

Department of the Army  
Headquarters, United States Army  
Training and Doctrine Command  
Fort Eustis, Virginia 23604-5701

TRADOC Regulation 11-21

19 March 2014

Organization and Functions

TRADOC IMPLEMENTATION OF THE ARMY QUALITY ASSURANCE  
PROGRAM

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FOR THE COMMANDER:

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**History.** This is a new United States Army Training and Doctrine Command publication.

**Summary.** This regulation prescribes policies, guidance, responsibilities, procedures, and organizational relationship associated with managing and conducting the Army Quality Assurance (QA) Program.

**Applicability.** This regulation applies to all Army learning institutions (TRADOC Centers of Excellence (CoEs), schools and colleges, Noncommissioned Officer Academies (NCOAs), non-TRADOC CoEs and schools, active Army, United States Army Reserve (USAR), and Army National Guard (ARNG) training centers/units).

**Proponent and exception authority.** The proponent of this regulation is the Director, Quality Assurance Office, 705 Washington Avenue, Fort Eustis, VA 23604-5701. The proponent has the authority to approve exceptions or waivers to this regulation that are consistent with controlling law and regulations.

**Army management control process.** This regulation contains management control provisions in accordance with Army Regulation 11-2, but it does not identify key management controls that must be evaluated.

**Supplementation.** Supplementation of this regulation and establishment of command and local forms is prohibited without prior approval from the Director, Quality Assurance Office, 705 Washington Avenue, Fort Eustis, VA 23604-5701.

**Suggested improvements.** Users are invited to send comments and suggested improvements on Department of the Army Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the Director, Quality Assurance Office, 705 Washington Avenue, Fort Eustis, VA 23604-5701. Suggested improvements may also be submitted using DA Form 1045 (Army Ideas for Excellence Program Proposal).

**Distribution.** This publication is available on the TRADOC Homepage at <http://www.tradoc.army.mil/tpubs/>.

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## Summary of Change

TRADOC Regulation 11-21

TRADOC Implementation of the Army Quality Assurance Program

This regulation, dated 19 March 2014-

- o Implements the Army Quality Assurance Program Policy and Accreditation Implementing Guidance, dated 13 August 2012.
- o Establishes Headquarters, United States Army Training and Doctrine Command Quality Assurance Office command and control of standards, priorities, and focus, while enabling the workload of all quality assurance personnel (para 2-2).
- o Establishes a new Master Evaluation Plan due date (para 2-3d).

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## **Chapter 1**

### **Introduction**

#### **1-1. Purpose**

This regulation prescribes United States Army Training and Doctrine Command (TRADOC) guidance, policies, procedures, and responsibilities for managing and conducting the Army Quality Assurance (QA) Program and implementation of the Army Enterprise Accreditation Standards (AEAS).

#### **1-2. References**

Required and related publications and referenced forms are listed in Appendix A.

#### **1-3. Explanation of abbreviations and terms**

Abbreviations and terms used in this regulation are explained in the glossary.

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## **Chapter 2**

### **Army Quality Assurance (QA) Program Roles and Responsibilities**

#### **2-1. QA Program**

The program defines responsibility for accrediting all Army training and education institutions across all components (Active and Reserve) with the exception of the U.S. Army Military Academy. This includes developing standards, planning, organizing, coordinating, scheduling, and leading teams of evaluators from TRADOC headquarters; Initial Military Training; Combined Arms Center; and proponent school staffs as appropriate on accreditation visits. The Department of the Army lead agent for the Army Quality Assurance Program is the TRADOC Quality Assurance Office (QAO).

a. Mission. The QAO executes the Army QA Program that ensures Army standards are met in the development, education, and training of Soldiers, Civilians, and leaders to strengthen the U.S. Army as America's Force of Decisive Action.

b. Major Functions. QA Program functions are prescribed in Army Regulation 350-1 and TRADOC Regulation 10-5.

