<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 Foreword</td>
<td>vii</td>
</tr>
<tr>
<td>22 Introduction</td>
<td>vii</td>
</tr>
<tr>
<td>23 0 Introduction</td>
<td>viii</td>
</tr>
<tr>
<td>24 0.1 General</td>
<td>viii</td>
</tr>
<tr>
<td>25 0.2 Relevance</td>
<td>viii</td>
</tr>
<tr>
<td>26 0.3 Relationship between ISO 21001 and other ISO Standards</td>
<td>ix</td>
</tr>
<tr>
<td>27 0.4 Principles for a Management System for Educational Organizations</td>
<td>ix</td>
</tr>
<tr>
<td>28 0.5 Process Approach</td>
<td>x</td>
</tr>
<tr>
<td>29 0.5.1 General</td>
<td>x</td>
</tr>
<tr>
<td>30 0.5.2 Plan-Do-Check-Act Cycle</td>
<td>xi</td>
</tr>
<tr>
<td>31 0.5.3 Risk-based thinking</td>
<td>xi</td>
</tr>
<tr>
<td>32 0.6 Organization Mission, Vision and Strategy</td>
<td>xii</td>
</tr>
<tr>
<td>33 1 Scope</td>
<td>1</td>
</tr>
<tr>
<td>34 2 Normative references</td>
<td>1</td>
</tr>
<tr>
<td>35 3 Terms and definitions</td>
<td>1</td>
</tr>
<tr>
<td>36 4 Context of the Organization</td>
<td>9</td>
</tr>
<tr>
<td>37 4.1 Understanding the organization and its context</td>
<td>9</td>
</tr>
<tr>
<td>38 4.2 Understanding the needs and expectations of interested parties</td>
<td>9</td>
</tr>
<tr>
<td>39 4.3 Determining the scope of the EOMS</td>
<td>9</td>
</tr>
<tr>
<td>40 4.4 The EOMS and its processes</td>
<td>10</td>
</tr>
<tr>
<td>41 5 Leadership</td>
<td>11</td>
</tr>
<tr>
<td>42 5.1 Leadership and commitment</td>
<td>11</td>
</tr>
<tr>
<td>43 5.1.1 General</td>
<td>11</td>
</tr>
<tr>
<td>44 5.1.2 Focus on Learners and Other Beneficiaries</td>
<td>12</td>
</tr>
<tr>
<td>45 5.2 Policy</td>
<td>12</td>
</tr>
<tr>
<td>46 5.2.1 Developing the organization’s policy</td>
<td>12</td>
</tr>
<tr>
<td>47 5.2.2 Communicating the organization’s policy</td>
<td>12</td>
</tr>
<tr>
<td>48 5.3 Organization roles, responsibilities and authorities</td>
<td>12</td>
</tr>
<tr>
<td>49 6 Planning</td>
<td>13</td>
</tr>
<tr>
<td>50 6.1 Actions to address risks and opportunities</td>
<td>13</td>
</tr>
<tr>
<td>51 6.2 Educational organization's objectives and planning to achieve them</td>
<td>14</td>
</tr>
<tr>
<td>52 6.3 Planning of Changes</td>
<td>14</td>
</tr>
<tr>
<td>53 7 Support</td>
<td>15</td>
</tr>
<tr>
<td>54 7.1 Resources</td>
<td>15</td>
</tr>
<tr>
<td>55 7.1.1 General</td>
<td>15</td>
</tr>
<tr>
<td>56 7.1.2 Human Resources</td>
<td>15</td>
</tr>
<tr>
<td>57 7.1.3 Facilities</td>
<td>15</td>
</tr>
<tr>
<td>58 7.1.4 Environment for the operation of educational processes</td>
<td>16</td>
</tr>
<tr>
<td>59 7.1.5 Monitoring and measuring resources</td>
<td>17</td>
</tr>
<tr>
<td>60 7.1.6 Organizational Knowledge</td>
<td>17</td>
</tr>
<tr>
<td>61 7.2 Competence</td>
<td>18</td>
</tr>
<tr>
<td>62 7.3 Awareness</td>
<td>19</td>
</tr>
<tr>
<td>63 7.4 Communication</td>
<td>19</td>
</tr>
</tbody>
</table>
10 Improvement ................................................................. 38
10.1 General ........................................................................ 38
10.2 Nonconformity and corrective action .......................... 38
10.3 Continual improvement ............................................. 39

Annex A (normative) Additional Requirements for Special Needs Education .......... 40
A.1 General ........................................................................ 40
A.2 Additional requirements to clauses .............................. 40
A.2.1 Additional requirements to 5.1.1 Leadership and commitment - general .......... 40
A.2.2 Additional requirements to 7.2 Competence ................ 41
A.2.3 Additional note to 8.2.1 Determination of requirements for products and services ..... 41
A.2.4 Additional requirements to 8.5.3 Delivery of programmes ............................... 42
A.2.5 Additional requirements to 9.1.5 Methods for monitoring, measurement, analysis and evaluation ....................................................... 42

Annex B (normative) Additional Requirements for Research ..................................... 43
B.1 Introduction .................................................................... 43
B.2 Examples of research Involvement of educational organization interested parties .... 43
B.3 Provision of research principles and guidelines .............. 43
B.4 Provision of information regarding research processes .......... 44
B.5 Training and consultation ............................................. 44

Annex C (normative) Additional Requirements for Early Childhood Education ........ 46
C.1 General ........................................................................ 46
C.2 Facilities ........................................................................ 46
C.3 Competence .................................................................... 46
C.4 Communication ............................................................ 46
C.5 Individual Learning Plans .............................................. 46
C.6 Reception and Delivery of the Child ............................... 47
C.6.1 Reception of the Child .................................................. 47
C.6.2 Delivery of the Child .................................................... 47
C.7 Hygiene care ................................................................... 47
C.8 Care in situation of illness or accident ......................... 48
C.9 Pedagogical-Playful Materials, Equipment and Spaces ........... 48

Annex D (informative) Principles for a Management System for Educational Organizations (EOMS) ................................................................. 49
D.1 A focus on the needs of learners and other beneficiaries .......... 49
D.2 Learning-Centeredness .................................................. 49
D.3 Visionary Leadership ..................................................... 49
D.4 Engagement of People .................................................. 49
D.5 Process Approach ....................................................... 49
D.6 Improvement .................................................................. 49
D.7 Evidence-Based Decisions ............................................. 49
D.8 Relationship Management ............................................ 50
D.9 Social responsibility ..................................................... 50
D.10 Accessibility and Equity ................................................ 50
D.11 Ethical conduct in education ....................................... 50
D.12 Data Security & Protection ......................................... 50
D.13 Holistic Approach ...................................................... 50
D.14 Adaptability ............................................................... 51
D.15 Extensibility ............................................................... 51

Annex E (informative) Classification of Interested Parties ......................................... 52
E.1 Interested Parties for an EOMS ...................................... 52
### Foreword

ISO (the International Organization for Standardization) is a worldwide federation of national standards bodies (ISO member bodies). The work of preparing International Standards is normally carried out through ISO technical committees. Each member body interested in a subject for which a technical committee has been established has the right to be represented on that committee. International organizations, governmental and non-governmental, in liaison with ISO, also take part in the work. ISO collaborates closely with the International Electrotechnical Commission (IEC) on all matters of electrotechnical standardization.

The procedures used to develop this document and those intended for its further maintenance are described in the ISO/IEC Directives, Part 1. In particular the different approval criteria needed for the different types of ISO documents should be noted. This document was drafted in accordance with the editorial rules of the ISO/IEC Directives, Part 2 (see www.iso.org/directives).

Attention is drawn to the possibility that some of the elements of this document may be the subject of patent rights. ISO shall not be held responsible for identifying any or all such patent rights. Details of any patent rights identified during the development of the document will be in the Introduction and/or on the ISO list of patent declarations received (see www.iso.org/patents).

Any trade name used in this document is information given for the convenience of users and does not constitute an endorsement.

For an explanation on the meaning of ISO specific terms and expressions related to conformity assessment, as well as information about ISO’s adherence to the World Trade Organization (WTO) principles in the Technical Barriers to Trade (TBT) see the following URL: www.iso.org/iso/foreword.html.

The committee responsible for this document is ISO/PC288/WG1.
Introduction

0 Introduction

0.1 General

ISO 21001 provides a common management tool for organizations providing educational products and services capable of meeting learners' and other beneficiaries' requirements.

0.2 Relevance

There is a critical and continuous need for educational organizations to evaluate the degree to which they meet the requirements of learners and other beneficiaries, as well as other relevant interested parties (for a classification of interested parties in educational organizations refer to Annex E) and to improve their ability to continue to do so.

Although educational organizations and learners worldwide are the main beneficiaries of this management system standard, all interested parties will benefit from standardized management systems in educational organizations.

EXAMPLE Employers who sponsor and encourage staff to participate in educational services may also benefit from the standard.

The potential benefits to an organization of implementing a Management System for Educational Organizations (EOMS) based on this international standard are:

a) better alignment of policy (including mission and vision) with objectives and activities;

b) inclusive and equitable quality education for all;

c) facilitation of self-directed learning and lifelong learning opportunities;

d) more personalized learning and effective response to all learners and particularly to learners with special education needs and distance learners;

e) consistent processes and evaluation tools to demonstrate and increase effectiveness and efficiency;

f) increased credibility of the organization;

g) a means that enables educational organizations to demonstrate their commitment to effective quality management practices;

h) a culture for organizational improvement;

i) harmonization of national and proprietary standards within an international framework;

j) widened participation of interested parties;

k) stimulation of excellence and innovation.
0.3 Relationship between ISO 21001 and other ISO Standards

ISO 21001 is a stand-alone management system standard, aligned with ISO 9001 (without being a sector application). It focuses on the management systems of educational organizations as well as the impact of these on learners and other relevant interested parties.

This international standard applies the high-level structure, identical subtitles, identical text, common terms, and core definitions of Annex SL of ISO/IEC Directives, Part 1, Consolidated ISO Supplement, and therefore maintains compatibility with other management system standards that have adopted the Annex SL. This common approach defined in the Annex SL will be useful for those organizations that choose to operate a single management system that meets the requirements of two or more management system standards.

0.4 Principles for a Management System for Educational Organizations

This EOMS entails the following management principles:

a) focus on the needs of learners and other beneficiaries;
b) learning-centeredness;
c) visionary leadership;
d) engagement of learners and interested parties;
e) process approach;
f) improvement;
g) evidence-based decisions;
h) relationship management;
i) social responsibility;
j) accessibility and equity;
k) ethical conduct in education;
l) data security and protection;
m) holistic approach;
n) adaptability;
o) extensibility.

NOTE the details of these principles are analysed in Annex D.
0.5 Process Approach

0.5.1 General

This International Standard promotes the adoption of a process approach when developing, implementing and improving the effectiveness of a quality management system, to enhance learner and other beneficiary satisfaction by meeting learner and other beneficiary requirements. Specific requirements considered essential to the adoption of a process approach are included in 4.4.

Understanding and managing interrelated processes as a system contributes to the organization's effectiveness and efficiency in achieving its intended results. This approach enables the organization to control the interrelationships and interdependencies among the processes of the system, so that the overall performance of the organization can be enhanced.

The process approach involves the systematic definition and management of processes, and their interactions, so as to achieve the intended results in accordance with the policy, objectives and strategic plan of the organization. Management of the processes and the system as a whole can be achieved using the PDCA cycle (see 0.5.2) with an overall focus on risk-based thinking (see 0.5.3) aimed at taking advantage of opportunities and preventing undesirable results. The application of the process approach in an EOMS enables:

— understanding and consistency in meeting requirements;
— the consideration of processes in terms of added value;
— the achievement of effective process performance;
— improvement of processes based on evaluation of data and information.

