

UNCONTROLLED COPY

JSP 822

Part 2

**Training & Education
Glossary**



Training Education Skills and Resettlement Division

© CROWN COPYRIGHT 2012

GLOSSARY

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

A

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) is a non-departmental public body. It is responsible for inspecting the [quality](#) of education and training for adults and young people in England, raising standards and reporting its findings back to both the Secretary of State for Education and the public.

Advanced Distributed Learning ADL

[Distributed Learning](#) that encompasses improvements in [learning technologies](#) that leverage emerging computer and internet communication technologies to provide re-usable and interoperable content for anytime anywhere learning. See www.adlnet.gov

Adventurous Personal Development Training

Adventurous [Personal Development](#) Training is formal training using predominantly (but not exclusively) the mediums of adventurous and challenging activities that aim to develop teamwork, aspects of leadership and many of the personal attributes vital to Service personnel in the operational environment.

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.

Architecture

Technical and engineering descriptions of the methods of delivery and communications connectivity required for a [distributed learning](#) programme. Often divided into operational, technical and systems architectures.

Assessment

A judgment based on a comparison of measured performance against a [standard](#).

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

Assessment Specification

A specification describing the organisation, type of test, marking details, pass/fail criteria for the assessment of [training objectives](#) and the consequences of failure. It provides the practical details required to assess the achievement of the [standards](#) specified by an associated training objective.

Assessment Strategy

The assessment strategy states the overarching assessment policy for the course/module and the rationale for that policy. It must also include the consequences of failure of the course/module.

Assessment of Training Effectiveness

A general term for the processes of determining whether training has enabled an individual to either carry out their job satisfactorily or has satisfied the individual's learning objectives.

Assurance Activities

Assurance activities comprise: [Evaluation](#), Inspection or [Audit](#). Assurance activities take place at a number of different levels as follows:

- a. First Party. Assurance activity conducted by the training deliverer for internal purposes, which can form the basis of an organisation's self-declaration of conformity and provide the basis for continuous improvement.
- b. Second Party. Assurance activity conducted by, or on behalf of, parties having an interest in the training deliverer, including the [Training Delivery Authority](#), customers and higher authorities.
- c. Third Party. Assurance activity conducted by organisations independent of the Training Delivery Authority and its Chain of Command.

Asynchronous Learning

Asynchronous learning is a student-centred teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people. Asynchronous learning is based on [constructivist learning theory](#), a student-centred approach that emphasises the importance of peer-to-peer interactions. This approach combines self-study with asynchronous interactions, such as online [forums](#) to promote learning, and it can be used to facilitate learning in traditional education and distance learning. This combined network of learners and the electronic network in which they communicate are referred to as an asynchronous learning network.

Attitude

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

A pre-disposition to behave in certain ways.

Audio

A variety of formats for delivering sound either through speakers or headphones.

Audio Visual Aids

Aids to communication, learning, teaching, remembering and research, which utilise both sight and hearing. They include a variety of electromechanical equipment such as broadcast television, closed circuit television, DVD recordings and computer-based systems.

Audit

An Audit is a systematic, independent and documented process for obtaining evidence and [evaluating](#) it objectively to determine the extent to which it meets set assessment criteria.

Audit Criteria

A set of policies, procedures or requirements used as a reference during audit.

Audit Evidence

Records, statements of fact or other information, which are relevant to the audit criteria and are verifiable. Audit evidence can be qualitative or quantitative.

Auditing

Auditing is the systematic gathering, documentation and critical examination of data to determine to what extent an organisation meets the criteria against which it is being assessed.

Augmented Reality

A combination of a person's real world view and a computer generated virtual scene that augments the world with additional information.

Avatar

Computer generated representations of humans. Normally 3D and are controlled by humans. Avatars generally interact with other avatars and resources in [virtual worlds](#). Computers can also generate semi artificial intelligent avatars that can interact with human controlled avatars.

B

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

Back-class

Applies to those individuals who are not able to graduate from the course in the original timescale and are required to join a later course of the same type.

Behavioural Objective

An unambiguous statement of what a learner is expected to be able to do as a result of training. The behaviour must be both observable and measurable.

Bespoke Training

A tailored training package designed specifically to satisfy a training need of limited frequency (Usually one training event).

Blended Learning

An appropriate mix of methods and media including both traditional means such as [face to face](#) in a classroom and the use of [learning technologies](#). A blended learning solution combines educational and training methods, media and environments to increase learning effectiveness and efficiency to meet specific training and education needs. These solutions can then be considered and prioritised within practical constraints such as cost, time, political and legal.

Blog

A blog (short for weblog) is a personal online journal that is frequently updated and intended for general public consumption or other learners when used in a [VLE](#).

C

Career Course

A course of training given to a person on reaching a pre-determined stage in their career. It includes skill change training, which enables transfer to another category.

Career Training

Training given to develop a person for employment beyond the limit of his/her present job; or long-range training providing the perspective and knowledge necessary to progress through a specified set of steps on the career ladder.

Case Study

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

Can be used as part of self-study or role-play. Students are required to study a given scenario or data before participating in the group or individual tasks.

Chat Room

Synchronous text chat between students and instructors in an online environment.

Classroom

Physical building for training with a capacity of normally up to 30 students.

For the purposes of [MMST](#), "Classroom" media combines all types of training in a building.

Coaching

Coaching is a planned process using on-the-job situations as opportunities to help employees perform better. Coaches help to unlock potential because they do not just teach people; they help them to learn for themselves.