#### **2-2. United States Army Training and Doctrine Command (TRADOC) Quality Assurance Office (QAO)**

a. Lead the accreditation of all active Army Centers of Excellence (CoEs) and learning institutions (TRADOC and non-TRADOC); noncommissioned officer academies (NCOAs); Army National Guard (ARNG) regional training institutes (RTIs); Reserve component (RC) multifunctional training brigades (MFTBs); multifunctional functional training units (MFTUs); United States Army Reserve (USAR) divisions, brigades, and The Army School System (TASS)

Training Centers; and provide oversight of delegated authority to accredit the Combat Training Center Program.

b. Provide initial planning guidance to the institution being accredited and accreditation team, identifying key milestones/respective staff responsibilities, and coordination instructions.

c. Manage TRADOC action officer process for tracking progress on resolution of higher headquarters issue (HHIs); chair HHI Council of Colonels; and coordinate semi-annual briefing to Deputy Commanding General/Chief of Staff (DCG/CoS), TRADOC on status of outstanding and resolved issues.

d. Prepare consolidated accreditation reports for all learning institutions (CoEs/schools).

e. Conduct follow-up on all CoE/school/learning institution post-accreditation improvement plans.

f. Plan, develop, and implement the QA Evaluator Course (QAEC).

g. Coordinate, set direction, and establish standards, priorities, and focus while enabling the workload of all QA personnel in positions for which the TRADOC QAO obtained funding in the program objective memorandum to support the Army's QA Program functions. QA personnel duties are those duties required to complete functions listed in AR 350-1.

### **2-3. Army Learning Institutions QAO/Quality Assurance Evaluator (QAE)/Points of Contact (POCs)**

a. TRADOC/non-TRADOC Accreditations:

(1) Conduct and upload the pre-accreditation self-assessment in the applicable folder on the TRADOC QAO database of record no later than 60 days prior to the accreditation visit.

(2) Upload accreditation documents in the appropriate folder on the TRADOC QAO database of record no later than 60 days before the visit.

(3) Attend Pre-Accreditation VTC with TRADOC accreditation team, to include institution standard SMEs.

(4) Document the accreditation schedule to include appropriate interviews, focus groups, etc., in coordination with the TRADOC QAO scheduling POC.

(5) Ensure senior leadership reviews accreditation report and provide official command concurrence/rebuttal on accreditation report ratings, findings, recommendations, and HHIs to the TRADOC QAO.

b. RC Accreditation.

(1) United States Army Reserve Command (USARC) and ARNG learning institutions will identify POC(s) for information flow to/from the TRADOC QAO, to perform QA functions and to assist units in preparing for accreditation.

(2) Proponent schools are responsible for accrediting/assessing USAR TASS brigades/battalions/training centers and ARNG TASS battalions and/or companies IAW the 3-year accreditation cycle using the “snapshot in time” methodology. Multiple visits by the same proponent to a single learning institution within the 3-year accreditation cycle are authorized only by exception and must be vetted through the TRADOC QAO, and approved by the TRADOC QAO Director. Site assistance visits are authorized; however, must be at the request of and funded by the learning institution.

(3) Proponent school accreditations must be coordinated with the TRADOC QAO and all proponent-level accreditations/assessments should occur within plus or minus 3 months of the TRADOC QAO RTI/TASS Training Center-level accreditation visit. Exceptions must be vetted by the TRADOC QAO, proponent school, ARNG, and USARC as applicable.

c. Internal Evaluations. Internal evaluations consist of several types of evaluations that provide feedback to the CoE commander or proponent commandant on the ability of doctrine, organizations, training, materiel, leadership and education, personnel and facilities (DOTMLPF) functions to support the training/education and doctrine processes that meet the needs of the Operational Army. These include course evaluations, evaluations of off-site training/education, annual self-assessments, and pre-accreditation self-assessments. QAO director/QAE chief will provide quarterly reports and briefings to their commander/commandant on internal evaluation trends.

(1) Course evaluations. QAOs are to evaluate all of the institution's proponent courses over a 3-year period (as identified in the Master Evaluation Plan (MEP)) against the course-related accreditation standards. Priority should be given to pilot Army Learning Model courses to ensure effectiveness of instructional strategies. QA directors will send written reports to department directors (stakeholders) and will brief their senior leadership at least quarterly on course trends and standard ratings. Reports will include, at a minimum, the executive summary and evaluator reports for each accreditation standard evaluated.