Figure 1 gives a schematic representation of any process and shows the interaction of its elements. The monitoring and measuring check points, which are necessary for control, are specific to each process and will vary depending on the related risks.

![Figure 1 — Schematic Representation of the Elements of a Single Process (Assessment of the Educational Effectiveness Process)](image-url)
0.5.2 Plan-Do-Check-Act Cycle

The PDCA cycle can be applied to all processes and to the quality management system as a whole.

Figure 2 illustrates how Clauses 4 to 10 can be grouped in relation to the PDCA cycle.

![Diagram showing the PDCA cycle and its application to the EOMS structure.]

NOTE Numbers in brackets refer to clauses in this international standard.

**Figure 2 — Representation of the structure of this International Standard in the PDCA cycle**

The PDCA cycle can be briefly described as follows:

— **Plan:** establish the objectives of the system and its processes, and the resources needed to deliver results in accordance with learners' and other beneficiaries' requirements and the organization's policies, and identify and address risks and opportunities;

— **Do:** implement what was planned;

— **Check:** monitor and (where applicable) measure processes and the resulting products and services against policies, objectives, requirements and planned activities, and report the results;

— **Act:** take actions to improve performance, as necessary

0.5.3 Risk-based thinking

Risk-based thinking is essential for achieving an effective EOMS. To conform to the requirements of this International Standard, an organization needs to plan and implement actions to address risks and
opportunities. Addressing both risks and opportunities establishes a basis for increasing the effectiveness of the quality management system, achieving improved results and preventing negative effects.

Opportunities can arise as a result of a situation favourable to achieving an intended result, for example, a set of circumstances that allow the organization to attract learners and other beneficiaries, develop new products and services, reduce waste or improve productivity. Actions to address opportunities can also include consideration of associated risks. Risk is the effect of uncertainty and any such uncertainty can have positive or negative effects. A positive deviation arising from a risk can provide an opportunity, but not all positive effects of risk result in opportunities.

### 0.6 Organization Mission, Vision and Strategy

Figure 3 shows how the EOMS policy statements translate the strategy used to bring the organization's mission (reason of being) closer to its vision (ideal future):

![Figure 3](image)

The EOMS policy statements are framed by the organization’s culture (the complete set of beliefs and values that condition its behaviour) and by the EOMS principles. By its turn, the EOMS Policy statements provide the framework for the establishment of the EOMS objectives, which are periodically revised to assure the organization’s mission is effectively and efficiently accomplished while walking the continuous path towards the organization’s vision.
Educational Organizations — Management System for Educational Organizations — Requirements with Guidance for Use

1 Scope

This International Standard specifies requirements for a management system for educational organizations when such an organization:

a) needs to demonstrate its ability to support the acquisition and development of knowledge, skills and attitudes through teaching, learning or research, and

b) aims to enhance satisfaction of learners, other beneficiaries, and staff through the effective application of its EOMS, including processes for improvement of the system and assurance of conformity to learners’ and other beneficiaries’ requirements.

All requirements of this International Standard are generic and intended to be applicable to any organization which uses a curriculum to support the development of knowledge, skills and attitudes through teaching, learning or research, regardless of type or size or methods of delivery.

This standard can be applied to educational organizations within larger organizations whose core business is not education such as professional training departments.

This standard does not apply to organizations who only produce/manufacture educational products.

Additional specific requirements for:

a) special needs education;

b) research; and

c) early childhood education

are provided in normative Annexes A, B, and C respectively.

2 Normative references

There are no normative references. This is included to maintain numbering alignment with other ISO management system standards.

3 Terms and definitions

For the purposes of this document, the following terms and definitions apply:
3.1 organization

person (3.36) or group of people that has its own functions with responsibilities, authorities and relationships to achieve its objectives (3.8)

Note 1 to entry: The concept of organization includes, but is not limited to sole-trader, company, corporation, firm, enterprise, authority, partnership, charity or institution, or part or combination thereof, whether incorporated or not, public or private.

3.2 interested party (preferred term)

stakeholder (admitted term)

person (3.36) or organization (3.1) that can affect, be affected by, or perceive itself to be affected by a decision or activity

Note 1 to entry: Refer to Annex E for a classification of interested parties in educational organizations (3.22).

3.3 requirement

need or expectation that is stated, generally implied or obligatory

Note 1 to entry: “Generally implied” means that it is custom or common practice for the organization and interested parties that the need or expectation under consideration is implied.

Note 2 to entry: A specified requirement is one that is stated, for example in documented information.

3.4 management system

set of interrelated or interacting elements of an organization (3.1) to establish policies (3.7) and objectives (3.8) and processes (3.12) to achieve those objectives

Note 1 to entry: A management system can address a single discipline or several disciplines.

Note 2 to entry: The system elements include the organization’s structure, roles and responsibilities, planning and operation.

Note 3 to entry: The scope of a management system may include the whole of the organization, specific and identified functions of the organization, specific and identified sections of the organization, or one or more functions across a group of organizations.

3.5 top management

person (3.36) or group of people who directs and controls an organization (3.1) at the highest level

Note 1 to entry: Top management has the power to delegate authority and provide resources within the organization.

Note 2 to entry: If the scope of the management system (3.4) covers only part of an organization, then top management refers to those who direct and control that part of the organization.
3.6 effectiveness

extent to which planned activities are realized and planned results achieved

3.7 policy

intentions and direction of an organization (3.1), as formally expressed by its top management (3.5)

3.8 objective

result to be achieved

Note 1 to entry: An objective can be strategic, tactical, or operational.

Note 2 to entry: Objectives can relate to different disciplines (such as educational, financial, health and safety, and environmental goals) and can apply at different levels (such as strategic, organization-wide, project, product and process (3.12)).

Note 3 to entry: An objective can be expressed in other ways, e.g. as an intended outcome, a purpose, an operational criterion, as an EOMS objective, or by the use of other words with similar meaning (e.g. aim, goal, or target).

Note 4 to entry: In the context of Management Systems for Educational Organizations, EOMS objectives are set by the organization, consistent with the EOMS policy, to achieve specific results.

3.9 risk

effect of uncertainty

Note 1 to entry: An effect is a deviation from the expected — positive or negative.

Note 2 to entry: Uncertainty is the state, even partial, of deficiency of information related to, understanding or knowledge of, an event, its consequence, or likelihood.

Note 3 to entry: Risk is often characterized by reference to potential “events” (as defined in ISO Guide 73:2009, 3.5.1.3) and “consequences” (as defined in ISO Guide 73:2009, 3.6.1.3), or a combination of these.

Note 4 to entry: Risk is often expressed in terms of a combination of the consequences of an event (including changes in circumstances) and the associated “likelihood” (as defined in ISO Guide 73:2009, 3.6.1.1) of occurrence.

3.10 competence

ability to apply knowledge (3.48) and skills (3.47) to achieve intended results

3.11 documented information

information required to be controlled and maintained by an organization (3.1) and the medium on which it is contained

Note 1 to entry: Documented information can be in any format and media, and from any source.

Note 2 to entry: Documented information can refer to:
— the management system (3.4), including related processes (3.12);
— information created in order for the organization to operate (documentation);
— evidence of results achieved (records).

3.12 process
set of interrelated or interacting activities which transforms inputs into outputs

3.13 performance
measurable result

Note 1 to entry: Performance can relate either to quantitative or qualitative findings.
Note 2 to entry: Performance can relate to the management of activities, processes (3.12), products (including services), systems or organizations (3.1).

3.14 outsource (verb)
make an arrangement where an external organization (3.1) performs part of an organization’s function or process (3.12)

Note 1 to entry: An external organization is outside the scope of the management system (3.4), although the outsourced function or process is within the scope.

3.15 monitoring
determining the status of a system, a process (3.12) or an activity

Note 1 to entry: To determine the status, there may be a need to check, supervise or critically observe.

3.16 measurement
process (3.12) to determine a value

3.17 audit
systematic, independent and documented process (3.12) for obtaining audit evidence and evaluating it objectively to determine the extent to which the audit criteria are fulfilled

Note 1 to entry: An audit can be an internal audit (first party) or an external audit (second party or third party), and it can be a combined audit (combining two or more disciplines).
Note 2 to entry: An internal audit is conducted by the organization itself, or by an external party on its behalf.
Note 3 to entry: “Audit evidence” and “audit criteria” are defined in ISO 19011.

3.18 conformity
fulfilment of a requirement (3.3)
3.19 nonconformity
non-fulfilment of a requirement (3.3)

3.20 corrective action
action to eliminate the cause of a nonconformity (3.19) and to prevent recurrence

3.21 continual improvement
recurring activity to enhance performance (3.13)

3.22 educational organization
organization (3.1) whose core business is the provision of educational products (3.24) and educational services (3.23)

3.23 educational service
process (3.12) which supports acquisition and development of learners' knowledge (3.48), skills (3.47) and attitudes (3.49) through teaching, learning or research

3.24 educational product (preferred term)
learning resource (admitted term)
tangible or intangible good used in pedagogical support of an educational service (3.23)

Note 1 to entry: Educational products can include textbooks (print and digital), workbooks, worksheets, manipulatives (blocks, beads, etc.), flashcards, educator workshops, non-fiction, books, posters, educational games, apps, websites, software, online courses, activity books, graphic novels, reference books, DVDs, CDs, magazines & periodicals, study guides, teacher guides, labs, models, movies, televisions shows, webcasts, podcasts, maps & atlases.

Note 2 to entry: Educational products may be produced by any parties, including learners.

3.25 learner
beneficiary (3.36) acquiring and developing knowledge, skills and attitudes using an educational service (3.23)

3.26 beneficiary
person (3.36) or group of persons benefiting from the products and services of an educational organization, and whom the educational organization (3.22) is obliged to serve by virtue of its mission (3.31)

Note 1 to entry: Refer to Annexe E for a list of beneficiaries.
3.27 **educator**

*person* (3.36) who performs *teaching* (3.44) activities

Note 1 to entry: In different contexts, an educator may be referred to as a teacher, a trainer, a coach, a facilitator, a tutor, a consultant, an instructor or a mentor.

3.28 **curriculum**

*a description of what, why, how and how well learners should learn in a systematic and intentional way*

Note 1 to entry: A curriculum can include, but is not limited to, the learning aims or objectives, content, learning outcomes, teaching and learning methods, performance indicators, assessment procedures, that are related to learning. It can also be referred to as a competence profile, competence referential, study programme or teaching plan.

3.29 **social responsibility**

*responsibility of an organization* (3.1) for the impacts of its decisions and activities on society and the environment, through transparent and ethical behaviour that

— contributes to sustainable development, including health and the welfare of society;

— takes into account the expectations of *interested parties* (3.2);

— is in compliance with applicable law and consistent with international norms of behaviour; and

— is integrated throughout the *organization* (3.1) and practiced in its relationships

Note 1 to entry: activities include products, services and *processes* (3.12).

Note 2 to entry: relationships refer to an organization’s activities within its sphere of influence.

[SOURCE: ISO 26000:2010, 2.18]

3.30 **vision**

aspirations of an *organization* (3.1) in relation to its desired future condition and duly aligned with its *mission* (3.31)

3.31 **mission**

reason for being, mandate and scope an *organization* (3.1), translated into the context in which it operates

3.32 **strategic plan**

general approach to follow in achieving a *mission* (3.31) or objective, in line with the *vision* (3.30) of an *organization* (3.1)
3.33 course
distinct set of teaching and learning activities, designed to meet defined learning objectives (3.8)

Note 1 to entry: A course may be known as a credit-unit or as a subject.

