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Educational organizations — Management systems for educational organizations — Requirements with guidance for use

Organismes d'éducation/formation — Systèmes de management des organismes d'éducation/formation — Exigences et recommandations pour leur application

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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 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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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.

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

This second edition cancels and replaces the first edition (ISO 21001:2018), which has been technically revised.

The main changes are as follows: assessment related text has been revised to reflect current best practices in educational assessment.

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.

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Introduction

0.1 General

This document 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 and to improve their ability to continue to do so.

NOTE 1 A classification of interested parties in educational organizations is provided in Annex C.

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

EXAMPLE Employers who sponsor and encourage staff to participate in educational services can also benefit from this document.

The potential benefits to an organization of implementing an educational organizations management system (EOMS) based on this document are:

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

b) enhanced social responsibility by providing inclusive and equitable quality education for all;

c) more personalized learning and effective response to all learners and particularly to learners with special education needs, distance learners and lifelong learning opportunities;

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

e) increased credibility of the organization;

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

g) a culture for educational organization improvement;

h) harmonization of regional, national, open, proprietary and other standards within an international framework;

i) widened participation of interested parties;

j) stimulation of excellence and innovation.

k) continual improvement of the design and development of study programs to ensure the development of the competencies of learners to meet the needs of all interested parties

0.3 Relationship between this document and other International Standards

This document is a stand-alone management system standard, aligned with ISO 9001. It focuses on the management systems of educational organizations as well as the impact of these on learners and other relevant interested parties.

This document conforms to ISO's requirements for management system standards. These requirements include a high level structure, identical core text, and common terms with core definitions, designed to benefit users implementing multiple ISO management system standards.

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This document can be implemented alongside regional, national, open, proprietary and other standards or related documents.

NOTE 2 Annex F provides an example of how to implement this document alongside the European Quality Assurance Framework for Vocational Education and Training (EQAVET).

0.4 Principles for an EOMS

The EOMS entails the following management principles:

a) focus on learners and other beneficiaries;

b) visionary leadership;

c) engagement of people;

d) process approach;

e) improvement;

f) evidence-based decisions;

g) relationship management;

h) social responsibility;

i) accessibility and equity;

j) ethical conduct in education;

k) data security and protection.

NOTE 3 The details of these principles are analysed in Annex B.

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0.5 Process approach

0.5.1 General

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This document promotes the adoption of a process approach when developing, implementing and improving the effectiveness of an EOMS, 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 educational organization's effectiveness and efficiency in achieving its intended results. This approach enables the educational organization to control the interrelationships and interdependencies among the processes of the system, so that the overall performance of the educational 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 educational organization. Management of the processes and the system as a whole can be achieved using the Plan-Do-Check-Act (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;

— achievement of effective process performance;

— improvement of processes based on continuous evaluation of data and information.

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