(2) Off-site education/training evaluations. Off-site courses are proponent courses taught at training locations other than at RC TASS units, to include mobile training teams and courses taught in residence. The QAO will evaluate all off-site training/education of proponent courses at least once in a 3-year period. This evaluation is conducted similar to an accreditation evaluation: a team evaluates the training against applicable accreditation standards and an official assessment report package is sent to the off-site senior leader, but no actual accreditation certificate is awarded. The report package includes a memo signed by the proponent commander/commandant; summary record of accreditation ratings; and the individual evaluator reports. CoEs/schools may elect to conduct a sampling of mobile training teams' evaluations pending availability of resources.

(3) Annual self-assessments. QAOs/QAEs/POCs coordinate respective CoE/school annual self-assessments against all applicable AEAS. This process involves self-assessment by

CoE/school standard leads similar to the pre-accreditation self-assessments. The standard leads brief the commander/commandant and all senior leaders on the institution's status of meeting the AEAS. This assessment lets the commander/commandant know each year how the institution stands against the standards and will negate a huge ramp up to prepare for an accreditation every 3 years. A written self-assessment report does not have to be sent to the TRADOC QAO for non-accreditation years.

(4) Pre-accreditation self-assessment. During the year of the CoE or proponent school accreditation, QAOs/QAEs/POCs coordinate respective CoE/school self-assessments against the AEAS. This involves the CoE/school DOTMLPF matrixed team of stakeholders in all accreditation standards. The standard leads brief the commander/commandant and all senior leaders on the institution's status of meeting the AEAS. The QAO director/QAE chief/QA POC develops and forwards the official commander-approved self-assessment report to the TRADOC QAO no later than 60 days prior to a scheduled accreditation visit. For multi-branch CoEs, QAE directors develop and forward their command-approved self-assessment reports to their QAO directors, who upload the reports to the TRADOC QAO database of record.

d. Master Evaluation Plan (MEP). QAOs develop and post MEPs to the TRADOC QAO SharePoint portal with cover memorandum signed by commander/commandant and executive summary (signed by the QAO director) annually, no later than 1 June. Multi-branch CoE MEPs include a cover memo signed by the CoE commander, executive summary signed by the QA director, enclosures for QAO functions, as well as annexes for each subordinate school QAE. QAE annexes include executive summary signed by commandant and required enclosures.

e. Post-Accreditation Improvement Plan. QAOs/QAEs/POCs develop a “post-accreditation improvement plan” that identifies staff leads for all recommended improvements in the accreditation report, monitor implementation, and brief senior leadership until completion.

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## **Chapter 3**

### **Accreditation**

#### **3-1. Accreditation**

Accreditation is a QA Program function that helps to ensure the command that the CoE or learning institution's DOTMLPF domains enable the institution to develop Soldiers and leaders with the competency needs of today's Army. It focuses the commander's attention on the state of the institution's on-going programs and processes across its DOTMLPF domains as measured against TRADOC-approved Army accreditation standards. It is a forcing function to implement new Army initiatives. Accreditation of Army CoEs and learning institutions will be conducted using the AEAS.

#### **3-2. Concept of Operations**

The TRADOC QAO will lead a team of subject matter experts representing TRADOC coordinating/special staff, applicable core function leads and proponent school QA personnel to accredit Army learning institutions.

a. Army Enterprise Accreditation Standards are aligned with TRADOC core functions leads for sustaining TRADOC's core competencies in support of the Army Campaign Plan and TRADOC Strategic Plan. Since they cross DOTMLPF domains, they establish one set of standards for all Army learning institutions and provide the means to assess and improve education and training programs, as well as the design, development, and integration of capabilities, concepts, and doctrine.

b. Accreditation schedule. The TRADOC QAO will publish an accreditation schedule based on a 3-year accreditation cycle, organizational realignments, and as directed by the Commanding General (CG) TRADOC. The accreditation schedule will be reviewed annually and updated as required. If an institution needs to change its accreditation visit after receiving the official TRADOC letter of notification (LON), the institution will send an official memorandum signed by the respective commander/commandant requesting the date change and justification. The decision to reschedule accreditations must be at the discretion of the TRADOC QAO and will be by exception. The TRADOC QAO will review the request memorandum and if approved, reschedule and forward LON with new dates.