Collective Training

Military: Training which is aimed at improving the ability of teams, units, or formations, to function as a cohesive entity and so enhance operational capability.

Civilian: Training which is aimed at improving the ability of a collection of individuals.

NOTE: For the Military, collective training is focused on team performance. For Civilians, it is focused on the performance of an individual within a team environment.

Collective Training Standard

A precise statement written in terms of performance, conditions and standards which describes a collective performance carried out by any size of force element in the conduct of tactical operations.

Command Training

The training of commanders at all levels, to include, where appropriate, the staff and other elements of the command team.

Common Military Skills Training

Practical skills training, the requirements of which are common to more than one military service.

Competence

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

Ability to perform a particular skill or range of skills to a prescribed standard, under prescribed conditions.

Competence

Ability to perform a particular skill or range of skills to a prescribed [standard](#), under prescribed [conditions](#).

Competency (Performance Indicator (PI) Competences)

A behavioural indicator of competence. The most commonly used definition of competency in management science is - an underlying characteristic of a person, which results in effective and/or superior [performance](#).

Competency Framework

Competency framework addresses the competency aspects outlined in a diagnostic tool. It describes the competencies needed to support and enable a particular skill or job.

Computer Aided Instruction CAI

The use of a computer as an aid to the instructional process. The computer is usually under the control of the instructor. Included in CAI are electronic reference databases of various forms, [simulations](#), and electronic presentation media (e.g. PowerPoint).

Computer Based Training CBT

CBT is the use of a computer as an interactive device with an embedded training strategy in which there are specific programmed responses that seek to aid learning. The computer primarily acts as a tutor/instructor and the trainee interacts directly with the computer.

Computer Literacy

Basic familiarity with computers and their applications to the extent of knowing when and how to use them to good effect.

Computer Managed Learning CML

The use of computers and software to manage the learning process. Functions of CML can include a management administration system designed to track student performance over a period of time, information concerning performance trends, record individual and group performance data, schedule training and provide support for other training management functions.

Conditions

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

That part of an [Operational Performance Statement](#) or [Training Objective](#) that defines the environment in which the [performance](#) has to be achieved. Only aspects that impact on the performance are included.

Confederated Training

The linking together of the synthetic training systems of several units, which may be geographically dispersed, to allow them to exercise in a common [synthetic environment](#).

Constructivist Learning Theory

Learners actively “construct” new knowledge as they interact with the environment (which could be online) and each other. [VLEs](#) such as [Moodle](#) tend to be based on constructivist learning theory.

Continuation Training

Further training given on the job to maintain or improve a person's standard of proficiency. It may contain elements of refresher Training.

Core Competence

A proficiency in a critical functional activity, such as technical know-how or a particular business specialisation, that helps to provide a company's unique competitive advantage; an identified competence that acts as the essential foundation for the undertaking of a specific duty or role.

Core Training

Training which supports the performance of the operational/ workplace task, or supports the core and competence frameworks.

Military: Core training can be sub-divided into [Phase 1](#), [Phase 2](#), [Phase 3](#), [Common Military Skills](#) and [Competence](#) training.

Course

A self-contained formal sequence of training that can be clearly identified as separate from another training sequence.

Course Development

The development of [Enabling Objectives](#), from the [Training Objectives](#); the logical sequencing of Training and Enabling Objectives; the [selection of appropriate methods](#),

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

[strategies and media](#); and the production of [Instructional Specifications](#) and [Assessment Specifications](#), within allocated resources.

Course Management System CMS

A Course Management System (CMS) is the description given to some online learning platforms such as [Moodle](#) to differentiate it from a [LMS](#) and [VLE](#). The term LMS has normally been applied to large commercial systems which can host and manage a wide variety of learning resources. VLEs were generally applied to education and are now more normally called Learning Platforms or Virtual Learning Platforms. The Moodle CMS only supports online learning rather than physical resources such as classroom allocation.

Criterion Referenced Tests

A test designed to measure to what degree the student/trainee exhibits the specified levels of mastery. The test can be given as a pre-test to identify the training needs of an individual and/or a post-test to measure the effectiveness of training. It is common to refer simply to "Criterion Tests".

Curriculum

The combination of strategies and learning methods, human and material resources, assessment procedures and work schedule employed in an attempt to fulfil the objectives of an educational institution or training unit. A curriculum is concerned both with intentions and what actually transpires in consequence, in fact with every aspect of the life and work of the institution or unit concerned. More commonly in UK Defence: The subjects that are studied or prescribed for study in a training programme of activities.

Customer Executive Board CEB

The purpose of the CEB is to provide a mechanism for stakeholders to develop the scale and content of training to match the operational/business requirement within the available budget, and in accordance with relevant Defence and single Service policies.

D

DIF Analysis

A method of analysing job information through the Difficulty, Importance and Frequency of tasks within the job, with the aim of enabling decisions to be made regarding the priority and/or the necessity of the training.

Defence Systems Approach to Training Quality Standard DSAT QS

The Defence [Systems Approach to Training](#) Quality Standard (DSAT QS) has endorsed strategic principles, which underpin all training management functions. The DSAT QS provides:

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

- a. A means of ensuring that individual training and education is delivered to meet the operational/ business requirements of the MOD.
- b. A framework against which a training organisation/school can develop and implement the [Quality Management System](#) that best meets their operational/business need.
- c. A Defence-wide benchmark against which the management and provision of [individual training](#) and [education](#) can be evaluated and good practice identified and implemented across the MOD.

Defence Training

All training provided to Service or Civilian personnel within the MOD community.

