TECHNICAL SPECIFICATION

ISO/TS 21030

Educational organizations — Requirements for bodies providing audit and certification of educational organizations' management systems

Organismes d'éducation/formation — Exigences pour les organismes procédant à l'audit et à la certification des systèmes de management des organismes d'éducation/formation

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Foreword

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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 document 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).

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This document was prepared by Technical Committee ISO/TC 232, *Education and learning services*, in collaboration with the ISO Committee on Conformity Assessment (CASCO).

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.

Introduction

Certification of the educational organization management systems (EOMS) of an organization is one means of providing assurance that the organization has implemented a system for the management of its educational services in line with its policy.

Requirements for an EOMS can originate from a number of sources. This document has been developed to assist in the certification of EOMS that fulfil the requirements of ISO 21001. The contents of this document can also be used to support certification of EOMS that are based on other sets of specified EOMS requirements.

This document is intended for use by bodies that carry out audit and certification of EOMS by providing generic requirements for such bodies. Such bodies are referred to as certification bodies. This wording is not intended to be an obstacle to the use of this document by bodies with other designations that undertake activities covered by the scope of this document. This document is intended to be used by anybody involved in the audit of EOMS. It can also be used to support other types of educational organization certifications based on a combination of ISO/IEC 17021-1, ISO/IEC 17024 and ISO/IEC 17065.

Certification activities involve the audit of an organization's EOMS. The form of attestation of conformity of an organization's EOMS to a specific EOMS standard (e.g. ISO 21001) or other specified requirements is normally a certification document or a certificate.

It is for the organization being certified to develop its own management systems (e.g. EOMS in accordance with ISO 21001, other sets of specified EOMS requirements, quality management systems, environmental management systems or occupational health and safety management systems) and, other than where relevant legislative requirements specify to the contrary, it is for the organization to decide how the various components of these will be arranged. The degree of integration between the various management system components will vary from organization to organization. It is, therefore, appropriate for certification bodies that operate in accordance with this document to consider the culture and practices of their clients with respect to the integration of their EOMS in the organization.

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Educational organizations — Requirements for bodies providing audit and certification of educational organizations' management systems

1 Scope

This document defines the rules applicable to the audit and certification of educational organization management systems (EOMS) conforming to the requirements given in ISO 21001 (or other sets of specified EOMS requirements). It also provides the necessary information and confidence to customers about the way certification of their suppliers has been granted.

Certification of EOMS is a third-party conformity assessment activity (as described in ISO/IEC 17000:2020, 4.5), and bodies performing this activity are third-party conformity assessment bodies.

NOTE 1   This document can be used as a criteria document for the accreditation or peer assessment of certification bodies which seek to be recognized as being competent to certify that an EOMS conforms to ISO 21001. It is also intended to be used as a criteria document by regulatory authorities and industry consortia which engage in direct recognition of certification bodies to certify that an EOMS conforms to ISO 21001. Some of its requirements could also be useful to other parties involved in the conformity assessment of such certification bodies, and in the conformity assessment of bodies that undertake to certify the compliance of EOMS with criteria additional to, or other than, those in ISO 21001.

NOTE 2   Certification of an EOMS according to ISO 21001 is a management system certification, not a product certification.

NOTE 3   ISO 21001 is a standalone management system standard, not a sector application of ISO 9001.

The concepts and requirements of this document can be used to support certification schemes in other standards for education, such as EQAVET (European Quality Assurance in Vocational Education and Training) and ENQA-ESG (European Association for Quality Assurance in Higher Education, Standards and guidelines for quality assurance in the European Higher Education Area).

2 Normative references

The following documents are referred to in the text in such a way that some or all of their content constitutes requirements of this document. For dated references, only the edition cited applies. For undated references, the latest edition of the referenced document (including any amendments) applies.

ISO/IEC 17000:2020, *Conformity assessment — Vocabulary and general principles*

ISO/IEC 17021-1:2015, *Conformity assessment — Requirements for bodies providing audit and certification of management systems — Part 1: Requirements*

ISO 21001:2018, *Educational organizations — Management systems for educational organizations — Requirements with guidance for use*

3 Terms and definitions

For the purposes of this document, the terms and definitions given in ISO/IEC 17000, ISO/IEC 17021-1 and ISO 21001 and the following apply.

ISO and IEC maintain terminology databases for use in standardization at the following addresses:

— ISO Online browsing platform: available at https://www.iso.org/obp

— IEC Electropedia: available at https://www.electropedia.org/

3.1
virtual site
digital space where an educational organization performs work or provides educational products and services using an online environment allowing persons, irrespective of their locations, to execute processes

Note 1 to entry: Where the processes are executed in a physical environment, for example physical testing and computing laboratories, libraries, sports facilities, dormitories or food service, the site cannot be considered as a virtual site.

Note 2 to entry: An example of such a virtual site is a learning management platform with all employees performing work located remotely, working in a cloud environment.

Note 3 to entry: A virtual site (e.g. learning management system, organization intranet) is considered a single site for the calculation of audit time.