c. Letter of notification. The TRADOC QAO will prepare an official LON signed by the Deputy Chief of Staff to the institution(s) being accredited. The LON and planning guidance for the accreditation visit will be sent to the institution(s) approximately 120 days prior to scheduled visit. Appendix B provides a milestone schedule of events required for the preparation and execution of accreditation. Proponents are required to send an LON for each proponent-led visit. Proponent LON approval will be in accordance with their senior leader guidance.

d. Coordination video teleconference (VTC) or similar event. The TRADOC QAO will host a VTC or similar event approximately 2 weeks prior to the visit with institution's key staff and evaluators. The purpose is to introduce the accreditation team evaluators and the institution's POCs, discuss the schedule of events and give the institution an opportunity to address concerns and provide clarification as required. Proponents are required to conduct a VTC or similar event for each proponent-led visit.

e. Pre-Accreditation assistance visits. The evaluated institution can request a pre-accreditation assistance visit. The QAO/QAE will accommodate pending schedule requirements; the institution will fund the cost of the visit.

f. Accreditation site visit. The TRADOC QAO will provide an in-/out-brief to institution key leaders. Evaluators are expected to be present for the in-brief to address issues/concerns from the CoE/school. All evaluators will assess their functional areas, provide assistance and recommendations where appropriate, and out-brief initial impressions to the commander and subordinate school/unit staff and faculty before departing. The accreditation team will provide informal desk-side feedback to the commandant (in case of a CoE, to a combined session of CoE commander and school commandants) at their request the day before the official out-briefing. Evaluators are expected to attend all scheduled meetings on time, including evening team

meetings to receive updates and share pertinent information with the team. CoE out-briefs will include CoE and school leadership/staff.

g. Reports. Accreditation team evaluators will prepare individual evaluator reports for each standard evaluated for every applicable school and submit the director-approved reports to the TRADOC QAO in accordance with the established timelines for each visit. Individual evaluator reports will be prepared using the TRADOC-approved format. The TRADOC QAO will prepare an Accreditation Summary Report, Accreditation Executive Summary, Certificate of Accreditation, and Summary of Accreditation Ratings for the respective CoE, school, or NCOA as appropriate, attach enclosures, and submit to TRADOC CG for approval (see Appendix C).

(1) Executive Summaries. Executive summaries will be signed as follows:

(a) TRADOC CoE/schools, non-TRADOC schools, RC learning institutions and NCOAs accredited by the TRADOC QAO: TRADOC QAO Director.

(b) RC learning institutions accredited/assessed by proponent QAO/QAE: Proponent QAO/QAE Director.

(2) Certificates. Certificates of accreditation will be signed as follows:

(a) TRADOC CoE/school and non-TRADOC school: TRADOC CG and DCG/CoS.

(b) RC learning institutions accredited by the TRADOC QAO: TRADOC CG and DCG/CoS.

(c) RC learning institutions accredited by proponent QAO/QAE: Proponent CG and other as designated.

(d) Army NCOAs: TRADOC CG and CSM.

#### h. Levels of Accreditation

(1) The level of accreditation will be based on culmination of standard ratings assigned to an institution. There are four levels of accreditation:

(a) Level IV: Learning Institution of Excellence

(b) Level III: Full Accreditation

(c) Level II: Conditional Accreditation

(d) Level I: Candidate for Accreditation

(2) If an institution achieves a rating lower than “Full Accreditation” the institution will be placed on probation and the TRADOC QAO will coordinate a re-visit by appropriate core

function lead evaluators within 12 months to reevaluate all standards that received a “Met with comment” or “Not met” rating. Institutions will be required to submit a get-well plan to layout the steps they will take in order to meet a “Full Accreditation” rating. Proponent schools will do the same for their affiliated RC training institutions. Institutions that fail a subsequent accreditation while on probation will lose the ability to provide graduation documents (constructive or equivalent credit, graduation certificates, Department of the Army Form 1059’s, diplomas, etc.) to students from courses instructed at that institution.

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## **Chapter 4**

### **QA Evaluator Training Requirements**

#### **4-1. Quality Assurance Evaluator Course (QAEC)**

The QAEC is a course designated for personnel specifically assigned to an authorized QA position or designated to perform QA responsibilities within their organizations. The course will be conducted by the TRADOC QAO on a regular and continuing basis to ensure all personnel performing QA functions are effectively trained and educated on those duties. Personnel who request enrollment and are not in QA positions but assist with preparing their institutions for accreditation will need approval from the TRADOC QAO.