Defence Training Establishment DTE

A Defence Training Establishment (DTE) provides an integrated, multi-Service (including MOD civilians) approach to the management of training where common training needs exist. Within a DTE, the [Training Delivery](#), [Training Support](#) and [Establishment Support](#) functions will be formed into Wings. Sub-units of wings will be termed Sections.

Defence-wide Training

Any aspect of Service or Civilian training, which crosses single-Service and/or MOD Civilian boundaries.

Demonstration

An illustration by live performance of a task, skill or procedure accompanied by an explanation by the trainer.

Didactics

Educational/training specialists use the concept with a variety of meanings. In its broadest sense it covers all forms of learning and teaching at all levels and in all situations. In its narrowest sense, it describes the discussion of principles. In order to choose the material; this is thought to lead to the aim in the most appropriate way. In some countries, didactics is called General Educational Science.

Discussion

A group activity usually led by the trainer in which the participants examine suggestions, attitudes, ideas and solutions to problems.

Distance Learning

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

Structured learning that takes place without the physical presence of the instructor. This definition includes correspondence courses, satellite broadcasts, video and computer-based instruction or any combination thereof. All forms of learning which are not under continuous, immediate supervision by tutors present with their students in classrooms or on the same premises but which, nevertheless, benefit from the planning, organisation, guidance and teaching assistance of a supporting organisation. Any learning process where the student is geographically separated from the source of training/education and the instructor. The learning material can be provided by any medium, and is commonly paper-based but increasingly delivered by electronic media or a combination of both.

Distributed Learning

Learning that is conducted away from the organisation responsible for the development, maintenance and management of the training and education. It may be based on individual materials, instructor-led packages or a course conducted at a number of locations.

E

E-Learning

E-Learning is the collective term describing training and education delivered using electronic training devices; including: web-based systems, computers, communications and portable devices anywhere and at anytime it is needed or desired. It involves the effective learning process created by the combination of digitally delivered course content with learning support services.

Education

Education encompasses the development of intellectual capacity, the acquisition of general supporting knowledge and inculcation of attitudes, which underpin performance, and engender understanding, commitment and ethos.

Effectiveness Of Training

The degree to which training enables performance in a job.

Efficiency of Training

The extent to which the [Training Objectives](#) are satisfied in relation to the expenditure of resources (time, money, manpower, facilities and equipment).

Electronic Performance Support System

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

An electronic device which provides information, software tools and procedural knowledge, already available within the organisation, to an employee at their moment of need, in order to enhance their performance of the task at hand.

Element (of a Scalar)

Component parts of a task. The lowest level of the [Job Scalar](#). The term 'task element' is often used in practice.

Embedded Training

Training that is provided by capabilities built into or added onto operational systems, sub-systems, or equipment, to enhance and maintain the skill proficiency necessary to operate and/or maintain that equipment.

Employment Training

Training enabling the student/trainee to adequately perform the jobs/tasks appropriate to his or her employment.

Emulation

The reproduction of the behaviour of a device by a detailed and exact representation of its internal action, such that it accepts the same input as the device and produces identical output.

Emulator

A [simulator](#) which is constrained to respond in a predetermined manner. Such computer-based devices may be used in [CBT](#) or [CAI](#) modes. They do not have to be high [fidelity](#) representations of the real equipment. An emulator is normally limited to the reproduction of a specific subset of the overall characteristics of a system.

Enabling Objective

A lower level objective the attainment of a set of which implies the attainment of the [Training Objective](#). Enabling Objectives are statements, in behavioural terms ([Performance](#), [Conditions](#) and [Standards](#)), which describe the skill, knowledge and attitude components necessary for the trainee to achieve a Training Objective.

Establishment Support

Establishment Support is the management function, which provides the Training Establishment infrastructure. In the context of Defence Individual Training, the functional areas are:

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

- a. Accommodation.
- b. Catering.
- c. Ceremonial.
- d. Discipline.
- e. Executive.
- f. Finance and Supply.
- g. Grounds Maintenance.
- h. Medical & Dental.
- i. Personnel and Admin.
- j. Security.
- k. Sport and Recreation.
- l. Transport.
- m. Welfare & Pastoral Care.

Evaluation

Evaluation is the process of making a judgement as to the worth or value of training and education. It examines the impact of training and education policies, assessing what has been achieved, the effectiveness of the policies and whether this has contributed to the achievement of goals and targets. A specific subset of evaluation is the process of [validation](#), which examines whether or not the processes and products of training meet Defence/single Service requirements. Validation is divided into [Internal Validation](#) and [External Validation](#).

External Validation ExVal

ExVal uses both qualitative and quantitative data to focus on the degree to which training prepares people for their jobs.

F

Face to Face Learning

Learning in which participants are physically in the same place.

Federated Training

The linking together of 2 or more co-located [Synthetic Trainers](#) on a single platform, coordinated by a central training function.

Fidelity

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

The degree to which a [simulation](#) matches the real system and/or environment in terms of physical and functional characteristics. A fidelity analysis forms an integral part of the [TNA](#) process.

First Time Pass

Applies to First Time Trainees: those who start and complete within the Allocated Time, a particular course type for the first time (including those cascaded or reallocated from a different course type.) Those attending the same course type on more than one occasion are excluded.

Formal Training

Training that is provided, to a planned time schedule, for a fixed set of objectives, in an establishment designed or designated specifically for organised training and staffed for that purpose. Formal Training encompasses all training delivered as a result of the [SAT](#) process. Formal Training must be supported by training documentation and be subject to [evaluation](#).

