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## Education and learning services — Terminology

*Services de formation fournis en dehors du cadre de l'enseignement formel — Terminologie*

ICS: 03.180; 01.040.03

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## 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](http://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](http://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 of the voluntary nature of standards, 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 [www.iso.org/iso/foreword.html](http://www.iso.org/iso/foreword.html).

This document was prepared by Technical Committee ISO/TC 232, *Education and learning services*.

ISO/TC 232 has developed the following documents: [standards/sist/5f7ce576-a096-4dfe-a3bc-8e39ab5a4206/iso-dis-29995](https://standards.iso.org/standards/sist/5f7ce576-a096-4dfe-a3bc-8e39ab5a4206/iso-dis-29995)

- *ISO 29991:2014, Language learning services outside formal education — Requirements*
- *ISO 29992:2018 Assessment of outcomes of learning services — Guidance*
- *ISO 29993:2017, Learning services outside formal education — Service requirements*

ISO/TC 232 also has responsibility for the following document:

- *ISO 21001:2018, Educational organizations — Management systems for educational organizations -Requirements with guidance for use* developed by ISO/PC 288

Any feedback or questions on this document should be directed to the user's national standards body. A complete listing of these bodies can be found at [www.iso.org/members.html](http://www.iso.org/members.html).

## Introduction

This International Standard is a compendium of terms used in ISO/TC 232 published International Standards, compiled to coordinate usage of terminology, and intended to help the user to implement and develop International Standards in ISO/TC 232 effectively and efficiently. This International Standard contains 73 terms and their 88 definitions adopted from the 4 published standards in ISO/TC 232 (ISO 29991:2014, ISO 29993:2017, ISO 29992:2018, and ISO 21001:2018). All the terms are arranged in different categories logically based on different items and contents involved in education and learning (E.g., organization, person, activity, assessment, evaluation, resource and document, management system), and the various definitions of the same term are sorted according to the number of the International Standard they belong. An alphabetical index provided at the end of this International Standard.

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# Education and learning services — Terminology

## 1 Scope

This International Standard lists the terms and definitions of the published standards in ISO/TC 232.

This International Standard incorporates all the terms and definitions used in ISO/TC 232 standards directly, intending to provide the reference for standard users and developers, as well as to facilitate communication and common understanding of the terms within the field of education and learning and the scope of ISO/TC 232.

## 2 Normative references

There are no normative references in this document.

## 3 Terms and definitions

For the purposes of this document, the following terms and definitions apply.

ISO and IEC maintain terminological database for use in standardization at the following addresses:

- ISO Online browsing platform: available at <http://www.iso.org/obp>
- IEC Electropedia: available at <http://www.electropedia.org/>

### 3.1 General terms

#### 3.1.1

##### learning service

sequence of activities designed to enable learning (3.3.2)

[SOURCE: ISO 29993:2017, 3.12]

#### 3.1.2

##### educational service

process (3.7.8) that supports acquisition and development of learners' (3.2.6) competence (3.4.13) through teaching (3.3.8), learning or research

[SOURCE: ISO 21001:2018, 3.23]

## 3.2 Terms related to organization and person

### 3.2.1

#### organization

person (3.2.5) or group of people that has its own functions with responsibilities, authorities and relationships to achieve its objectives (3.7.6)

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.

[SOURCE: ISO 21001:2018, 3.1]

### 3.2.2

#### **educational organization**

organization (3.2.1) whose core business is the provision of educational products (3.6.2) and educational services (3.1.2)

Note 1 to entry: This can include an educational organization within a larger organization whose core business is not education, such as a professional training department.

[SOURCE: ISO 21001:2018, 3.22]

### 3.2.3

#### **learning service provider**

##### **LSP**

organization or individual providing learning services (3.1.1) outside formal education, including any associates involved in the provision of the learning service

[SOURCE: ISO 29993:2017, 3.13]

### 3.2.4

#### **language learning service provider (LLSP)**

organization or individual providing language learning services (3.3.7) outside formal education, including any personnel involved in the provision of the language learning (3.3.1) service

[SOURCE: ISO 29991:2014, 2.11]

### 3.2.5

#### **person individual**

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

[SOURCE: ISO 21001:2018, 3.35]

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### 3.2.6

#### **'A' learner**

beneficiary (3.2.18) acquiring and developing competence (3.4.13) using an educational service (3.1.2)

[SOURCE: ISO 21001:2018, 3.25]

### 3.2.7

#### **'B' learner**

<language learning services> person engaged in language learning (3.3.1)

[SOURCE: ISO 29991:2014, 2.12]

### 3.2.8

#### **'C' learner**

person engaged in learning (3.3.2)

[SOURCE: ISO 29993:2017, 3.8]

### 3.2.9

#### **continuous professional development**

ongoing intentional enhancement of professional knowledge or of professional competence (3.4.14)

[SOURCE: ISO 29991:2014, 2.6]

### 3.2.10

#### **staff**

persons (3.2.5) who work for and within an organization (3.2.1)

[SOURCE: ISO 21001:2018, 3.36]



### 3.2.11 facilitator

person who works with learners (3.2.8) to assist them with learning (3.3.2)

Note 1 to entry: A facilitator (3.2.11) is also often referred to as a teacher, a trainer, a coach, a tutor or a mentor.