3.34 programme
consistent set of courses (3.33) designed to meet defined learning objectives (3.8) and leading to recognition

Note 1 to entry: Recognition can take the form of a degree, a certificate of completion, a certificate of participation, a credit-point, a badge and other forms.

3.35 person (preferred term)
individual (admitted term)

human being, i.e. a natural person, who acts as a distinct indivisible entity or is considered as such


3.36 staff
person(s) (3.35) who work for and within an organization (3.22).

3.37 usability
extent to which a product, service, environment, or facility can be used by specified users to achieve specified goals, with effectiveness, efficiency and satisfaction, in a specified context of use


3.38 accessibility
usability (3.37) of a product, service, environment, or facility by people within the widest range of capabilities


3.39 distance education
mode of delivering education where the educator and learner are in different physical spaces

Note 1 to entry: distance education can apply to situations where a program is delivered, completely or partially, using printed material and by online media and services.

3.40 educational delivery
delivery of an educational service (3.23) to learners
Note 1 to entry: methods of educational delivery can include face-to-face communication in a classroom, using online communication, physical distribution of printed material or hardware, broadcast media or a combination of these.

3.41 library service
educational service by which an organization (3.1) maintains a repository of educational products (3.24) and makes it available to learners (3.24) and educators (3.27)

3.42 didactics
science whose main object is methods of teaching specific subject content

Note 1 to entry: Method of teaching is related to what, when and how to teach a specific subject content.

3.43 pedagogy
science whose main object is education

Note 1 to entry: Pedagogy is related to different general aspect such as: learning, assessing difficulties, student characteristics, curriculums and environment.

3.44 teaching
working with learners (3.24) to assist and support them with learning

Note 1 to entry: working with learners implies designing, leading and following up learning activities.

Note 2 to entry: teaching can combine different roles: content delivery, facilitation, mentorship, community builder and to a certain extent counsellor and academic guidance provider.

3.45 self-directed learning
process in which individuals take the initiative with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying resources for learning, choosing and implementing learning strategies and/or evaluating learning

3.46 lifelong learning
provision or use of learning opportunities throughout people's lives in order to foster their continuous development

3.47 skill
set of know-how that allows a person to master an activity and succeed in accomplishing a task

Note 1 to entry: skill can be cognitive, emotional, social or psychomotor

3.48 knowledge
facts, information, principles or understanding acquired through experience or education
3.49 **attitude**

manner of thinking, feeling or behaving

4 **Context of the Organization**

4.1 **Understanding the organization and its context**

The organization shall determine external and internal issues, that are relevant to its purpose, social responsibility and its strategic direction and that affect its ability to achieve the intended results(s) of its EOMS.

The organization shall monitor and review information about these external and internal issues.

**NOTE 1** Issues can include positive and negative factors or conditions for consideration.

**NOTE 2** Understanding the external context can be facilitated by considering issues arising from legal, technological, competitive, market, cultural, social, political, economic and environmental factors, whether international, national, regional or local.

**NOTE 3** Understanding the internal context can be facilitated by considering issues related to values, culture, knowledge and performance of the organization.

**NOTE 4** Strategic direction can be expressed through documented information such as the organizational mission or vision statement.

4.2 **Understanding the needs and expectations of interested parties**

Due to their effect or potential effect on the organization’s ability to consistently and sustainably provide products and services, the organization shall determine:

a) the interested parties that are relevant to the EOMS;

b) the requirements of these interested parties that are relevant to the EOMS.

These interested parties shall include:

- learners;

- other beneficiaries;

- staff of the organization.

The organization shall monitor and review information about these interested parties and their relevant requirements.

**NOTE** Refer to Annex E for a classification of interested parties in organizations.

4.3 **Determining the scope of the EOMS**

The organization shall determine the boundaries and applicability of the EOMS to establish its scope.
When determining this scope, the organization shall consider:

a) the external and internal issues referred to in 4.1;

b) the requirements of relevant interested parties referred to in 4.2;

c) the products and services of the organization.

The organization shall apply all the requirements of this International Standard if they are applicable within the determined scope of its EOMS.

The scope of the EOMS shall be available and be maintained as documented information. The scope shall state the types of products and services covered, and provide justification for any requirement of this International Standard that the organization determines is not applicable to its EOMS.

Conformity to this International Standard may only be claimed if the requirements determined as not being applicable do not affect the organization’s ability or responsibility to ensure the conformity of its products and services and the enhancement of learners’ and other beneficiaries’ satisfaction.

All products and services provided to learners by an educational organization shall be included within the scope of this EOMS.

4.4 The EOMS and its processes

4.4.1 The organization shall establish, implement, maintain and continually improve an EOMS, including the processes needed and their interactions, in accordance with the requirements of this International Standard.

The organization shall determine processes for the EOMS and their application throughout the organization and shall:

a) determine the inputs required and the outputs expected from these processes;

b) determine the sequence and interaction of these processes;

c) determine and apply the criteria and methods (including monitoring, measurement and related performance indicators) needed to ensure the effective operation and control of these processes;

d) determine the resources needed for these processes and ensure their availability;

e) assign the responsibilities and authorities for these processes;

f) address the risks and opportunities as determined in accordance with the requirements of 6.1;

g) evaluate these processes and implement any changes needed to ensure that these processes achieve their intended results;

h) improve the processes and the EOMS.

4.4.2 To the extent necessary, the organization shall:

a) maintain documented information to support the operation of its processes;
b) retain documented information to have confidence that the processes are being carried out as planned.

5 Leadership

5.1 Leadership and commitment

5.1.1 General

Top management shall demonstrate leadership and commitment with respect to the EOMS by:

a) being accountable for the effectiveness of the EOMS;

b) ensuring that the organizational policy and organizational objectives are established for the educational organization and are compatible with the context and strategic direction of the organization;

c) ensuring the integration of the EOMS requirements into the organization’s business processes;

d) promoting the use of the process approach and risk-based thinking;

e) ensuring that the resources needed for the EOMS are available;

f) communicating the importance of effective organizational management and of conforming to the EOMS requirements;

g) ensuring that the EOMS achieves its intended outcome(s);

h) engaging, directing and supporting persons to contribute to the effectiveness of the EOMS;

i) promoting continual improvement;

j) supporting other relevant management roles to demonstrate their leadership as it applies to their areas of responsibility;

k) provide educational leadership to support the sustainable implementation of the educational vision and related pedagogical and didactical concepts, and assign person(s) to assist such implementation, as appropriate;

l) establishing and maintaining a strategic plan for the organization;

m) ensuring that learners' educational requirements including special needs are identified and addressed.

Note: Annex A provides requirements on special needs education.

NOTE Reference to “business” in this International Standard can be interpreted broadly to mean those activities that are core to the purposes of the organization’s existence; whether the organization is public, private, voluntary, for profit or non-profit.
5.1.2 Focus on Learners and Other Beneficiaries

Top management shall be directly responsible for ensuring that:

a) the needs and expectations of learners and other beneficiaries are determined, understood and consistently met, as evidenced by monitoring their satisfaction and educational progress;

b) the risks and opportunities that can affect conformity of products and services and the ability to enhance learner and other beneficiary satisfaction are determined and addressed;

5.2 Policy

5.2.1 Developing the organization's policy

Top management shall establish, review and maintain an organization's policy that:

a) supports the educational organization's mission and vision;

b) is appropriate to the purpose and context of the organization;

c) provides a framework for setting the educational organization's objectives;

d) includes a commitment to satisfy applicable requirements;

e) includes a commitment to continual improvement of the EOMS;

f) takes into account relevant pedagogical, didactic, scientific and technical developments;

g) describes and includes a commitment to satisfy the organization's social responsibility;

h) describes and includes a commitment towards managing intellectual property;

The needs and expectations of relevant interested parties shall be considered in developing the strategic direction of the organization.

5.2.2 Communicating the organization's policy

The organization's policy shall:

a) be available and be maintained as documented information;

b) be communicated, understood and applied within the organization;

c) be available to relevant interested parties, as appropriate.

5.3 Organization roles, responsibilities and authorities

Top management shall ensure that the responsibilities and authorities for relevant roles are assigned and communicated within the educational organization.

Top management shall assign the responsibility and authority for:
5.1.2 Focus on Learners and Other Beneficiaries

Top management shall be directly responsible for ensuring that:

a) the needs and expectations of learners and other beneficiaries are determined, understood and consistently met, as evidenced by monitoring their satisfaction and educational progress;

b) the risks and opportunities that can affect conformity of products and services and the ability to enhance learner and other beneficiary satisfaction are determined and addressed;

c) ensuring that the processes of the EOMS are delivering their intended outputs;

d) reporting on the performance of the EOMS and on opportunities for improvement (see 10.1) to top management (see 9.3.2);

e) ensuring the promotion of a focus on learners and other beneficiaries throughout the organization;

f) ensuring that the integrity of the EOMS is maintained when changes to the EOMS are planned and implemented;

g) managing the organization’s communications (see 7.4);

h) ensuring that all learning processes are integrated, regardless of method of delivery;

i) control of documented information (see 7.5)

j) managing the requirements of learners with special needs;

6 Planning

6.1 Actions to address risks and opportunities

6.1.1 When planning for the EOMS, the organization shall consider the issues referred to in 4.1 and the requirements referred to in 4.2 and 4.4 and determine the risks and opportunities that need to be addressed to:

a) give assurance that the EOMS can achieve its intended outcome(s);

b) enhance desirable effects;

c) prevent, mitigate or reduce, undesired effects;

d) achieve continual improvement.

6.1.2 The organization shall plan:

a) actions to address these risks and opportunities;

b) how to:

— integrate and implement the actions into its EOMS processes (see 8);

— evaluate the effectiveness of these actions.

Actions taken to address risks and opportunities shall be proportionate to the probability of occurrence and potential impact on the conformity of products and services.
6.2 Educational organization's objectives and planning to achieve them

6.2.1 The organization shall establish educational organization objectives at relevant functions, levels and processes needed for the EOMS.

The Educational Organization's objectives shall:

a) be consistent with the educational organization's policy;

b) be measurable (if practicable);

c) take into account applicable requirements;

d) be relevant to conformity of products and services and to the enhancement of learner and other beneficiary satisfaction;

e) be continually monitored;

f) be communicated;

g) be updated as appropriate;

The organization shall maintain documented information on the organization's objectives.

6.2.2 When planning how to achieve its educational organization objectives, the organization shall determine, and outline in its strategic plan:

- what will be done;

- what resources will be required;

- who will be responsible;

- when it will be completed;

- how the outcomes will be evaluated.

6.3 Planning of Changes

Where the organization determines the need for changes to the EOMS, the changes shall be carried out in a planned manner (see 4.4).

The organization shall consider:

a) the purpose of the changes and their potential consequences;

b) the integrity of the educational management system;

c) the availability and readiness of internal resources;

d) the allocation or reallocation of responsibilities and authorities;
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b) be measurable (if practicable);

c) take into account applicable requirements;

d) be relevant to conformity of products and services and to the enhancement of learner and other beneficiary satisfaction;

e) be continually monitored;

f) be communicated;

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b) the integrity of the educational management system;

c) the availability and readiness of internal resources;

d) the allocation or reallocation of responsibilities and authorities;
e) the availability and readiness of external providers needed to implement the change.