Formal Training Statement FTS

The FTS details the totality of the training required to achieve [OPS](#) and forms the basis of the agreement between the [TRA](#) and the training provider regarding what [TOs](#) will be achieved (in terms of [Performance](#), [Conditions](#) and [Standard](#)), and where the training will be conducted.

Formative

Serving to form something, especially having a profound influence on a person's development.

Formative Assessment

An assessment that is used, during a training programme, to identify any weakness in learning or instruction and to aid the retention of successful learning.

Forum

An online website where users can create and reply to text based discussion threads [asynchronously](#) (not in real time).

Full Task Trainer

A device which enables trainees to learn or practice a task for which they are being trained. This could be an electrical, electronic or mechanical instance of the system being represented.

Functional Competence

Functional Competences complement the core competences but do not duplicate them. They have been designed principally to enable on the job performance to be measured and assessed. They are also designed to be used for the purposes of staff development, individual career management and to meet the needs of current employment environments.

G

Gains to the Trained Strength

The number of personnel who successfully complete [Phase 2](#) training (but will include other categories such as trained re-entrants) in a particular time frame.

Governance (Training)

Training Governance is the process through which the decisions that determine the long-term strategy, direction and organisation of [Individual Training](#) and [Education](#) across Defence are made. Training Governance provides the framework through which training organisations are accountable for continually improving the quality of their provision to meet operational/business requirements.

Government Furnished Equipment

In a training context this is taken to be the actual equipment found in a unit or on a platform.

H

Haptics

Haptic technology refers to technology that interfaces with the user via the sense of touch. The technology applies forces, vibrations and/or motions which are felt by the user. This mechanical stimulation may be used to control virtual objects in a [simulation](#) or [emulation](#) or to enhance the remote control of real machines and devices (teleoperators). Examples include joysticks, touch pads and hand-held controllers.

Handouts

Paper resources given to students to support their learning.

Heuristic Method

A method of learning, the principle of which is to arrange the work so that the learner discovers laws and principles for themselves rather than directly from the teacher.

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

High Level Architecture HLA

HLA is the abbreviation for High Level Architecture which is a general purpose architecture for distributed computer [simulation](#) systems. Using HLA, computer simulations can communicate with other simulations regardless of the computing platforms. Consequently, different simulations using Land, Sea or Air could now communicate and enable joint simulated exercises. Previously a bespoke system would have been required for joint exercises at much greater expense

I

Immersive Learning Environment ILE

3D virtual environment where one learner controls a single avatar which interacts with other computer generated [avatars](#), environments and resources

Individual Training

Training designed to develop the competencies (a mix of knowledge, skills and attitudes) of individual personnel. It takes place in both the training establishments and the workplace.

Induction Training

Training designed to integrate new people into an organisation. It forms a vital part of the process whereby new arrivals acquire an understanding of their working environment and the contribution they will make so they become effective in their role as soon as possible.

Instructional Analysis

The process by which a set of [Training Objectives](#) is broken down into subordinate or contributing skills and knowledge, and the order in which they are sequenced for effective instruction.

Instructional Scalar

The diagrammatic representation of instructional material in terms of [Training Objectives](#), [Enabling Objectives](#) and [Key Learning Points](#), organised to reflect the optimum instructional sequence.

Instructional Specification ISpec

ISpecs are produced from the products of [Training Design and Development](#), [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.

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

International Organisation for Standardisation ISO

International Organisation for Standardisation is responsible for the ISO 9000, ISO 14000, ISO 27000, ISO 22000 and other international management standards.

Interactive Electronic Technical Manual IETM

An electronic instruction manual, a book on a computer that describes how to operate or maintain a product.

Internal Validation

Internal Validation uses both qualitative data and quantitative data to focus on the extent to which the [Training Objectives](#) are met with relation to the expenditure of resources.

Investors in People

Launched in 1991, Investors in People is a business improvement tool administered by UK Commission for Employment and Skills and supported by the Department for Business, Innovation and Skills (BIS).

J

Job

The principal functions, tasks and task elements performed by an individual constitute the job. The job is the basic unit in carrying out the personnel actions of selection, training, classification and assignment.

Job Aid

Any form of aide memoire designed to facilitate either learning or performance of a task in the workplace.

Job Analysis

Job Analysis is the process of ascertaining job requirements for the design of training. It provides raw data about a job from a wide-ranging examination of the job. The end products of Analysis are the Operational Performance Statement ([OPS](#)) and [Job Specification](#).

Job Scalar

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

A hierarchical diagrammatic representation of the component parts of a job (Principal functions, [Tasks](#), Sub-tasks and Task Elements) each of which has a unique number assigned to it for reference purposes.

Job Specification

A detailed statement of the activities associated with a job and of the qualifications, experience and personal qualities needed to carry it out.

Judgemental Training

Training that conditions an individual to assess a situation within the guidance provided and to select the optimum course of action in accordance with that guidance.

K

Key Learning Point KLP

Key Learning Points are important key points contained within the development of the ISpec. They provide a sequenced framework for the development of the lesson and plot the progress within an instructional period. (KLPs are often called Teaching Points)

Knowledge

Facts, concepts or theories assimilated into long-term memory by a person where they provide a network of inter-relationships for facts. The decision to include knowledge items in training courses 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 operational environment.

L

Language Performance Testing

Tests an individual using material/techniques that have been taught in a prescribed format for use in limited situations.