#### **4-2. Evaluator Certification**

Minimum evaluator certification training requirements for all permanent accreditation team members include completion of the QAEC and observation of a formal accreditation visit. These requirements will not be waived and will be completed prior to performing an accreditation evaluation. Additional observations will be at the discretion of the respective QAO director.

#### **4-3. Evaluator Professional Development**

It is recommended that accreditation team members take courses in the following areas:

- Analysis, Design, Development, Implementation, and Evaluation (ADDIE)
- Faculty Development Programs I and/or II
- Basic Instructor Training
- Initial Entry Training (IET) Cadre Training
- Small Group Instructor Training
- Distance Learning or Video Teletraining Instructor Training
- Contemporary Operational Environment
- Interactive Multimedia Instruction (IMI) Development
- Test Development
- TRADOC Test Item Writing

## **Appendix A**

### **References**

AR 11-2  
Managers' Internal Control Program

AR 350-1  
Army Training and Leader Development

TR 10-5  
Organization and Functions, U.S. Army TRADOC

TR 350-18  
The Army School System

TR 350-70  
Systems Approach to Training Management, Processes, and Products

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## **Appendix B**

### **Major Accreditation Timelines**

Timelines designated below will vary based on organizational structure.

**Table B-1. Major Accreditation Timelines**

<b>Event</b>	<b>Timelines</b>
Coordinate accreditation date with school	3 years prior to visit
Send letter of notification to school	120 days prior to visit
Request all courses in session during visit from school	90 days prior to visit
Select focus courses for accreditation visit	75 days prior to visit
Coordinate accreditation schedule for site visit	60 days prior to visit
School uploads self-assessment and required documents	60 days prior to visit
Coordinate VTC/DCO in-briefing	2 weeks prior to visit
Send draft accreditation reports for school review	2-3 weeks after visit
Send CG-approved accreditation report to school	75 days after visit

## Appendix C

### Report Requirements

**Table C-1. Report Requirements**

<b>School Review Reports</b>	<b>Contents</b>
TRADOC QAO accredited CoE - Overall	This report does not require school review
TRADOC QAO accredited CoE – Staff and Training Functions	EXSUM, Summary of Ratings, Individual Accreditation Reports
TRADOC QAO accredited School/College/NCOA	EXSUM, Summary of Ratings, Individual Accreditation Reports
TRADOC QAO accredited RTI/MFTB/MFTU/Division/NCOA	EXSUM, Summary of Ratings, Individual Accreditation Reports
Proponent TASS Brigade Accreditation	EXSUM, Summary of Ratings, Individual Accreditation Reports
Proponent TASS Battalion Accreditation	EXSUM, Summary of Ratings, Individual Accreditation Reports
Proponent TASS Company Assessments	EXSUM, Summary of Ratings, Individual Accreditation Reports
Proponent USAR Technical Training Center Assessments	EXSUM, Summary of Ratings, Individual Accreditation Reports
Final Reports for CG Approval	Contents
TRADOC QAO accredited CoE - Overall	TRADOC Form 5, TRADOC CG Notification Memo, Certificate, EXSUM, Certificate (11X17), CoE Overall Concept
TRADOC QAO accredited CoE – Staff and Training Functions	TRADOC Form 5, TRADOC CG Notification Memo, Certificate (8 ½X11), EXSUM, Summary of Ratings, CoE Acceptance/Reclama Memo, Reclama Response Memo
TRADOC QAO accredited School/College/NCOA	TRADOC Form 5, TRADOC CG Notification Memo, Certificate (8 ½X11), EXSUM, Summary of Ratings, CoE Acceptance/Reclama Memo, Reclama Response Memo
TRADOC QAO accredited RTI/MFTB/MFTU/Division/NCOA	TRADOC Form 5, TRADOC CG Notification Memo, Certificate (8 ½X11), EXSUM, Summary of Ratings, CoE Acceptance/Reclama Memo, Reclama Response Memo
Proponent TASS Brigade Accreditation	Proponent CG Notification Memo, Certificate (8 ½X11), EXSUM, Summary of Ratings, CoE Acceptance/Reclama Memo, Reclama Response Memo
Proponent TASS Battalion Accreditation	Proponent CG Notification Memo, Certificate (8 ½X11), EXSUM, Summary of Ratings, CoE Acceptance/Reclama Memo, Reclama Response Memo
Proponent TASS Company Assessments	EXSUM, Summary of Ratings, CoE Acceptance/Reclama Memo, Reclama Response Memo
Proponent USAR Technical Training Center Assessments	EXSUM, Summary of Ratings, CoE Acceptance/Reclama Memo, Reclama Response Memo