7 Support

7.1 Resources

7.1.1 General

The organization shall determine and provide the resources needed for the establishment, implementation, maintenance and continual improvement of the EOMS, in such a way that they sustainably enhance:

a) learner engagement and satisfaction through activities that improve learning and promote the achievement of learning outcomes;

b) educator and staff engagement and satisfaction through activities to improve educator competences to facilitate learning;

c) other beneficiary satisfaction, through activities that contribute to the social benefits of learning.

The organization shall determine and monitor which resources shall be provided by:

1) internal resources;

2) external providers;

The organization shall ensure that a variety of accessibility requirements are anticipated.

7.1.2 Human Resources

Human Resources shall include as applicable:

a) staff employed by the organization;

b) volunteers and interns working with or contributing to the organization;

c) staff of external providers working with or contributing to the organization.

The organization shall:

a) determine and provide the human resources necessary for the effective implementation of its EOMS and for the operation and control of its processes;

b) determine, implement and publish recruitment or selection criteria, which shall be available to relevant interested parties as appropriate;

c) maintain documented information on the process used for recruitment or selection and retain documented information on the results of the recruitment.

7.1.3 Facilities

The facilities shall include, as applicable:

...
The organization shall:

a) determine, provide and maintain safe facilities:
   1) suitable for human resources to support learners’ development of knowledge, skills and attitudes;
   2) that enhance learners’ development of knowledge, skills and attitudes;

b) ensure that the dimension of the facilities are adequate to the requirements of those utilising them.

These shall include, as appropriate, facilities for:

a) teaching;

b) self-learning;

c) conducting research;

d) implementing knowledge;

e) rest and recreation;

f) subsistence.

NOTE 1: Facilities can include digital spaces.

NOTE 2: Facilities can be indoor or outdoor

7.1.4 Environment for the operation of educational processes

The organization shall determine, provide and maintain a suitable environment to promote the overall wellbeing of relevant interested parties, by considering:

a) psychosocial factors;

b) physical factors.

NOTE: Within an environment:

- psychosocial factors can include work demands, influence at work, possibilities for development, meaning of work, commitment to the workplace, predictability, rewards, role clarity, quality of leadership, social support from supervisors, satisfaction with work, work family conflict/balance, values in the workplace, stress, burnout, offensive behaviours (e.g. bullying);

- physical factors can include temperature, heat, humidity, light, airflow, hygiene, noise.
7.1.5 Monitoring and measuring resources

7.1.5.1 General

The organization shall determine and provide the resources needed to ensure valid and reliable results when monitoring or measuring is used to verify the conformity of products and services to requirements.

The organization shall ensure that the resources provided:

a) are suitable for the specific type of monitoring and measurement activities being undertaken, namely, adequate to the target, the type, method of educational delivery and duration of the educational service;

b) are maintained to ensure their continued fitness for their purpose.

The organization shall retain appropriate documented information as evidence of fitness for purpose of monitoring and measurement resources.

7.1.5.2 Measurement traceability

When measurement traceability is a requirement, or is considered by the organization to be an essential part of providing confidence in the validity of measurement results, measuring resources shall be:

a) verified or calibrated, or both, at specified intervals, or prior to use, against measurement standards traceable to international or national measurement standards; when no such standards exist, the basis used for calibration or verification shall be retained as documented information;

b) identified in order to determine their status;

c) safeguarded from adjustments, damage or deterioration that would invalidate the calibration status and subsequent measurement results.

The organization shall determine if the validity of previous measurement results has been adversely affected when measuring equipment is found to be unfit for its intended purpose, and shall take appropriate action as necessary.

7.1.6 Organizational Knowledge

The organization shall determine the knowledge necessary for the operation of its processes and to achieve conformity of products and services.

This knowledge shall be maintained, and made available to the extent necessary.

When addressing changing needs and trends, the organization shall consider its current knowledge and determine how to acquire or access any necessary additional knowledge and required updates.

The organization shall encourage exchange of knowledge between all educators and staff, particularly amongst peers.
NOTE 1 Organizational knowledge is knowledge specific to the organization; it is generally gained by experience. It is information that is used and shared to achieve the organization’s objectives.

NOTE 2 Organizational knowledge can be based on:

— internal sources (e.g. intellectual property; knowledge gained from experience; lessons learned from failures and successful projects; capturing and sharing undocumented knowledge and experience; the results of improvements in processes, products and services);

— external sources (e.g. standards, academia, conferences, gathering knowledge from learners, other beneficiaries or providers).

7.1.6.1 Learning Resources

The organization shall provide learning resources as appropriate and make them available where and when needed.

The learning resources shall:

a) reflect the needs and requirements of learners, other beneficiaries and educators;

b) be reviewed at planned intervals to ensure they are up to date;

c) be catalogued and referenced.

The organization shall respect intellectual property requirements and should encourage re-usability of resources.

NOTE Where appropriate a meta-data standard such as ISO 15836 and ISO/IEC 19788 series can be used for referencing.

7.2 Competence

The organization shall:

a) determine the necessary competence of person(s) doing work under its control that affects its educational organization performance;

b) ensure that these persons are competent on the basis of appropriate education, training, or experience;

c) establish and implement methods for evaluating the performance of staff;

d) where applicable, take actions to acquire the necessary up to date competence, and evaluate the effectiveness of the actions taken;

e) take actions to support and ensure the continual development of relevant staff competence;

f) retain appropriate documented information as evidence of competence.

NOTE Applicable actions may include, for example: the provision of training to, the mentoring of, or the re-assignment of currently employed persons; or the hiring or contracting of competent persons.
7.3 Awareness

The organization shall ensure that relevant persons doing work under the organization’s control are aware of:

a) the organization’s policy, objectives and strategic plan;

b) relevant EOMS objectives;

c) their contribution to the effectiveness of the EOMS, including the benefits of improved organization performance;

d) the implications of not conforming with the EOMS requirements.

7.4 Communication

7.4.1 General

The organization shall determine the internal and external communications relevant to the EOMS, including:

a) on what it will communicate;

b) why to communicate;

c) when to communicate;

d) with whom to communicate;

e) how to communicate;

7.4.2 Communication purposes

Internal and external communication shall have the purpose of:

a) seeking the opinion or consent of relevant interested parties;

b) conveying relevant, accurate and timely information, consistent with the organization’s mission, vision, strategy and policy, to interested parties;

c) collaborating and coordinating activities and processes with relevant interested parties within the organization.

NOTE: The information conveyed should include information about the delivery of educational programmes, intended learning outcomes, qualifications, innovations, new ideas, as well as scientific results, methods, approaches and the underlying learning products and services.

7.4.3 Communication arrangements

The organization shall determine and implement effective arrangements for communicating with learners and other interested parties in relation to
ISO/DIS 21001:2017(E)

a) institutional policy, objectives and strategic plan;
b) design, content and delivery of educational products and services;
c) enquiries, application, admission, or registration;
d) learners' performance data, including results of formative and summative assessment; and
e) learner and interested parties' feedback, including learner complaints and learners/interested parties' satisfaction surveys;

The organization shall inform their learners and other beneficiaries about external contact points in case of unresolvable issues.

At planned intervals, the organization shall:

a) monitor the implementation of its communication efforts;
b) analyse and improve the communication plan based on the results of monitoring.

The organization shall retain documented information of the communication process.

NOTE 1 The organization may document communication plans and arrangements within the processes they form part of.

NOTE 2 The organization may implement methods to ensure traceability of communications where appropriate.

7.5 Documented information

7.5.1 General

The organization’s EOMS shall include:

a) documented information required by this International Standard;
b) documented information determined by the organization as being necessary for the effectiveness of the EOMS.

NOTE 1 The extent of documented information for an EOMS can differ from one organization to another due to:

— the size of organization and its type of activities, processes, products and services,
— the complexity of processes and their interactions, and
— the competence of its persons.

NOTE 2 The documentation can be in any form or type of medium.

NOTE 3 Documented information can include, but is not limited to, the following (depending on the type and level of education offered):

— academic calendar, access to records;
a) institutional policy, objectives and strategic plan;
b) design, content and delivery of educational products and services;
c) enquiries, application, admission, or registration;
d) learners' performance data, including results of formative and summative assessment; and
e) learner and interested parties' feedback, including learner complaints and learners/interested parties' satisfaction surveys;

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— the complexity of processes and their interactions, and
— the competence of its persons.

NOTE 2 The documentation can be in any form or type of medium.

NOTE 3 Documented information can include, but is not limited to, the following (depending on the type and level of education offered):
— academic calendar, access to records;
— core curriculum, course catalogue;
— grades, scoring and evaluation;
— code of conduct and code of ethics.

7.5.2 Creating and updating

When creating and updating documented information the organization shall ensure appropriate:
a) identification and description (e.g. a title, date, author, reference number);
b) format (e.g. language, software version, graphics) and media (e.g. paper, electronic), taking into account the accessibility requirements of persons with special needs;
c) review and approval for suitability and adequacy.

7.5.3 Control of documented information

7.5.3.1 Documented information required by the EOMS and by this International Standard shall be controlled to ensure:
a) it is available and suitable for use, where and when it is needed;
b) it is adequately protected (e.g. from loss of confidentiality, improper use, or loss of integrity, unintended alterations).

7.5.3.2 For the control of documented information, the organization shall address the following activities, as applicable:
a) distribution, access, retrieval and use;
b) protection and security, including redundancy;
c) storage and preservation, including preservation of legibility;
d) control of changes (e.g. version control);
e) retention and disposition;
f) ensuring confidentiality;
g) prevention of the unintended use of obsolete documented information.

Documented information of external origin determined by the organization, necessary for the planning and effective operation of the EOMS shall be identified and controlled as appropriate.

The controls established shall be maintained as documented information.

NOTE 1 Access can imply a decision regarding the permission to view the documented information only, or the permission and authority to view and change the documented information.
NOTE 2 The preservation of legibility includes ensuring integrity during transfer of data between media or formats.

8 Operation

8.1 Operational planning and control

The organization shall plan, implement and control the processes, (see 4.4), needed to meet requirements for the provision of educational products and services, and to implement the actions determined in 6.1, by:

a) determining requirements for the educational product and services;

b) establishing criteria for the processes;

c) determining the resources needed to achieve conformity to the product and service requirements;

d) implementing control of the processes in accordance with the criteria;

e) determining and keeping documented information to the extent necessary to have confidence:
   1) that the processes have been carried out as planned;
   2) to demonstrate the conformity of products and services to their requirements.

NOTE "Keeping" implies both the maintaining and the retaining of documented information for specified time periods.

The output of this planning shall be suitable for the organization’s operations.

The organization shall control planned changes and review the consequences of unintended changes, taking action to mitigate any adverse effects, as necessary.

The organization shall ensure that outsourced processes are controlled (see 8.4)

The organization shall plan the design, development, and expected outcomes of the educational products and services, including

a) learning outcomes;

b) ensuring appropriate teaching methods and learning environments;

c) defining criteria for learning assessment;

d) conducting learning assessment;

e) defining and conducting improvement procedures; and

f) providing support services.
8.2 Requirements for products and services

8.2.1 Determination of Requirements for Products and Services

When determining the requirements for the products and services to be offered to learners and other beneficiaries, the organization shall ensure that the requirements for the products and services are defined, including:

a) those considered necessary by the organization due to its policy, objectives and strategic plan;

b) those resulting from needs analysis that is performed to determine requirements of (current and potential future) learners and other beneficiaries, in particular those with special needs;

c) those resulting from international demands and developments;

d) those resulting from research.

NOTE Needs analysis involves a comprehensive assessment of learning abilities of students, and can include: prior knowledge and skills, preferred learning strategies, social and emotional needs, special nutrition needs, biological learning rhythms.

The organization shall ensure it can meet the claims made for the products and services it offers.