Language Proficiency

The possession of an accumulated range of underpinning linguistic skills across the four basic competences of listening, speaking, reading and writing, the degree of transferability of which determines the level of proficiency and which enables the execution of a range of tasks.

Lead Training Establishment LTE

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

The Lead Establishment is the Training Establishment with responsibility for the development, maintenance and management of specific [Distributed Learning](#) courses. Such courses include academic and principles training.

Learning

The acquisition of knowledge, skills and/or attitudes. A basic concept in learning is that a change in behaviour occurs as a result of the acquisition of knowledge, skills or attitudes. It is also often defined as the process of making training available at a time, place and pace to suit the needs of the individual.

Learning Content Management System LCMS

A learning content management system (LCMS) is a related technology to the learning management system [LMS](#) in that it is focused on the development, management and publishing of the content that will typically be delivered via an LMS. An LCMS is a multi-user environment where developers may create, store, reuse, manage, and deliver digital learning content from a central object repository. The LMS cannot create and manipulate courses; it cannot reuse the content of one course to build another. The LCMS, however, can create, manage and deliver not only training modules but also manage and edit all the individual pieces that make up a catalogue of training. LCMS applications allow users to create, import, manage, search for and reuse small units or 'chunks' of digital learning content/assets, commonly referred to as learning objects. These assets may include media files developed in other authoring tools, assessment items, simulations, text, graphics or any other object that makes up the content within the course being created. An LCMS manages the process of creating, editing, storing and delivering e-learning content.

Learning Management System LMS

A Learning Management System is a software application which companies use to manage their learning. A "heavy" LMS will include functionality for managing ALL elements of training and education such as classroom and instructor allocations as well as hosting eLearning. A "light" LMS may only host eLearning and user accounts.

Learning Technologies LT

Learning technologies is the broad scope of technologies (including hardware, software and communication networks) that can be used to support, manage and deliver learning.

Lecture

A method of instruction by means of a straight talk or exposition, possibly with [audio visual aids](#), delivered by a lecturer to a group of students. The students look and listen and the flow of information is one-way; there is no group participation other than sometimes through questions, often at the conclusion.

Lifelong Learning

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

A Government initiative, the aim of which is to improve access to learning opportunities and encourage people to take greater responsibility for, and interest in, their own learning.

M

M-Learning

Electronic learning that can be accessed at anytime and anywhere. Content is loaded on portable devices.

Mandated Training

Training that individuals must undertake as a consequence of their job or role. The requirement for this training often comes from legislation and/or government, MOD or single service regulation.

Media

The means through which training methods are applied, e.g. text books, chalk boards, OHP, video, PowerPoint, [CAI](#), [CBT](#), [simulation](#)

Mentoring

A training method, whereby another individual(s) provide guidance/[coaching](#) during learning events and/or on the job; it is learner-centered, focusing on the learner and their needs. The emphasis is on empowering learners to take control of their own situation and their own development.

Method

In training; the strategy used for imparting skills, knowledge and attitudes, e.g. lectures, demonstrations, role-play and lessons.

Methods and Media Selection Tool MMST

The Methods and Media Selection Tool (MMST) has been developed to assist in the analysis of the most appropriate methods and media for specific training and education requirements. The user manual is within JSP 822 Part 5.

Modular Training

Training based on the concept of building up skills, knowledge and attitudes 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 a unit in the job situation.

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

Module

A section of a course which is so designed that it can run as a self-contained unit and does not depend on the development of other sections in parallel but only on entry requirements having been reached by the trainee.

Moodle

Moodle is an Open Source [Course Management System](#) (CMS), also known as a [Virtual Learning Environment](#) (VLE) and sometimes a basic [Learning Management System](#) (LMS). Tutors can create their own courses and add resources such as docs, graphics, videos, [forums](#), [wikis](#), quizzes and [SCORM](#) files. Moodle stands for: Modular Object Orientated Dynamic Learning Environment.

N

Non-core Training

Training which does not fall into the categories; [Phase 1](#), [Phase 2](#), [Phase 3](#), [Common Military Skills](#) or [Competence](#) training.

Norm Reference Testing

Designed to determine an individual's achievement with respect to the group or class to which they belong.

O

Obsolescent Course

A course that is no longer provided or a course where a sponsor has requested that it be made obsolete that is recorded on a liable person's Record of Service.

Obsolete Course

A course that is no longer provided and is not recorded on a liable person's Record of Service.

On-job-training OJT

OJT is delivered in the operational/workplace environment actually during the performance of a [Job](#). As an integral part of the overall training programme, it is one of the methods used to bring personnel up to [OPS](#) in a particular job, building on previous training. OJT may include one-to-one instruction or [coaching](#).

Operational Performance Statement OPS

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

Derived from the [Job Analysis](#), the OPS is a detailed statement of the [tasks](#)/sub-tasks required to be undertaken by an individual to achieve the operational/workplace performance. It is written in terms of [Performance](#), [Conditions](#) and [Standards](#).

Overall Pass Rate

Overall Pass Rate can be calculated as follows, for one financial year (FY):

$$\text{Overall pass rate} = \text{TP} / (\text{TP} + \text{TNP})$$

where:

TP (Total Passes) = Total no of successful completions, with or without back classing in one year

TNP (Total Non Passes) = No of trainees who have permanently ceased attendance on the course in the FY under consideration and who have not passed (includes those who failed the course, those who voluntarily withdrew from the course and those who were removed permanently for disciplinary, medical or other reasons).

Overhead Projector

OHP projects content on transparent slides to a main screen. Now becoming obsolete.

