Attitudes
KSEB	Knowledge Skills Experience Behaviours
L	
L&D	Learning and Development
LAs	Local Authorities
LIVEX	Live Exercise
LL	Lessons Learned
LMS	Learning Management System
LoDA	Lines of Defence Assurance
LSpec	Learning Specification
LTI	Learning Tools Interoperability
LTS	Land Training System
LUF	Lead Users Forum
M	
M&S	Modelling & Simulation
MC	Military Command
MDAL	Master Data Assumptions List
MDX	Multi-Domain Exercise
MEL/MIL	Main Events List / Main Incidents List
MI	Management Information
MIS	Management Information System
MLS	Managed Learning Services
MOD	Ministry of Defence
MODIF	MOD Inspection Framework
MoU	Memorandum of Understanding
MSHQ	Military Strategic Headquarters
MTEP	Military Training & Exercise Programme
MTL	Mission Task List
MTS	Management Training System
N	
NAC	North Atlantic Council
NADG	National Armaments Director Group
NAO	National Audit Office
NATO	North Atlantic Treaty Organisation
NATO SAT	NATO Systems Approach to Training
NCRP	NATO Crisis Response Process
NCS	NATO Command Structure

NFS	NATO Force Structure
NGO	Non-Governmental Organisation
NNE	Non-NATO Entity
NoK	Next of Kin
O	
OBS	Observation
OCE	Officer Conducting the Exercise
OCS	Officer Cadet Survey
ODE	Officer Directing the Exercise
OF4	Officer Grade 4
OF6	Officer Grade 6
OF7	Officer Grade 7
Ofsted	Office for Standards in Education, Children's Services and Skills
OGD	Other Government Departments
OPAP	Operations Plan Adjustment Process
OPR	Officer of Primary Responsibility
OPS	Operational Performance Statement (Formerly RPS – Role Performance Statement)
OS	Official Sensitive
OSE	Officer Scheduling the Exercise
P	
PA	Party Audit
PAG	Policy Advisory Group
PDSF	Pan Defence Skills Framework
PESTLE	Political, Economic, Social, Technological, Legal, Environmental
PJOB	Permanent Joint Operating Base
POC	Point of Contact
POI	Passage of Information
PS	Performance Statement
PST	Planning and Scheduling Tools
PTA	Primary Training Audience
PTI	Physical Training Instructor
PUS	Permanent Under Secretary
Q	
Q	Qualified
QIAP	Quality Improvement Action Plan
QMS	Quality Management Standard
R	
R2A2	Role, Responsibility, Authority, Accountability
RA	Role Analysis
RCDS	Royal College of Defence Studies
RFI	Request for Information

RMSD	Reward Movement, Staging and Dispatching
RO	Reporting Officer
RPP	Recruiting Partnering Programme
RQF	Regulated Qualifications Framework
RSOMI	Reception, Staging, Onward Movement & Integration
RT	Remedial Training
RTGS	Residual Training Gap Statement
RTS	Recruit Training Survey
RVS	Royal Voluntary Service
S	
SADL	Systems Approach to Defence Learning
SAR	Self-Assessment Report
SCC	Service Complaints Commissioner
SCD	Supervisory Care Directive
SCORM	Shareable Content Object Reference Model
SCT	Sickle Cell Trait
SDCB	Service Delivery and Change Board
SDR	Strategic Defence Review
SDT	Service Delivery Team
SG	Steering Group
SGE	SACEUR Guidance for Education
SHAPE	Supreme Headquarters Allied Powers Europe
SIMPRESS	Simulation Press Element
SME	Subject Matter Expert
SoR	Statement of Requirement
SOTR	Statement of Trained Requirement
SOTT	Statement of Training Task
SP	Service personnel
SpLD	Specific Learning Differences
SQEP	Suitably Qualified and Experienced Person
SRO	Senior Responsible Owner
SSP	Subordinate Strategic Plan
SST	Safe System of Training
STA	Secondary Training Audience
STANAG	NATO Standardisation Agreement
STT	Subsequent Trade Training
SyOPs	System Operating Procedures
T	
TA	Training Audience
TAD	Training Analysis Developer
TAFMIS	Training and Financial Management Information System
TAM	Training Authorisation Matrix

TCoP	Technology Code of Practice
TDA	Training Delivery Authority
TDT	Training Development Team
TEL	Technology Enhanced Learning
TESG	Training and Education Steering Group
TGA	Training Gap Analysis
TLB	Top Level Budget
TMIS	Training Management Information System
TNA	Training Needs Analysis
TNASG	Training Needs Analysis Steering Group
TNE	Training Needs Evaluation
TO	Training Objective
TOA	Training Options Analysis
TP	Training Provider
TPS	Training Performance Statement
TQCC-V	Trained, Qualified, Current, Competent - Validated
TQM	Training Quality Manual
TQP	Training Quality Policy
TRA	Training Requirements Authority
TrAD	Training Authorisation Document
TSG	Training Steering Group
TSLD	Talent, Skills, Learning and Development
TTX	Tabletop Exercise
TY	Training Year
U	
U18	Under 18 years
UK	United Kingdom
UN	United Nations
Unit OCs	Officers Commanding units
USU	University Service Units
UTP	Universal Training Precautions
UTS	Untrained Strength
V	
VBS3	Virtual Battlespace 3
VCDS	Vice Chief of the Defence Staff
VfM	Value for Money
VLE	Virtual Learning Environment
VM	Validation Meeting
VTC	Video Teleconference
W	
WG	Working Group
WTS	Workplace Training Statement