8.2.2 Changes to requirements for products and services

The organization shall ensure that relevant documented information is amended, and that relevant interested parties are made aware of the changed requirements, when the requirements for products and services are changed.

8.3 Design and development of products and services

8.3.1 General

The organization shall establish, implement and maintain a design and development process that is appropriate to ensure the subsequent provision of products and services.

8.3.2 Design and development planning

In determining the stages and controls for design and development, the organization shall consider:

a) the requirements defined under 8.2 above;

b) the nature, duration and complexity of the design and development activities;

c) the required process stages, including applicable design and development reviews;

d) the required design and development verification and validation activities;

e) the responsibilities and authorities involved in the design and development process;

f) the internal and external resource needs for the design and development of products and services;

g) the need to control interfaces between persons involved in the design and development process;
h) the need for involvement of learners and other beneficiaries in the design and development process;

i) the requirements for subsequent provision of products and services;

j) the level of control expected for the design and development process by learners, other beneficiaries and other relevant interested parties;

k) the documented information needed to demonstrate that design and development requirements have been met;

l) the evidence-based approach;

m) the extent to which learners require individualized learning pathways, based on their skills, interests and aptitudes;

n) the need for reusability, accessibility, interchangeability and durability in course authoring, production and delivery tools.

8.3.3 Design and development inputs

The organization shall determine the requirements essential for the specific types of products and services to be designed and developed. The organization shall consider:

a) functional and performance requirements;

b) information derived from previous similar design and development activities;

c) standards or codes of practice that the organization has committed to implement;

d) potential consequences of failure due to the nature of the products and services.

Inputs shall be adequate for design and development purposes complete and unambiguous. Conflicting design and development inputs shall be resolved. The organization shall retain documented information on design and development inputs.

8.3.4 Design and development controls

8.3.4.1 General design and development controls

The organization shall apply controls to the design and development process to ensure that:

a) the results to be achieved are defined;

b) reviews are conducted to evaluate the ability of the results of design and development to meet requirements;

c) validation activities are conducted to ensure that the resulting products and services meet the requirements for the specified application or intended use;
The organization shall apply controls to the design and development process to ensure that:

8.3.4.1 The organization shall retain documented information on design and development inputs. Inputs shall be adequate for design and development purposes complete and unambiguous.

NOTE Design and development reviews and validation have distinct purposes. They can be conducted separately or in any combination, as is suitable for the processes, products and services of the organization.

8.3.4.2 Programme design and development controls

The controls applied to the design and development process shall ensure that:

a) the purpose and scope of the course or programme, is defined with a view to learners’ requirements for further study or work;

b) the prerequisites, if any, are specified;

c) the characteristics of the learners are defined;

d) the requirements of further study of work are known;

e) the course or programme can meet the requirements of the purpose and scope taking into account the characteristics of the learners;

f) the characteristics of the graduate profile are defined.

8.3.4.3 Curriculum design and development controls

The controls applied to the design and development process shall ensure that:

a) learning outcomes:

1) are consistent with the scope of the course or programme;

2) are described in terms of the knowledge, skills and attitudes learners should acquire by completing the curriculum;

3) include an indication of the level to which the knowledge, skills and attitudes will be achieved;

4) are specific, measurable, achievable, relevant and time-bound;

b) learning activities are:

1) suitable to the method of educational delivery;

2) appropriate for ensuring achievement of the learning outcomes;

3) specific, measurable, achievable, relevant and time-bound;

c) all resources necessary to successfully complete the learning activities are defined;

d) adequate opportunities for:

1) learners to take an active role in creating the learning process;
2) formative assessment and feedback;

are included in the learning design.

### 8.3.4.4 Assessment design and development controls

The controls applied to the design and development process of summative assessment shall ensure that:

a) a clear link can be demonstrated between the assessment design and the learning outcomes it is intended to assess, and where appropriate, the learning activities it is based on;

b) activities are conducted taking into account the principles of transparency, accessibility, respect to the learner, and fairness, especially with respect to grading;

c) the grading system is defined and validated.

### 8.3.5 Review of the requirements for products and services

#### 8.3.5.1

At the end of the design process, the organization shall ensure that its proposed product and service design meets the requirements for products and services to be offered to learners and other beneficiaries. The organization shall conduct a review before committing to supply products and services to a learner or other beneficiary, to include:

a) requirements specified by the learners and other beneficiaries, including the requirements for delivery and post-delivery activities;

b) requirements not stated by the learner or other beneficiary, but necessary for the specified or intended use, when known;

c) requirements specified by the organization;

The learner and other beneficiaries' requirements shall be confirmed by the organization before acceptance, when the learners and other beneficiaries do not provide a documented statement of their requirements.

The organization shall ensure that requirements for the educational products and services differing from those previously defined are shared with learners and other beneficiaries and resolved.

#### 8.3.5.2

The organization shall retain documented information, as applicable:

a) on the results of reviews;

b) on any new requirements for the products and services.

### 8.3.6 Design and development outputs

The organization shall ensure that design and development outputs:

a) meet the input requirements;

b) are adequate for the subsequent processes for the provision of products and services;
The organization shall ensure that design and development outputs:

b) are adequate for the subsequent processes for the provision of products and services;

d) specify the characteristics of the products and services that are essential for their intended purpose and their safe and proper provision;

e) are retained as documented information.

### 8.3.7 Design and development changes

The organization shall identify, review and control changes made during, or subsequent to, the design and development of products and services, to the extent necessary to ensure that there is no adverse impact on conformity to requirements or results.

The organization shall retain documented information on:

a) design and development changes;

b) the outcomes of reviews;

c) the authorization of the changes;

d) the actions taken to prevent adverse impacts.

### 8.4 Implementation

#### 8.4.1 Preparing for service provision

Commencing with, or prior to the delivery of the educational products and services, the organization shall notify the learners and other relevant interested parties, and where appropriate, check their understanding of:

a) the purpose(s), format and content of the educational products and services being provided, including the instruments and criteria to be used for evaluation;

b) the commitments, responsibilities and expectations placed on the learners;

c) the means by which the learning achieved and assessed will be recognised and retained as documented information;

d) the procedures to be used in case of interested party dissatisfaction or disagreement between any interested party and the EOMS;

e) who will support learning and evaluation, and how it will be supported;

f) any costs involved, such as tuition fees, examination fees, and the purchase of learning materials;

g) any prerequisites, such as required skills (including ICT skills), qualifications and professional experience.
8.4.2 Release of products and services

The release of products and services to learners and other beneficiaries shall not proceed until the planned arrangements have been satisfactorily completed, unless otherwise approved by a relevant authority and, as applicable, by the learner and other beneficiaries.

The organization shall retain documented information on the release of products and services. The documented information shall include:

a) evidence of conformity with the acceptance criteria;

b) traceability to the person(s) authorizing the release.

8.4.3 Control of changes

The organization shall review and control changes for production or service provision, to the extent necessary to ensure continuing conformity with the requirements.

The organization shall retain documented information describing the results of the review of changes, the person(s) authorizing the change, and any necessary actions arising from the review.

8.5 Service Provision

8.5.1 General

The organization shall implement production and service provision under controlled conditions. Controlled conditions shall include, as applicable:

a) the availability of documented information that defines:

1) the characteristics of the educational products to be produced, the educational services to be provided, or the activities to be performed;

2) the results to be achieved;

b) the availability and use of suitable and validated monitoring and measuring resources;

c) the implementation of monitoring and measurement activities including the consideration of complaints, other feedback and the results of formative assessment at appropriate stages to verify that criteria for control of processes or outputs, and acceptance criteria for products and services, have been met;

d) the use of suitable infrastructure and environment for the operation of processes;

e) the appointment of competent persons, including any required qualification (see 7.2);

f) the validation, and periodic revalidation, of the ability to achieve planned results of the processes for production and service provision, where the resulting output cannot be verified by subsequent monitoring or measurement;

g) the implementation of actions to prevent human error;
8.5.2 Admission of learners

8.5.2.1 Pre-Admission Information

The educational organization shall ensure that before learners are admitted, they are provided with:

a) adequate information that takes into account organizational requirements and professional standards, as well as the organization’s commitment to social responsibility;

b) adequate and clear information about the:

1) intended learning outcomes, career perspectives, didactical and pedagogical approach;

2) participation of the learner in their educational process;

3) admission criteria and costs of the educational product or service.

8.5.2.2 Conditions for admission

The organization shall establish a process for the admission of learners. In addition to the requirements of 4.4.1, the process shall:

- establish admission criteria which conform to:

  3) regulatory and organizational requirements;

  4) requirements from the professional field; and

  5) requirements due to the content of the programme and/or pedagogical approach;

- ensure that admission criteria and processes are applied uniformly for all learners;

- be maintained as documented information;

- be publicly available;

- ensure the traceability of each admission decision;

- retain documented information for a specified amount of time as evidence of admission decisions.

8.5.3 Delivery of programmes

The organization shall establish processes for:

a) teaching;

b) facilitation of learning;

c) administrative support of learning
8.5.3.1 Control of Nonconforming Outputs

The organization shall ensure that outputs that do not conform to their requirements are identified and controlled to prevent their unintended use or delivery.

The organization shall take appropriate action based on the nature of the nonconformity and its effect on the conformity of products and services. This shall also apply to nonconforming products and services detected after delivery of products, during or after the provision of services.

The organization shall deal with nonconforming outputs in one or more of the following ways:

a) correction;
b) segregation, containment, return or suspension of provision of products and services;
c) informing the learners or other beneficiaries;
d) obtaining authorization for acceptance under concession.

Conformity to the requirements shall be verified when nonconforming outputs are corrected.

8.5.3.2 Documentation of programme delivery

The organization shall retain documented information that:

a) describes the delivery of the programmes;
b) describes any non-conforming outputs;
c) describes the actions taken;
d) describes the concessions obtained;
e) identifies the authority deciding the action in respect of the nonconformity.

8.5.4 Summative Assessment

The organization shall:

a) ensure that methods to detect plagiarism and other malpractices are in place, and communicated to learners;
b) ensure the traceability of grades, such that an objective connection can be identified between learner work presented and the grade assigned;
c) retain documented information of the assessment as evidence of the grades assigned;
d) make the retention period of such documented information publicly available.

8.5.5 Recognition of assessed learning

Organizations shall ensure that after summative assessments:
ISO/DIS 21001:2017(E)

8.5.3.1 Control of Nonconforming Outputs

The organization shall retain documented information that:

- a) learners are informed of the outcomes of the assessment activity and grade;
- b) learners are given the opportunity to appeal the outcomes of the assessment activity and grade;
- c) learners have full access to their work and its detailed assessment, as well as opportunities for feedback;
- d) evidence of the outcomes of the assessment is issued to the learner as documented information;
- e) the documented information is retained indefinitely;
- f) the reasons for the decision on grading and final assessment are retained as documented information;
- g) the retention period of such documented information is publicly available.

8.6 Control of externally provided processes, products and services

8.6.1 General

The organization shall ensure that externally provided processes, products and services conform to requirements.

The organization shall determine the controls to be applied to externally provided processes, products and services when:

- a) products and services from external providers are intended for incorporation into the organization's own products and services;
- b) products and services are provided directly to the learners or other beneficiaries by external providers on behalf of the organization;
- c) a process, or part of a process, is provided by an external provider as an outcome of a decision by the organization.

The organization shall determine and apply criteria for the evaluation, selection, monitoring of performance, and re-evaluation of external providers, based on their ability to provide processes or products and services in accordance with requirements. The organization shall retain documented information of these activities and any necessary actions arising from the evaluations.