[SOURCE: ISO 29993:2017, 3.6]

### 3.2.12 teacher

<language learning services> person whose job is to provide instruction and facilitate learning (3.3.1)

[SOURCE: ISO 29991:2014, 2.16]

### 3.2.13 educator

person (3.2.5) who performs teaching (3.3.8) activities

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

[SOURCE: ISO 21001:2018, 3.27]

### 3.2.14 'A' interested party stakeholder

person (3.2.5) or organization (3.2.1) that can affect, be affected by, or perceive itself to be affected by a decision or activity

Note 1 to entry: Annex C in ISO 21001:2018 gives a classification of interested parties in educational organizations (3.2.2).

[SOURCE: ISO 21001:2018, 3.2, modified – “in 21001:2018” added before “gives”.]

### 3.2.15 'B' interested party

individual, group or organization with a direct or indirect interest in the learning service (3.1.1), including its management and outcomes, or the processes involved, or both

[SOURCE: ISO 29993:2017, 3.7]

### 3.2.16 'A' sponsor

<language learning services> organization or individual that acquires language learning services (3.3.7) on behalf of learners (3.2.7), that provides financial or other support for them, or that has a vested interest in the outcome of the language learning (3.1.1)

Note 1 to entry: Sponsors include corporations, government agencies and persons.

[SOURCE: ISO 29991:2014, 2.15]

### 3.2.17 'B' sponsor

organization or individual that acquires learning services (3.1.1) on behalf of learners (3.2.8), that provides financial or other support for them, or that has a vested interest in the outcome of the learning (3.3.2)

Note 1 to entry: Sponsors include corporations, government agencies and individuals.

[SOURCE: ISO 29993:2017, 3.15]

### 3.2.18

#### **beneficiary**

person (3.2.5) or group of people benefiting from the products and services of an educational organization (3.2.2) and whom the educational organization is obliged to serve by virtue of its mission (3.7.18)

Note 1 to entry: Annex D in 21001:2018 includes a list of beneficiaries.

[SOURCE: ISO 21001:2018, 3.26, modified - “in 21001:2018” added before “includes”]

## 3.3 Terms related to education and learning activity

### 3.3.1

#### **‘A’ learning**

<language learning services> acquiring knowledge, behaviour, skills, values, preferences or understanding in the language domain

[SOURCE: ISO 29991:2014, 2.13]

### 3.3.2

#### **‘B’ learning**

acquiring knowledge, behaviour, skills, values, preferences or understanding

[SOURCE: ISO 29993:2017, 3.9]

### 3.3.3

#### **lifelong learning**

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

[SOURCE: ISO 21001:2018, 3.40]

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### 3.3.4

#### **e-learning**

learning (3.3.1) facilitated by information and communications technology

[SOURCE: ISO 29991:2014, 2.8]

### 3.3.5

#### **‘A’ blended learning**

combination of face-to-face learning (3.3.1) with e-learning (3.3.4)

[SOURCE: ISO 29991:2014, 2.4]

### 3.3.6

#### **‘B’ blended learning**

combination of different modes of learning (3.3.2)

Note 1 to entry: Modes of learning include face-to-face learning, IT-supported learning, among others.

[SOURCE: ISO 29993:2017, 3.2]

### 3.3.7

#### **language learning service**

processes or sequence of activities designed to enable language learning (2.13)

[SOURCE: ISO 29991:2014, 2.10]

### 3.3.8 teaching

working with learners (3.2.6) 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.

[SOURCE: ISO 21001:2018, 3.40]

## 3.4 Terms related to assessment

### 3.4.1 'A' assessment

<language learning services> gathering of language data to determine the language ability of an individual language learner (3.2.7) or group of learners

[SOURCE: ISO 29991:2014, 2.1]

### 3.4.2 'B' assessment

test, examination, observation, or other process, designed to measure an examinee's knowledge, competence, or performance in a defined area against specific reference points or standards (educational or professional)

[SOURCE: ISO 29992:2018, 3.1]

### 3.4.3 'C' assessment

gathering of data to determine the learning outcomes of an individual learner (3.2.8) or group of learners

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[SOURCE: ISO 29993:2017, 3.1]

### 3.4.4 assessor

person or organization responsible for interpreting an examinee's performance on the assessment tasks and providing appropriate reporting and feedback to examinees and the client

Note 1 to entry: Assessors are competent to make decisions about the use and interpretation of assessment procedures. In relation to psychological testing, in some countries they are referred to as "test users" to distinguish them from "test proctors", "test administrators" or "monitors". Assessors can be employees of the service provider or the client, or third parties contracted for the purposes of the assessment.

[SOURCE: ISO 29992:2018, 3.2]

### 3.4.5 proctor invigilator

authorised person who administers or supervises an assessment

[SOURCE: ISO 29992:2018, 3.5]

### 3.4.6 scorer rater

qualified and trained person who assigns a score to an examinee's performance based on defined criteria

[SOURCE: ISO 29992:2018, 3.6]