P

Paper

Traditional paper based media with training and/or job related content.

Part Task Trainer

A device which enables trainees to learn and practice a particular skill or set of skills which are part of a [task](#) for which they are being trained.

Part Task Training

A method of training in which the operation to be learned is broken down into separate sections, each of which is taught and practiced separately. When each part is learned, the parts are brought together and practiced in appropriate combinations until the whole operation has been mastered.

Performance

That part of an [Operational Performance Statement](#), or [Training Objective](#), which defines what the operator or trainee has to do.

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

Personal Development

Personal Development is the enhancement of personal and/or professional attributes arising from a combination of training, education and experience.

Phase 1 Training

All new entry training to provide basic military skills.

Phase 2 Training

Initial individual specialisation, sub-specialisation and technical training following [Phase 1](#) Training prior to joining the Trained Strength.

Phase 3 Training

A period of individual training undertaken at any stage in a Service person's career after [Phase 1](#) and [Phase 2](#).

Physical Model

A scale model representing the actual equipment.

Pilot Course

The first delivery of a newly designed course under "realistic" conditions.

Note: civilian pilot courses are usually delivered to volunteers.

Podcasts

Digital media files that are made available online and can be downloaded to PCs and portable devices.

Polling

In a classroom context this is students voting on questions using remote bluetooth or wireless devices.

Practical Lesson

A procedure or skill is described and demonstrated to the students who perform the skill under supervision.

Pre-Employment Training

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

Pre Employment Training comprises [Phase 3](#) training necessary to prepare personnel for a particular job/appointment/employment.

Progress Test

Tests administered at intervals during training to check the progress of the trainees towards the attainment of the [TOs](#). These tests are diagnostic and determine the acquisition of the necessary knowledge and skills embodied in the [Enabling Objectives](#) (EOs).

Q

Quality

Quality is the totality of features and characteristics of a service or product that makes it fit for purpose and conforming to requirements.

Quality Assurance QA

Quality Assurance is the application of checks and [audits](#) to ensure quality procedures are being carried out. QA focuses on preventing faults occurring through ensuring that the [task](#), whether [job](#) 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 quality assurance.

Quality Management System

A complete set of quality standards, procedures and responsibilities.

R

Rapid Authoring Tool

A software application that allows individuals to create their own [e-Learning](#) content, without needing to have programming skills.

Re-entrant (Partially Trained)

Applies to those individuals who were not taken on to the trained strength during their previous service and subsequently re-enter the same or a different Service.

Re-entrant (Trained)

Applies to those individuals who previously served on the trained strength of a single Service and subsequently re-enter the same or a different Service and are immediately taken on to the trained strength.

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

Reconfigurable Skills Trainer

An adaptable trainer that can be re-designed for different training requirements.

Residual Training Gap

Safety, legislation and/or resource constraints may prevent training taking place to achieve the [Performance](#), [Conditions](#) and [Standards](#) required by the Operational Performance Statement ([OPS](#)) or Competence Framework ([CF](#)). The difference between each OPS/CF and the delivered training is known as the residual training gap.

Residual Training Gap Statement

Residual Training Gap Statement, which is: the difference between the totality of the [Formal Training](#) delivered and the [OPS](#). The Residual Training Gap (RTG) is expressed in terms of [Performance](#), [Conditions](#) and [Standards](#) and also states the consequences of any identified RTG.

Responsible Establishment

These establishments are responsible for the delivery of training for a particular subject area. Responsible Establishments act as directed and under full authority of their [Lead Establishment](#) as the training focus for specific subject areas within Defence.

Robust Training

Contextualised 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.

Role Play

Students act out scenarios taking on various roles and [tasks](#). Can be used as part of [simulation](#).

S

Scoping Analysis

In the context of [TNA](#) for acquisition projects; a scoping analysis is a review of the operational or training requirement to determine the need for a TNA for the whole, or part of the requirement. When the TNA does not cover the entire requirement, the scoping analysis will refer to the recommendations obtained from completing all the required analysis phases of the [SAT](#).

Scoping Exercise

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

The initial phase of the [DSAT](#) process is a Scoping Exercise, which may identify that the most cost-effective means of achieving the required business/operational performance is something other than a training intervention. The scoping exercise 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 option.

Sharable Content Object Reference Model SCORM

The SCORM standard is focused on enabling the plug-and-play interoperability, accessibility, and reusability of Web-based learning content. Based on accepted technology standards, including XML and JavaScript, SCORM is fast becoming the defacto e-learning technology standard widely embraced and supported today by world-leading corporations, universities, system providers, and content vendors. [E-learning](#) packages must meet SCORM standards if they are to work within an [LMS](#).

Self Study

This normally takes the form of 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](#).

Seminar

Meeting of interested parties or experts in a particular field.

Serious Games

Using computer games and 3D environments for learning.

Service Wastage

The loss of personnel from a single Service as a result of:

- a. Premature Voluntary Retirement (PVR).
- b. A permanent/long term medical condition that precludes all military service.
- c. Disciplinary action that results in dismissal.
- d. A technical/training failure which precludes an individual from their chosen employment where there is no opportunity or desire to be re-allocated to another Arm/trade/branch/specialisation.

- e. Redundancy – closure of a specific Arm/trade/branch/ specialisation where there is no opportunity or desire to be re-allocated to another Arm/trade/branch/ specialisation.
- f. Inter-Service transfers.

Servicemen/women Awaiting Training

Applies to those individuals awaiting the normal start of a training package. SAWT forms part of SNUT.