8.6.2 Type and extent of control of external provision

The organization shall ensure that externally provided processes, products and services do not adversely affect the organization’s ability to consistently deliver conforming products and services to its learners and other beneficiaries.

The organization shall:

- a) ensure that externally provided processes remain within the control of its EOMS;
- b) define both the controls that it intends to apply to an external provider and those it intends to apply to the resulting output;
c) take into consideration:

1) the potential impact of the externally provided processes, products and services on the organization’s ability to consistently meet learner and other beneficiary requirements;

2) the effectiveness of the controls applied by the external provider;

d) determine the verification, or other activities, necessary to ensure that the externally provided processes, products and services meet requirements.

8.6.3 Information for external providers

The organization shall ensure the adequacy of requirements prior to their communication to the external provider.

The organization shall communicate to external providers its requirements for:

a) the processes, products and services to be provided;

b) the approval of:

1) products and services;

2) methods, processes and equipment;

3) the release of products and services;

c) competence, including any required qualification of persons;

d) the external provider’s interactions with the organization;

e) control and monitoring of the external provider’s performance to be applied by the organization;

f) verification or validation activities that the organization, or its learners and other beneficiaries, intend to perform at the external provider’s premises.

8.7 Traceability and Preservation

8.7.1 Traceability

The educational organization shall ensure traceability with respect to:

a) the progress of learners through the organization;

b) the study and employment paths of those who graduate or complete a course or programme of study, where applicable;

c) output from the work of staff in terms of:

1) what was done;

2) when;
The educational organization shall ensure traceability with respect to:

8.7.1

8.7

f) The organization shall communicate to external providers its requirements for:

e) The organization shall ensure the adequacy of requirements prior to their communication to the

d) determine the verification, or other activities, necessary to ensure that the externally provided

c) the processes, products and services meet requirements.

8.6.3

The organization shall take into consideration:

1) the potential impact of the externally provided processes, products and services on the

2) the effectiveness of the controls applied by the external provider;

3) the approval of:

Process, product and service to be provided;

The organization shall ensure that the processes, products and services meet requirements.

8.8 Preservation

The organization shall preserve the outputs during production and service provision, to the extent

necessary to ensure conformity to requirements.

8.8 Protection and Transparency of Learners’ Data

The organization shall establish and publish a procedure on protection and transparency of learners’
data. The procedure shall establish:

a) what learner data is collected, and how and where it is processed and stored;

b) who has access to the data;

c) under which conditions learner data may be shared with third parties;

d) how long the data is stored for.

The organization shall only collect and share learners’ data with their explicit consent.

The organization shall take all appropriate measures to ensure that learners’ data can only be accessed
by persons authorized by the procedure. Technological protection measures shall be validated.

The organization shall give learners and other interested parties access to their own data.

8.9 Property belonging to interested parties

8.9.1 The educational organization shall exercise care with property belonging to any interested party
while it is under the educational organization’s control or being used by the educational organization.
The educational organization shall identify, verify, protect and safeguard any property provided for use
or incorporation into the products and services.

When the property of an interested party is lost, damaged or otherwise found to be unsuitable for use, the
organization shall report this to the relevant interested party and take appropriate corrective
actions (see 8.5.4.1 & 10.2) and retain documented information on what has occurred.

NOTE 1 An interested party’s property can include material, components, tools and equipment, beneficiary
premises, intellectual property and personal data, certificates, diplomas and other relevant documents.

9 Performance evaluation

9.1 Monitoring, measurement, analysis and evaluation

9.1.1 General

The organization shall determine:

a) what needs to be monitored and measured;
b) the methods for monitoring, measurement, analysis and evaluation, as applicable, to ensure valid outcomes;

c) the acceptance criteria to be used;

d) when the monitoring and measuring shall be performed;

e) when the outcomes from monitoring and measurement shall be analysed and evaluated.

The organization shall evaluate the organization’s performance and the effectiveness of the EOMS.

People should be given an opportunity to critically review their own work in a reflective and constructive manner, as a contribution to their improvement.

The organization shall retain appropriate documented information as evidence of the monitoring, measurement, analysis, evaluation and their outcomes.

9.1.2 Satisfaction of learners, other beneficiaries and staff

9.1.2.1 Monitoring of satisfaction

The organization shall monitor the satisfaction of learners, other beneficiaries and staff, as well as their perceptions of the degree to which their needs and expectations have been fulfilled. The organization shall determine the methods for obtaining, monitoring and reviewing, this information.

NOTE Examples of monitoring perceptions of learners, other beneficiaries and staff can include beneficiary surveys, beneficiary feedback on delivered products or services, meetings with beneficiaries, market-share analysis and responses.

9.1.2.2 Handling of complaints

The educational organization shall have in place a procedure for handling complaints and appeals, and shall make this known to its interested parties (see 10.2).

The procedure shall establish a method for:

a) communicating the complaints procedure to all relevant interested parties;

b) receiving complaints;

c) tracking complaints;

d) acknowledging complaints;

e) performing initial assessment of complaints;

f) investigating the complaints;

g) responding to the complaints;

h) communicating the decision;

i) closing complaints.
The procedure shall ensure confidentiality of complainants and objectivity of investigators.

NOTE ISO 10002:2014(E) provides guidelines for complaints handling in organizations.

9.1.3 Analysis and evaluation

The organization shall analyse and evaluate appropriate data and information arising from monitoring and measurement.

The results of analysis shall be used to evaluate:

a) conformity of products and services;
b) the degree of beneficiary satisfaction;
c) the performance and effectiveness of the EOMS;
d) if planning has been implemented effectively;
e) the effectiveness of actions taken to address risks and opportunities;
f) the performance of external providers;
g) the need for improvements to the educational organization management system.

NOTE Methods to analyse data can include qualitative, quantitative and/or mixed-method techniques.

9.1.4 Monitoring and measuring needs

The organization shall ensure that feedback on:

a) the educational products and services;
b) their effectiveness in achieving the agreed learning outcomes; and
c) the organization's influence on the community

is requested from and made available as appropriate to relevant interested parties.

The organization shall monitor the level of feedback obtained and take actions to increase it where it is not sufficient.

NOTE: Monitoring and measuring can include:

— the content of the programme in the given discipline ensuring that programme is up to date;
— the workload, progression of learner and completion rates;
— effectiveness of evaluation;
— learners' satisfaction in relation to programme;
— learning environment and support services and their fitness for purpose.
9.1.5 Methods for monitoring, measurement, analysis and evaluation

The organization shall ensure that:

a) the interested parties involved in or affected by the evaluation are identified;

b) the persons conducting the evaluation are competent and objective;

c) evaluation reports are transparent and clearly describe the educational products and services and their objectives, the findings, and also the perspectives, procedures and rationale used to interpret the findings;

d) the context (e.g. learning environment) in which the educational service is provided is examined in enough detail to enable likely influences on the educational service to be identified.

Key Performance Indicators shall be developed with the collaboration of relevant interested parties.

Top management shall ensure that Key Performance Indicators are in line with the policy and strategic plan.

9.2 Internal audit

9.2.1 The organization shall perform internal audits at planned intervals to provide information on whether the EOMS;

a) conforms to:

1) the organization’s own requirements for its management system;

2) the requirements of this International Standard;

b) is effectively implemented and maintained.

9.2.2 The organization shall:

a) plan, establish, implement and maintain an audit programme(s), including the frequency, methods, responsibilities, planning requirements and reporting, which shall take into consideration the EOMS’s objectives, the importance of the processes concerned, feedback from relevant interested parties, and the outcomes of previous audits;

b) define the audit criteria and scope for each audit;

c) select auditors and conduct audits to ensure objectivity and the impartiality of the audit process;

d) ensure that the results of the audits are reported to relevant management;

e) identify opportunities for improvement;

f) take appropriate correction and corrective actions without undue delay;

g) retain documented information as evidence of the planning, implementation of the audit programme and the audit outcomes.
9.1.5 Methods for monitoring, measurement, analysis and evaluation

The organization shall ensure that:

a) the interested parties involved in or affected by the evaluation are identified;

b) the persons conducting the evaluation are competent and objective;

c) evaluation reports are transparent and clearly describe the educational products and services and their objectives, the findings, and also the perspectives, procedures and rationale used to interpret the findings;

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c) select auditors and conduct audits to ensure objectivity and the impartiality of the audit process;

d) ensure that the results of the audits are reported to relevant management;

e) identify opportunities for improvement;

f) take appropriate correction and corrective actions without undue delay;

g) retain documented information as evidence of the planning, implementation of the audit programme and the audit outcomes.

Auditors shall not audit their own work.

NOTE See ISO 19011 for guidance.

9.3 Management review

9.3.1 General

Top management shall review the organization's EOMS and the updated strategic plan, at planned intervals (at least once per year) and update them accordingly to ensure its continuing suitability, adequacy and effectiveness.

9.3.2 Management review inputs

The management review shall include consideration of:

a) the status of actions from previous management reviews;

b) changes in external and internal issues that are relevant to the EOMS;

c) information on the performance and effectiveness of the organization, including trends in:

1) learner and other beneficiary satisfaction and feedback related to learner and other beneficiary requirements;

2) the extent to which objectives have been met;

3) process performance and conformity of products and services;

4) nonconformities and corrective actions;

5) monitoring and measurement outcomes;

6) audit outcomes;

7) the performance of external providers;

8) assessment outcomes;

d) the adequacy of resources;

e) the effectiveness of actions taken to address risks and opportunities (see 6.1);

f) opportunities for continual improvement;

g) staff feedback related to activities to enhance persons' capacity.

9.3.3 Management review outputs

The outputs of the management review shall include decisions related to:

- opportunities for improvement;
h) any need for changes to the education organization management system;

i) resource needs.

The organization shall retain documented information as evidence of the outcomes of management reviews.

### 10 Improvement

#### 10.1 General

The organization shall determine and select opportunities for improvement and implement any necessary actions to meet learner and other beneficiary requirements and enhance satisfaction of learners, other beneficiaries, staff and other relevant interested parties, including external providers.

These shall include:

a) improving products and services to meet requirements as well as to address future needs and expectations;

b) correcting, preventing or reducing undesired effects;

c) improving the performance and effectiveness of the EOMS.

#### 10.2 Nonconformity and corrective action

10.2.1 When a nonconformity occurs, the organization shall

a) react to the nonconformity, and as applicable:

1) take action to control and correct it;

2) deal with the consequences;

b) evaluate the need for action to eliminate the causes of the nonconformity, in order that it does not recur or occur elsewhere, by:

1) reviewing the nonconformity;

2) determining the causes of the nonconformity,

3) determining if similar nonconformities exist, or could potentially occur;

c) implement any action needed;

d) review the effectiveness of any corrective action taken;

e) make changes to the EOMS, if necessary.

Corrective actions shall be appropriate to the effects of the nonconformities encountered.

10.2.2 The organization shall retain documented information as evidence of:
The organization shall determine and select opportunities for improvement and implement any necessary actions to meet learner and other beneficiary requirements and enhance satisfaction of learners, other beneficiaries, staff and other relevant interested parties, including external providers. These shall include:

a) improving products and services to meet requirements as well as to address future needs and expectations;
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   1) reviewing the nonconformity;
   2) determining the causes of the nonconformity,
   3) determining if similar nonconformities exist, or could potentially occur;

c) implement any action needed;
d) review the effectiveness of any corrective action taken;
e) make changes to the EOMS, if necessary.

Corrective actions shall be appropriate to the effects of the nonconformities encountered.

10.2.2 The organization shall retain documented information as evidence of:

a) the nature of the nonconformities and any subsequent actions taken, and
b) the outcomes of any corrective action.