## **Glossary**

### **Section I Abbreviations**

AEAS	Army Enterprise Accreditation Standards
ARNG	Army National Guard
CG	commanding general
CoE	Center of Excellence
DCG/CoS	Deputy Commanding General/Chief of Staff
DOTMLPF	doctrine, organizations, training, materiel, leadership and education, personnel, and facilities
HHI	higher headquarters issue
LON	letter of notification
MEP	Master Evaluation Plan
MFTB	multifunctional training brigade
MFTU	multifunctional training unit
NCOA	Noncommissioned Officer Academy
POC	point of contact
QA	quality assurance
QAE	Quality Assurance Element
QAEC	Quality Assurance Evaluator Course
QAO	Quality Assurance Office
RC	Reserve component
RTI	regional training institute
TASS	The Army School System
TRADOC	United States Army Training and Doctrine Command
USAR	United States Army Reserve
USARC	United States Army Reserve Command
VTC	video teleconference

### **Section II Terms**

#### **accreditation**

A disciplined approach to ensuring standardization across the Army. It assures the command that training institutions meet accepted standards and higher headquarters guidance; it addresses the quality of our graduates and other concerns from the field. It is the result of an evaluative process that certifies an institution meets the required percentage of TRADOC Accreditation standards with a focus on quality current and relevant training and education that meets the needs of the Army.

**assessment**

The process for determining the current or projected training proficiency status of units, leaders and Soldiers and for identifying how to improve training proficiency, education/training products and the training process. It involves evaluating training and training support, providing feedback, conducting training assessments, conducting organizational assessments and taking corrective action to improve future training.

**assistance visit**

A visit to an organization by a person or team having expertise in a particular area to help the organization identify its strengths and weaknesses and to make recommendations for improvement. Within the TRADOC Quality Assurance Program, an assistance visit is a visit to a training or education institution by a person or team representing the accrediting agency to assess the institution's strengths and weaknesses in terms of the Army's Accreditation Standards and to make recommendations for improvement.

**certification**

A formal written confirmation by a proponent organization or certifying agency that an individual or team can perform assigned critical tasks to prescribed standard. The team or individual must demonstrate its ability to perform the critical tasks to the prescribed standard before certification is issued.

**evaluation**

A systematic, continuous process to appraise the quality (or determine the deficiency), efficiency and effectiveness of a program, process or product. It provides the mechanism for decision makers to assure quality.

**internal evaluation**

The evaluation process that provides the means to determine whether the training and training development efforts have accomplished what was intended. It determines if the objectives of the training have been met and verifies the effective use of the process to meet minimum essential analysis, design, development, implementation and evaluation requirements.

**quality assurance**

Provides the commander assurance that the organization is efficiently and effectively meeting its mission requirements and ensures controls are in place to effect quality performance across the command. It employs quality control, assessment processes and statistical measurements to assess organizational effectiveness, efficiency and economy, to ensure all programs, products and processes have been fully integrated across the DOTMLPF, and to ensure organization/program/process improvements.

**reserve component training institutions**

The generic name which applies to all schools, academies, and centers operated by the RC to train individuals.

**self-assessment: education/training institution**

The application of internal evaluation by an Army education/training institution. The institution compares itself against the approved, published accreditation standards. It is a formal opportunity for an institution to examine itself critically; assess and document its strengths and weaknesses; and to develop plans that sustain strengths, improve weaknesses and improve its ability to accomplish its missions. It is an essential tool for an organization seeking continuous improvement. It provides the opportunity to share the institution's improved procedures with other education/training institutions. A formal self-assessment results in documentation that an accreditation team can use for preparation and conduct of the formal accreditation evaluation.

**The Army School System (TASS)**

Fully accredited and integrated active Army, ARNG, and USAR schools that provide standard resident and nonresident (distributed learning) training and education for the Army.