Servicemen/women Not Under Training

Applies to those individuals not on a training course for any reason and includes SAWT.

Simulation

A means of reproducing, in a specially created environment, a representation of the real working conditions to enable a trainee to acquire and practice with minimal risk some of the skills, knowledge and attitudes required in their job. Simulation does NOT have to involve technology. It can include simulating the real job through [role plays](#) and following [tasks](#) and processes in a controlled environment such as the classroom.

See difference with [Simulator](#).

Simulator

A device that imitates the dynamic behaviour of a real system. A simulator used in training gives the illusion to the trainee of responding like the real system in order to promote the acquisition and practice of skills, knowledge and attitudes.

Skill

An organised and co-coordinated pattern of mental and/or physical activity. It is built up gradually in the course of repeated training or practice. Skills may be described as mental or physical according to the context or predominant aspect of the skill pattern.

SmartBoard

PC driven interactive white board combining [audio-visual](#) support with an instructor. It allows the user to drive the software via a touch screen

Social Networking

Learners interact with tutors and other learners via the web. It can be both synchronous (instant interactions in real time) or [asynchronous](#).

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

Standard

That part of an [Operational Performance Statement](#) or [Training Objective](#) which specifies the criterion of successful achievement.

Statement of Trained Requirement SOTR

The SOTR identifies the trained output required by the employing TLB, by year, for a 4 year STP period. It is put together 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 single Service manpower planners. It may also require input from recruiting staff and the Defence Equipment and Support Organisation, if appropriate.

Statement of Training Task SOTT

The SOTT is the 12 month training plan for a school or establishment. It is based on year one of the [CEB](#) approved output-based [SOTR](#).

Stimulated Government Furnished Equipment

Controlled inputs directly to a piece of equipment that has been embedded in the training system, thus allowing it to be used as a [simulator](#). Stimulation is most effective when a large or complex function needed for training can be totally provided by the embedded special purpose computer and its internal software.

Sub-task

A component part of a [task](#) within a [Job Scalar](#).

Subject Matter Expert

An individual who has thorough knowledge of a [job](#), functions/[tasks](#), or a particular topic, which qualifies him/her to assist in the training development process (for example, to consult, review, analyse, advise, or critique), or a person who has high-level knowledge and skill in the performance of a job.

Summative

The process of adding things together. In training it is used mainly when discussing [summative assessment](#).

Summative Assessment

An assessment that is used to measure the knowledge, skills and attitudes acquired by the trainees on completion of a training event.

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

Synthetic Environment

A computer based representation of the real world, usually a current or future battlespace, within which any combination of 'players' may interact. The 'players' may be computer models, [simulations](#), people or instrumented real equipment.

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.

Systems Approach to Training

A training philosophy that emphasises the interrelationships between training and other systems such as personnel management, supply, logistics, finance, and the interdependence of the component parts of a training system. In applying SAT, training is undertaken on a planned basis in a logical series of steps. The number and description of those steps tend to vary, but, in general terms, they cover such aspects as development of training objectives and plans, formulation of an assessment scheme, implementation of planned training, [validation](#) and [evaluation](#). Fundamental to the philosophy is that these steps constitute cycle, with the [evaluation](#) bringing about a reassessment of needs and a consequent refinement of the training given.

T

Task

A major component of a [job](#). A part of job that can be produced, compiled, achieved and/or accomplished by itself.

Task Book

A publication which contains the formal [OJT](#) details to be carried out by the trainee. A method of implementing OJT. An aid in filling the gap between the [TOs](#) and [OPS](#).

Teaching Point

See [Key Learning Point](#).

Technology Based Training

Any use of [CBT](#), [CAI](#), Computer [Simulation/Emulation](#) or interactive video. This term is now generally being replaced by [Learning Technologies](#) in line with industry and academia.

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

Teleconference

Conference over the telephone involving more than 2 people.

Test Reliability

The reliability of a test is the extent to which it is dependable, stable and consistent when given to different people and/or administered on different occasions.

Test Validity

The validity of a test is the degree to which it measures what it is designed to measure.

Theory Lesson

Most used and versatile method. Ideal for teaching facts and mental skills. The structure of the lesson allows for a high level of interaction between the trainer and learners through question and answer, practice and the giving of feedback.

Trained Strength

The number Service Personnel who have completed [Phase 2](#) Training having reached [Training Performance Standard](#).

Training

An activity that aims to impart the specific knowledge, skills and/or inculcate appropriate attitudes required by an individual in order to perform adequately a task or job.

Training Authorisation Document TAD

The TAD is the authoritative document used by the [CEB](#) for the management of all phases of the [DSAT](#) process. Every training course requires a TAD regardless of whether the training course comprises the whole or part of a training pipeline.

Training Co-ordination

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 customer.

Training Delivery

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

Training Delivery is the delivery of training based on the [Training Objectives](#) produced by [Training Design and Development](#).

Training Delivery Authority TDA

The Training Delivery Authority is the organisation responsible for the provision of [Individual Training](#) or [Education](#), to agreed [standards](#) and in accordance with extant and funded Defence and single Service policies, on behalf of the customer(s). It is the conduit through which a Training Organisation/School is commanded/headed, resourced and administered.

Training Design and Development

Training Design and Development is the process, which derives achievable Objectives and training solutions from the products of Needs Analysis, which are agreed between the sponsor and the training provider. Further details on Training Design and Development are to be found in the [DSAT](#).

Training Harmonisation

Two or more training providers adopting a common, optimum training regime that achieves the required training output in a more effective and efficient manner.'