10.3 Continual improvement

The organization shall continually improve the suitability, adequacy and effectiveness of the EOMS.

The organization shall consider the results of analysis and evaluation, and the outputs from management review, to determine if there are needs or opportunities that shall be addressed as part of continual improvement.

Management practices shall be regularly reviewed to take into account the latest research.
Annex A
(normative)

Additional Requirements for Special Needs Education

A.1 General

Organizations consider holistically the learning requirements to ensure that the educational services and products they provide are as inclusive as possible. The purpose of this annex is to provide requirements for special needs learners that should be considered by organizations that provide educational services and products, in addition to the requirements already expressed by this standard so that these individuals can participate fully in their own education. Each requirement below is numbered by cross-referencing it to the clause in the main text of the standard to which it refers.

A special needs learner is someone who may have educational needs that cannot be met through regular instruction and assessment practices (e.g., exceptionalities such as behavioural, communicational, intellectual, physical, giftedness, or other learner needs for special education; learners may have more than one exceptionality).

This implies the need to ensure the existence of communication channels so the interested parties (teachers, administration, specialists,) can receive the information they need for their activity.

A.2 Additional requirements to clauses

The Educational Organization shall consider the following items when providing educational services and products to those with special needs:

A.2.1 Additional requirements to 5.1.1 Leadership and commitment - general

Top management shall ensure that:

a) there is compliance with the legislation and policies;

b) resources and training are in place to support accessibility in learning environments;

c) reasonable accommodation is provided for special needs learners to promote an equitable access to facilities and the educational environments as other learners.”.

The organization should:

- show flexibility to support the learner co-construction of the learning process based on skills, abilities and interest, including approaches such as:

  1. adaptive instruction;

  2. accelerated or enriched content;

  3. allowing enrolment in two distinct programmes or educational organizations;
4. individually tailored measures;

5. curriculum adjustment or modification of the education programme to match the learner's specific profile, above or below the default age-appropriate grade or level expectations for a particular subject or course; and

6. recognition of prior learning and experience.

- facilitate a team environment with adequate resources to support individual learners to meet their optimal potential
- provide linkages to workplace opportunities;
- ensure the provision of healthy and nutritious meals as necessary.

A.2.2 Additional requirements to 7.2 Competence

The organization shall supply resources to support educators by:

a) ensuring that all educators and staff having contact with learners with special needs have appropriate specialized training. Such training can include:

1) meeting the learning needs of learners who have different requirements;
2) differentiated instruction and assessment;
3) instructional scaffolding;

b) providing access to a network of specialists;

NOTE Specialised training can include training in differentiated instruction so as to meet the needs of learners with different requirements.

NOTE 2 Specialists can include psychologists, learning and development specialists and speech therapists.

A.2.3 Additional note to 8.2.1 Determination of requirements for products and services

Note: Needs analysis for learners with special needs can include analysis of:

- reading disorders
- disorder of written expression
- math disability
- motor impairment
- auditive impairment
- visual impairment
- and for gifted students:
— levels of giftedness;
— hyperlexia;
— preliminary assessment for areas of Giftedness such as: General Intellectual Ability; Specific Academic Aptitude; Leadership Ability; Creative and Productive Thinking; psychomotor Ability; Visual and Performing Arts

A.2.4 Additional requirements to 8.5.3 Delivery of programmes

With input from learners and other interested parties, an organization's management, teaching and support staff can identify steps to improve accessibility of educational services. The organization shall apply reasonable judgment as to what might be possible during a specific time frame. The organization should:

- employ differentiated instruction strategies that are targeted to learners in the classroom;
- provide multiple and diverse opportunities for learners to demonstrate their mastery of the topics of instruction;
- ensure instruction provides scaffolded activities and assessments that allow learners to build and demonstrate their learning;
- use approaches recommended for special needs learners to encourage development of self-awareness, self-regulation, and metacognition;
- balance the needs of the learner, the educator, the requirements of the subject, the context (environment) within larger frameworks (e.g., legislative and curricular requirements, national values, etc.);
- flexibly implement individualized measures, as applicable including:
  1) curriculum modification;
  2) compacting and the like;
  3) fostering self-directedness and independence;
  4) tutor and mentorships;
  5) adequate evaluation methods.

A.2.5 Additional requirements to 9.1.5 Methods for monitoring, measurement, analysis and evaluation

Individual learners who require specific assistance with learning in order to achieve the agreed upon learning outcomes, will be accommodated in a manner that balances learner requirements, the integrity of the learning outcomes, and capacity of the educational organization.
Annex B  
(normative)  

Additional Requirements for Research  

B.1 Introduction  
Research is defined by the Oxford Dictionary as, “the systematic investigation into and study of materials, sources, etc., in order to establish facts and reach new conclusions”. There are different types of research, such as pure (basic), applied, and different research methodologies that are used by researchers, such as quantitative, qualitative, mixed methods, etc. Research approaches and methodologies may differ according to discipline, and in some cases interdisciplinary research combines approaches from more than one discipline.  

B.2 Examples of research Involvement of educational organization interested parties  
Interested parties associated with educational organizations may be involved in different forms of research, for example:  
- instructors may teach learners about research and engage with learners in research activities related to the curriculum (e.g., learners may survey their classmates and develop graphical representations of the data from their fellow learners; science learners may perform experiments and prepare lab reports, learners may perform research to complete a dissertation that will lead to a degree, etc.);  
- instructors may lead or participate in research in addition to their teaching duties (e.g., pure research regarding scientific phenomena, applied research in biotechnology, participatory action research regarding the environment, etc.);  
- instructors and collaborators may lead or participate in educational research that focuses on new innovations in teaching and learning; and,  
- other forms of research.  

B.3 Provision of research principles and guidelines  
Clear research principles and guidelines need to be provided to interested parties associated with educational organizations. Information for researchers shall, as applicable, include principles and guidelines including (but not limited to):  
- humans in research (including an evaluation of risk related to vulnerability of research participants and potential harms participants may experience);  
- animals in research;  
- ethical conduct of research; and,
environmental health and safety (including environmental protection, biosafety, etc.).

B.4 Provision of information regarding research processes

The educational organization should provide information regarding research processes including (but not limited to):

- information required;
- deadlines;
- ethical review process;
- process for annual review (including completion or continuation);
- post approval review processes;
- process for amendments;
- process to respond and revise to meet review comments;
- reporting process for any adverse events;
- information related to international research legal, and ethical considerations;
- process for course-based research; and,
- administrative and quality assurance projects.

B.5 Training and consultation

Researchers should have access to

- training and resources (e.g., courses, seminars, access to researcher listservs, access to research publications, provision of online resources related to research);
- information related to relevant legislation and regulations (e.g., researchers guide to regulations, protocol and review process regarding humans in research and animal use in research);
- information related to standard operating procedures;
- peer review (internal and external and possible exemptions);
- access to online forms that need to be completed and submitted;
- permits or certificates required (e.g., for field work or other types of research, biosafety certificates or forms and instructions for use of controlled substances);
- guidance for entrepreneurs, inventors and start-ups regarding commercialization (including consultation regarding working with industry partners, clear guidelines regarding IPR, copyright, trademarks and patents);
1669 - recommendations and suggestions on where to apply for research funding, information about research awards and honours;
1670
1671 - access to knowledgeable and competent research staff.
Annex C
(normative)
Additional Requirements for Early Childhood Education

In this International Standard, early childhood education (ECE) is understood to be education occurring at Level 0 of ISCED.

Early childhood education is an educational level with its own identity. The main objective in this educational level is to contribute to the physical, emotional, social and intellectual development of children.

C.1 General

The organization should respect childrens’ rights as per the UN Convention on the Rights of the Child.

The organization shall foster play, autonomy, affection, cooperation, creativity, joy and self-confidence amongst ECE children.

C.2 Facilities

Facilities established by the organization shall include:

a) learning resources for early childhood education;

b) facilities for play;

c) facilities for daycare.

Note: Where a school offers education at ISCED 1+ as well as early childhood education, it shall provide a separate space, dedicated ECE teacher, teaching and learning resources.

C.3 Competence

The organization shall provide educators specialised training in ECE, as appropriate.

C.4 Communication

The organization shall establish a procedure for communication with parents, tutors and guardians where the flow of information and control of child safety are guaranteed.

C.5 Individual Learning Plans

The organization shall elaborate individual plans in accordance with the evaluation of needs and expectations of the child and its family and considering the group of children as a whole. These plans shall be elaborated in [deadline] and be maintain as documented information.

The organization shall appoint responsible people for the elaboration, implementation, coordination, evaluation and review of individual plans.
The individual plans shall include:

a) general and specific objectives and respective indicators;

b) identification of activities, strategies and resources needed for the learner to achieve the defined objectives;

c) identification, scope of participation and responsibility of everyone involved in the implementation of the individual plans (e.g. child, family, staff, partners);

d) deadline for the implementation of the activities defined;

e) identification of the associated risks and actions to address them;

f) identification of evaluation/review intervals of the individual plans;

The organization shall involve the child and its family in the elaboration of the individual plan.

The results of the evaluation and review of individual plans shall be retained as documented information.

**C.6 Reception and Delivery of the Child**

The organization shall establish and implement a process for the reception and delivery of the child and retain documented information regarding these activities.

**C.6.1 Reception of the Child**

The organization shall:

a) appoint a person responsible for the reception of the child and a location for this activity to take place;

b) promote the exchange of information between the appointed person and the family of the child.

**C.6.2 Delivery of the Child**

The organization shall:

a) appoint a person responsible for the delivery of the child and a location for this activity to take place;

b) promote the exchange of information between the appointed person and the family of the child;

c) assure that the child is only delivered to authorized people;

d) define the rules for exceptional situations where the child needs to be delivered to people not identified as authorized to do so on the child’s individual file;

e) define the hygiene conditions in which the child should be delivered to authorized people.

**C.7 Hygiene care**

The organization shall:
a) define the hygiene care adequate to each child’s individual needs;

b) promote the progressive autonomy of the child regarding personal hygiene;

c) assure each child has individual resources for personal hygiene;

d) retain documented information regarding personal hygiene and care activities of each child.

C.8 Care in situation of illness or accident

The organization shall define the way of acting in situations of child illness or accident and shall retain documented information regarding these situations.

The educational organization shall define the rules for administration of medicine to the child. This activity shall be supported by a mandate signed by the child’s parents and authorized persons, and with a physician’s prescription where required.

Any medicines shall be identified and safely handled and stored.

The organization shall retain documented information regarding the medicines administered, including dose and time of administration.

C.9 Pedagogical-Playful Materials, Equipment and Spaces

The pedagogical-playful materials, equipment and spaces shall be suitable to the children’s age and situation.

The organization shall define the frequency, method and people adequate to assure the hygiene of each of these materials, equipment and spaces.

The organization shall maintain documented information regarding hygiene activities regarding materials, equipment and spaces.
Annex D
(informative)

Principles for a Management System for Educational Organizations (EOMS)

An EOMS entails the following principles:

D.1 A focus on the needs of learners and other beneficiaries
The primary focus of EOMS is to meet learner and other beneficiary requirements and to exceed their expectations.

D.2 Learning-Centeredness
The active engagement of the learner in their own learning with consideration of the subject matter and the context in which learning takes place. The organization, learners, instructions, and stakeholders in the broader context focus on the success of each learner.

D.3 Visionary Leadership
Visionary leadership is to engage all relevant interested parties in creating, writing, and implementing the organization mission, vision and objectives. Leaders at all levels shall maintain unity of purpose and direction and create conditions that help people to achieve the aims, goals and objectives of the organization. Visionary leadership also covers competencies in change management.