[SOURCE: Adapted from IAF MD5:2019]

3.2
organization
person or group of people that has its own functions with responsibilities, authorities and relationships to achieve its objectives

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]

3.3
effectiveness
extent to which planned activities are realized and planned results are achieved

[SOURCE: ISO 21001:2018, 3.6]

3.4
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 (e.g. educational, financial, health and safety, environmental goals) and can apply at different levels (e.g. strategic, organization-wide, project, product, process).

Note 3 to entry: An objective can be expressed in other ways, for example as an intended outcome, a purpose, an operational criterion, 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 EOMS, EOMS objectives are set by the organization, consistent with the EOMS policy, to achieve specific results.

[SOURCE: ISO 21001:2018, 3.8]

3.5
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 of 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

[SOURCE: ISO 21001:2018, 3.9]

3.6
competence
ability to apply knowledge and skills to achieve intended results

Note 1 to entry: The ability to apply knowledge and skills means that the learner demonstrates appropriate attitudes and behaviour in different contexts or situations with responsibility and autonomy.

[SOURCE: ISO 21001:2018, 3.10]

3.7
documented information
information required to be controlled and maintained by an organization 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, including related processes;

— information created in order for the organization to operate (documentation);

— evidence of results achieved (records).

[SOURCE: ISO 21001:2018, 3.11]

3.8
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, products (including services), systems or organizations.

[SOURCE: ISO 21001:2018, 3.13]

3.9
educational organization
organization whose core business is the provision of educational products and educational services

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]

3.10
educational service
process that supports acquisition and development of learners' competence through teaching, learning or research

Note 1 to entry: The service provided in a school library is an educational service when utilized in an educational context where learning how to obtain information and resources from a library is part of the curricula.

[SOURCE: ISO 21001:2018, 3.23, modified — Note to entry added.]

3.11
educational product
learning resource
tangible or intangible goods used in pedagogical support of an educational service

Note 1 to entry: Educational products can be either physical or digital and can include textbooks, workbooks, worksheets, manipulatives (e.g. blocks, beads), flashcards, educator workshops, non-fiction, books, posters, educational games, applications, websites, software, online courses, activity books, graphic novels, reference books, DVDs, CDs, magazines and periodicals, study guides, educator guides, laboratories, models, movies, televisions shows, webcasts, podcasts, maps and atlases, standards, technical specifications and case studies.

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

[SOURCE: ISO 21001:2018, 3.24]

3.12
learner
beneficiary acquiring and developing competence using an educational service

[SOURCE: ISO 21001:2018, 3.25]

3.13
educator
person who performs teaching 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]

3.14
staff
persons who work for and within an organization

Note 1 to entry: Staff can be referred by different terms, such as personnel, collaborator, intern, apprentice, consultant or volunteer.

Note 2 to entry: In educational organizations, staff can be clustered according to the nature of their job roles, for example teaching, researching and non-teaching staff; administrative and support staff.

Note 3 to entry: Staff can be permanent or non-permanent.

Note 4 to entry: Non-permanent staff can be:

a) seasonal (e.g. a part-time teacher who only teaches in the first semester, a janitor who works during the academic months but not during holiday periods, a volunteer during the registration period, data entry operators); or

b) temporary (e.g. an invited lecturer to a once-off masterclass, a consultant subcontracted to help the organization implement a new management system, apprenticeships, traineeships, internships, fellowships).

Note 5 to entry: Staff can be full-time or part-time (e.g. a cook who only works mornings in the food service; a teacher who only teaches half of a schedule).

Note 6 to entry: Staff can have different formal agreements with the educational organization (e.g. employment contract of a teacher or a clerk, client-supplier contract of a trainer, consultant, housekeeper; memorandum of understanding for an intern, apprentice, trainee, fellow or volunteer).

[SOURCE: ISO 21001:2018, 3.36, modified — Notes to entry added.]

3.15
vision
aspirations of an organization in relation to its desired future condition and duly aligned with its mission

[SOURCE: ISO 21001:2018, 3.30]

3.16
mission
reason for being, mandate and scope of an organization, translated into the context in which it operates

[SOURCE: ISO 21001:2018, 3.31]

3.17
course
distinct set of teaching and learning activities, designed to meet defined learning objectives or learning outcomes

[SOURCE: ISO 21001:2018, 3.33, modified — Note to entry removed.]

3.18
educational programme
course or consistent set of courses leading to recognition

Note 1 to entry: Recognition can take the form of a degree, a certificate of completion, participation or achievement, a badge, diploma and other forms.

[SOURCE: ISO 21001:2018, 3.34, modified — Term and definition revised.]

3.19
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.

[SOURCE: ISO 21001:2018, 3.41]

3.20
knowledge
facts, information, principles or understanding acquired through experience, research or education

[SOURCE: ISO/IEC TS 17027:2014, 2.56, modified — Definition revised.]

3.21
verification
confirmation, through the provision of objective evidence, that specified requirements have been fulfilled

[SOURCE: ISO 9000:2015, 3.8.12, modified — Notes to entry removed.]

3.22
validation
confirmation, through the provision of objective evidence, that the requirements for a specific intended use or application have been fulfilled

[SOURCE: ISO 9000:2015, 3.8.13, modified — Notes to entry removed.]