Training Management

Training Management embodies the functions that ensure the provision of effective and efficient training and education which contributes to operational capability and business success. These functions are:

- a. Stakeholder inter-relationships and responsibilities.
- b. Defining the quantitative and qualitative requirements (both the numbers that require the training and/or education in a given period, and the performance standards to be achieved).
- c. Resourcing of training and education in the training organisations/schools.
- d. Determining priorities in order to direct resources.
- e. Training /Educational Support.
- f. Training Assurance.

Training Needs Analysis TNA

A structured survey and analysis of training requirements arising as a result of new equipment procurement, doctrinal change, or changes to legislation, including a

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

comparison of different training methods and equipment, with a view to recommending the optimum training system for maximum cost-effectiveness. It is a highly flexible procedure with the choice of supporting tools and techniques varying between projects. In all cases, however, a TNA is a product based, iterative process, providing an audit trail for all decisions.

Training Objective TO

Training Objectives are precise statements of what a trainee should be able to do after Training. A Training Objective is measurable and has three constituent parts; the [Performance](#) required, the [Conditions](#) under which the trainee must perform and the [Standard](#) to which the trainee must perform.

Training Options Analysis TOA

The TOA identifies a range of possible training solutions and assesses their training effectiveness and cost effectiveness. The most cost effective training solution is then recommended.

Training Package

A self-contained package of training within a readily identifiable training establishment.

Training Performance Statement TPS

Training Performance Statement is the [Training Objectives](#) in terms of [Performance](#), [Conditions](#) and [Standards](#), to be attained by trainees in the [formal training](#) environment, either under the school/establishment's direct control or within a school/establishment supervised facility.

Training Rationalisation

The process of making (specified elements of) Individual Specialist 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 operational and business objectives.

Training Record

A summary of the attendance on a training event, including the result of such attendance, whether successful or unsuccessful.

Training Requirements Authority TRA

The TRA represents the end-user of the trained output. It is the ultimate authority for the derivation and maintenance of the Operational Performance Statement ([OPS](#)) or Competence Framework ([CF](#)), and is responsible for the [evaluation](#) of the effect of the

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

training and education in achieving that OPS/CF (delivered both in the training school/organisation and the workplace).

Training Resource Estimate TRE

This is an early estimate of training risks, assumptions, performance and costs conducted during concept phase to support the Initial Gate Business Case. (IGBS) submissions. Sometimes conducted as the first part part of the [TNA](#) process.

Training Support

Training Support encompasses all the activities that directly facilitate the delivery of effective and efficient training. In the context of Defence Individual Training, these activities are:

- a. Analysis.
- b. Training Design.
- c. Course Development.
- d. Management of [Training] Execution.
- e. Assessment.
- f. Accreditation.
- g. Quality Assurance.
- h. Training Planning (Scheduling).
- i. IT/IS Support.
- j. TNA (Procurement of Training Solutions).
- k. Graphics/Reprographics support.
- l. Training the Trainer.
- m. Research & Development.

Tutorial

Structured training which is conducted on a one to one or small group basis. Can be [coaching](#) or even [mentoring](#).

U

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

Untrained Strength

Number of serving military personnel who have yet to complete [Phase 2](#) training.

V

Virtual Learning Environment VLE

Virtual Learning Environment: A dynamic web based application which enables learners to access online courses and resources created by their tutors. Most VLEs include [Social Networking](#) functions such as [Chat Room](#), [Forum](#), [Wiki](#), [Blog](#) and messaging. An example used by the MOD is [Moodle](#) (Modular Object Orientated Dynamic Learning Environment).

Validation of Training

A system of [Quality Assurance](#) that is implemented to ensure that the processes and products of training meet the operational training requirement.

Video

Video media refers to several storage formats for moving pictures. Can be analogue or digital.

Video Teleconference

Real-time conferencing normally over a broadband network involving high quality video and sound and the sharing of electronic resources.

Virtual Reality VR

[Simulation](#) of dynamic information and the immediate work environment, possibly including sight, sound, smell and touch simultaneously. VR technology typically involves using powerful computers. Commonly seen in helmet mounted displays.

Virtual World

A virtual world is an interactive simulated environment accessed by multiple users through an online interface.

Vodcast

Online video accessed over the internet.

W

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z

Wall Charts

Posters on classroom walls showing training content.

Web Based Learning

Computer Based Training ([CBT](#)) delivered over the Internet or an Intranet utilising a browser interface.

Web Cam

Small video camera designed to transmit video images over the web in real time.

Web Quest

Students are required to do research around a topic via the web.

Webinar

Short for Web-based seminar, a webinar is a presentation, lecture, workshop or seminar that is transmitted over the web.

Whiteboard

Display boards used with marker pens - can be magnetic.

Wiki

An online encyclopaedia in which participants can add and update content themselves. Can be set up so that all users can leave comments on each page. Monitoring can be set up before users post new content.

Workplace Training

Workplace Training refers to the [formal training](#) delivered outside the training school/establishment to address all, or part, of the training required to meet the [OPS](#). Workplace Training may comprise [On Job Training](#), [Distance Learning](#) or courses delivered by commercial organisations/civilian training and education providers.

Workplace Training Statement WTS

Workplace Training Statement is the [Training Objectives](#), in terms of [Performance](#), [Conditions](#) and [Standards](#) to be attained by trainees/ students following assignment to a post. The WTS content may be delivered in the employing unit or elsewhere, under the direct control of the workplace line management.

Quick Links: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) X Y Z