D.4 Engagement of People
It is essential for the organization that all involved people are competent, empowered and engaged in delivering value.

D.5 Process Approach
Consistent and predictable outcomes are achieved more effectively and efficiently when activities are understood and managed as interrelated processes that function as a coherent system, including input and output.

D.6 Improvement
Successful organizations have an ongoing focus on measureable and assessable improvement. Evaluation of improvement has to take into account the aims and goals of the organization.

D.7 Evidence-Based Decisions
Decisions based on the analysis and evaluation of data and information are more likely to produce desired outcomes.
D.8 Relationship Management

Statement for sustained success, organizations manage their relationships with interested parties, such as suppliers and collaborating partners.

D.9 Social responsibility

The responsibility of an organization for the impacts of its decision and activities on society and the environment, through transparency and ethical behavior that:

— contribute to sustainable development, including quality education for all, health and welfare of society;

— takes into account the expectation of stakeholders;

— is in compliance with applicable law and consistent with international norms of behavior;

— is integrated throughout the organization and practices in its relationship. This implies the willing inclusion by business of social and environmental concerns in the commercial (economic) activities and their relation with their stakeholders. [ISO 26000]

D.10 Accessibility and Equity

Successful organizations are inclusive, flexible, transparent and accountable in order to address learners' individual and special needs, interests, abilities and backgrounds, creating an environment where learning activities are organized in a way that encourages learners to construct the knowledge either individually or in groups in an active way. Educators within these organizations provide and facilitate all educational products and services and opportunities to all learners in a manner that is equitable.

D.11 Ethical conduct in education

The ability of the organization to create an ethical professional environment where all interested parties are dealt with equitably, conflicts of interest are avoided, and activities are conducted for the benefit of society

D.12 Data Security & Protection

All interested parties are able to interact with the educational organization in full confidence that they maintain control over their own data, and that the educational organization will treat their data with appropriate care and confidentiality.

D.13 Holistic Approach

The EOMS promotes an integrated, holistic, systemic and systematic approach to education. It covers all levels of development, from strategic planning to the daily learning activity.
D.14  Adaptability
The EOMS takes account of the principles of adaptability.

D.15  Extensibility
The EOMS is extensible in that additional requirements may be defined in order to ensure that new concepts, technologies, or innovations are taken into account to meet the requirements of specific communities.
Annex E
(informative)

Classification of Interested Parties

E.1 Interested Parties for an EOMS

Figure E.1 — Typology of Interested Parties

In the diagram above examples of:

- students/pupils include any learner building and developing knowledge, skills and attitudes at the educational organization;
- apprentices include learners receiving instruction in the context of the workplace;
- government include ministries of education, public regulatory authorities and regional authorities;
— labour market includes employers, employer-representatives and unions;
— parents & guardians include all persons who can take decisions on behalf of learners;
— employees include permanent, temporary staff and externally contracted persons who hold a position within the organization;
— volunteers include persons who provide a service to the educational organization without monetary recompense (e.g., persons serving on committees, visiting speakers, etc.);
— educational organizations include both competitors as well as collaborating organizations;
— media and society include those with a tangential interest in the educational organization;
— external providers include suppliers and other external organizations providing outsourced services;
— shareholders include owners of shares in organizations and sole owners;
— commercial partners include sponsors and enterprises who jointly offer course;
— alumni include former students or pupils of an educational organization.

Educators may be employees, volunteers or external providers.

Interested Parties may hold more than one type of relationship with an educational organization. Thus, for example, a doctoral student within an organization may be a beneficiary of that organization as a learner, while at the same time an employee as a teaching-assistant or researcher.
Annex F
(informative)

Guidelines for Communication with Interested Parties

The following provides guidance on the implementation of article 7.4 in organizations.

F.1 Levels of Engagement

In determining what to communicate, with whom, the institution may embark upon a stakeholder analysis, so as to determine the level of interest of various interested parties in the activity of the institution, as well as the institution’s interest in communicating with them, in line with its policy.

The following table presents an example of an analysis of interested parties based upon several different types of educational organizations:

<table>
<thead>
<tr>
<th>Interested Parties</th>
<th>Learners</th>
<th>Staff</th>
<th>Parents</th>
<th>Government</th>
<th>External Providers</th>
<th>Suppliers</th>
<th>Labour Market</th>
<th>Competitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-primary</td>
<td>H C</td>
<td>H R</td>
<td>H I</td>
<td>H I</td>
<td>M C</td>
<td>M Ch</td>
<td>L C</td>
<td>H Ch</td>
</tr>
<tr>
<td>primary</td>
<td>H C</td>
<td>H R</td>
<td>H I</td>
<td>H I</td>
<td>M C</td>
<td>M Ch</td>
<td>L C</td>
<td>H Ch</td>
</tr>
<tr>
<td>secondary</td>
<td>H I</td>
<td>H R</td>
<td>H R</td>
<td>H I</td>
<td>M C</td>
<td>M Ch</td>
<td>H C</td>
<td>H Ch</td>
</tr>
<tr>
<td>university / colleges</td>
<td>H I</td>
<td>H I</td>
<td>L C</td>
<td>M I</td>
<td>M C</td>
<td>M Ch</td>
<td>H I</td>
<td>H Ch</td>
</tr>
<tr>
<td>vocational including professional higher education &amp; apprenticeships</td>
<td>H R</td>
<td>H R</td>
<td>N</td>
<td>H C</td>
<td>M C</td>
<td>M Ch</td>
<td>H 1</td>
<td>M Ch</td>
</tr>
<tr>
<td>continuing education (adult education)</td>
<td>H I</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>tutoring, coaching &amp; mentoring</td>
<td>H C</td>
<td>H C</td>
<td>M C</td>
<td>L Ch</td>
<td>M C</td>
<td>L</td>
<td>H Ch</td>
<td>MCh</td>
</tr>
</tbody>
</table>

Level of interest:
- H – High
- M – Medium
- N – None

Level of participation:
- I – Involved
- C – Consulted
- R - Represented
- Ch - Checked

Note: These categories may be interpreted differently in different national contexts.

Table F.1 — A sample analysis of levels of interest and participation of interested parties in several different types of organizations
F.2 Methods of Engagement & Communications

The method of communication will depend on the objective of communication:

F.2.1 Communications for the purpose of obtaining the position, opinion or consent of interested parties

The organization may establish different levels of participation for different interested parties. These shall include, as appropriate:

- **a)** involvement – whereby the interested parties participate in the process directly;

  EXAMPLE 1   Parents may participate directly in the delivery of pre-primary activities within the organization

  EXAMPLE 2   Industry organizations may be involved directly in the provision of higher education through the supply of places for internships

- **b)** representation – whereby representatives of the interested parties participate in the process directly;

  EXAMPLE 1   Representatives of learners may be elected to university governing boards by the learner body.

  EXAMPLE 2   Staff may be chosen by a union to represent the interests in a school board.

- **c)** consultation – whereby interested parties are consulted on the process, but do not participate in it;

  EXAMPLE 1   External Providers may be consulted on the design of books, other educational materials.

  EXAMPLE 2   Employers may be consulted as to their skill requirements, before the organization designs a course

- **d)** checking – whereby the organization takes note of the position of the interested parties, but does not consult, represent or involve them.

  EXAMPLE 1   Competitors may be checked before announcing a new programme or amending an existing one.

  EXAMPLE 2   The prices of various suppliers may be checked before deciding on a fee structure by the Educational Organization.

Methods of Communication could include but are not limited to:
F.2.2 Communications for the purpose of conveying relevant, accurate and timely information to interested parties

The organization may establish different communication methodologies depending upon the interested parties being targeted. These shall include, as appropriate:

a) generic communications – whereby the communications are directed at all interested parties and/or the general public;

b) targeted communications – whereby the communications are directed at specific groups of interested parties;

c) personalized communications – whereby communications happens as a two way process between the organization and specific interested parties.

Methods of communication could include but are not limited to:
Figure F.1 — Some potential methods of communication for the purpose of obtaining the position, opinion or consent of interested parties

F.2.2 Communications for the purpose of conveying relevant, accurate and timely information to interested parties

The organization may establish different communication methodologies depending upon the interested parties being targeted. These shall include, as appropriate:

a) generic communications – where the communications are directed at all interested parties and/or the general public;

b) targeted communications – where the communications are directed at specific groups of interested parties;

c) personalized communications – where communications happens as a two way process between the organization and specific interested parties.

Methods of communication could include but are not limited to:

- Meetings in Person
- Individual Emails and Phone Calls
- Social Media
- Memorandums
- Internal Magazines
- Websites
- Brochures & Pamphlets
- Mass Media Advertisements (Newspapers, TV, Radio)

Figure F.2 — Some potential methods of communication for the purpose of conveying relevant, accurate and timely information to interested parties

F.3 Frequency of communication with Interested Parties

The organization shall define the frequency of communication with the interested parties. Consideration shall be given to the following factors when determining the frequency of communication:

a) before introducing any new programmes or new products and services;

b) immediately after any changes are approved or issued that may have an impacts on the interested parties;

c) on a regular basis as agreed with interested parties or as set by the communication procedure;

d) following any complaints by interested parties.

F.4 Receipt and handling feedback from Interested Parties

The organization should assign a function to receive and record communication from interested parties. The method of recording should indicate:

- the identity of the sender (unless anonymous)
- the date of receipt of the communication
- the subject of the feedback
- the need to act or not on the feedback
- the concerned person(s) in the organization that needs to act on the feedback
— the deadline for answering the interested parties if needed

F.5 Review of impact of feedback from interested parties on the management system

Following a review of the feedback, the person(s) concerned should take action as required and make any necessary improvements to the EOMS.
Annex G
(informative)

Processes, Procedures, Methods and Tools in Educational Organizations

G.1 Processes

Processes in Educational Organizations may include those for:

— providing adequate resources;
— recruiting, selecting and registering applicants;
— managing and maintaining the necessary educational infrastructure (incl. classrooms, laboratories, study-spaces, libraries)
— scheduling courses;
— designing courses;
— managing courses;
— evaluating courses;
— evaluation of staff performance;
— evaluation of learners’ performance;
— internal communications;
— external communications;
— corrective and preventive actions;
— recruitment of staff;
— continuing professional development of staff;
— management review;
— security, health & safety compliance;
— publication of educational materials (including books, journal articles)
— conforming to requirements for accreditation;
— informing relevant parties of changes to policy, strategy or instruction;
— retaining documented information;
— issuing and securing recognition of learning achieved and accessed as documented information;
— responding to feedback, queries and complaints from interested parties.
— operating learner support and orientation systems

G.2 Measures

Educational Organizations may implement measures for:
— dropout rate;
— literacy rate;
— learner satisfaction;
— attendance and/or engagement rate of learners;
— satisfaction of other beneficiaries;
— graduation rate (as percentage of original admissions);
— length of time for completion of programme;
— job placement rate at specified intervals after graduations;
— overall level of qualification of staff;
— publication & research output of staff;
— number of hours of continuing professional development;
— percentage of accredited programmes;
— number of complaints;
— assessment pass rate;
— ratio of administrative to research to teaching staff;
— overall inward investment (by source)
— degree of achievement of learning outcomes.

G.3 Tools

Tools for Evaluation in Educational Organizations may include:
— Cost Analysis;
— Satisfaction Surveys;
— Suggestion Schemes;
— Complaint and Appeal Systems;
— Impact Evaluation;
— Needs Analysis;
— Statistical Data Analysis;
— Focus Groups;
— Self-Assessment;
— Peer Assessment;
— Boards and Committees to analyse performance;
— SWOT;
— Brainstorming;
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UNIQUE Guidelines, 2011


