

ISO 21001:2018 (E)

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

Contents

	Foreword
	Introduction
1	Scope
2	Normative references
3	Terms and definitions
4	Context of the organization
4.1	Understanding the organization and its context
4.2	Understanding the needs and expectations of interested parties
4.3	Determining the scope of the management system for educational organizations
4.4	Management system for educational organizations (EOMS)
5	Leadership
5.1	Leadership and commitment
5.1.1	General
5.1.2	Focus on learners and other beneficiaries
5.1.3	Additional requirements for special needs education
5.2	Policy
5.2.1	Developing the policy
5.2.2	Communicating the policy
5.3	Organizational roles, responsibilities and authorities
6	Planning
6.1	Actions to address risks and opportunities
6.2	Educational organization objectives and planning to achieve them
6.3	Planning of changes
7	Support
7.1	Resources
7.1.1	General
7.1.2	Human resources
7.1.3	Facilities
7.1.4	Environment for the operation of educational processes
7.1.5	Monitoring and measuring resources
7.1.5.1	General
7.1.5.2	Measurement traceability
7.1.6	Organizational knowledge
7.1.6.1	General
7.1.6.2	Learning resources
7.2	Competence
7.2.1	General
7.2.2	Additional requirements for special needs education
7.3	Awareness
7.4	Communication
7.4.1	General
7.4.2	Communication purposes
7.4.3	Communication arrangements
7.5	Documented information
7.5.1	General

- 7.5.2 Creating and updating
- 7.5.3 Control of documented information
- 8 Operation
 - 8.1 Operational planning and control
 - 8.1.1 General
 - 8.1.2 Specific operational planning and control of educational products and services
 - 8.1.3 Additional requirements for special needs education
 - 8.2 Requirements for the educational products and services
 - 8.2.1 Determining the requirements for the educational products and services
 - 8.2.2 Communicating the requirements for the educational products and services
 - 8.2.3 Changes to requirements for the educational products and services
 - 8.3 Design and development of the educational products and services
 - 8.3.1 General
 - 8.3.2 Design and development planning
 - 8.3.3 Design and development inputs
 - 8.3.4 Design and development controls
 - 8.3.4.1 General
 - 8.3.4.2 Educational service design and development controls
 - 8.3.4.3 Curriculum design and development controls
 - 8.3.4.4 Summative assessment design and development controls
 - 8.3.5 Design and development outputs
 - 8.3.6 Design and development changes
 - 8.4 Control of externally provided processes, products and services
 - 8.4.1 General
 - 8.4.2 Type and extent of control
 - 8.4.3 Information for external providers
 - 8.5 Delivery of the educational products and services
 - 8.5.1 Control of delivery of the educational products and services
 - 8.5.1.1 General
 - 8.5.1.2 Admission of learners
 - 8.5.1.2.1 Pre-admission information
 - 8.5.1.2.2 Conditions for admission
 - 8.5.1.3 Delivery of educational products and services
 - 8.5.1.4 Summative assessment
 - 8.5.1.5 Recognition of assessed learning
 - 8.5.1.6 Additional requirements for special needs education
 - 8.5.2 Identification and traceability
 - 8.5.3 Property belonging to interested parties
 - 8.5.4 Preservation
 - 8.5.5 Protection and transparency of learners' data
 - 8.5.6 Control of changes in the educational products and services
 - 8.6 Release of the educational products and services
 - 8.7 Control of the educational nonconforming outputs
- 9 Performance evaluation
 - 9.1 Monitoring, measurement, analysis and evaluation
 - 9.1.1 General
 - 9.1.2 Satisfaction of learners, other beneficiaries and staff
 - 9.1.2.1 Monitoring of satisfaction
 - 9.1.2.2 Handling of complaints and appeals
 - 9.1.3 Other monitoring and measuring needs
 - 9.1.4 Methods for monitoring, measurement, analysis and evaluation
 - 9.1.5 Analysis and evaluation
 - 9.2 Internal audit
 - 9.3 Management review
 - 9.3.1 General
 - 9.3.2 Management review inputs
 - 9.3.3 Management review outputs
- 10 Improvement
 - 10.1 Nonconformity and corrective action
 - 10.2 Continual improvement
 - 10.3 Opportunities for improvement

Annex A (normative) Additional requirements for early childhood education

- A.1 General
- A.2 Principles
- A.3 Facilities
- A.4 Competence
- A.5 Communication
- A.6 Individual learning plans
- A.7 Reception and delivery of the child
 - A.7.1 Reception of the child
 - A.7.2 Delivery of the child
- A.8 Hygiene care
- A.9 Care in situation of illness or accident
- A.10 Pedagogical-playful materials, equipment and spaces
- A.11 Behaviour management and prevention of child abuse and negligence

Annex B (informative) Principles for an EOMS

- B.1 Focus on learners and other beneficiaries
 - B.1.1 Statement
 - B.1.2 Rationale
 - B.1.3 Key benefits
 - B.1.4 Possible actions
- B.2 Visionary leadership
 - B.2.1 Statement
 - B.2.2 Rationale
 - B.2.3 Key benefits
 - B.2.4 Possible actions
- B.3 Engagement of people
 - B.3.1 Statement
 - B.3.2 Rationale
 - B.3.3 Key benefits
 - B.3.4 Possible actions
- B.4 Process approach
 - B.4.1 Statement
 - B.4.2 Rationale
 - B.4.3 Key benefits
 - B.4.4 Possible actions
- B.5 Improvement
 - B.5.1 Statement
 - B.5.2 Rationale
 - B.5.3 Key benefits
 - B.5.4 Possible actions
- B.6 Evidence-based decisions
 - B.6.1 Statement
 - B.6.2 Rationale
 - B.6.3 Key benefits
 - B.6.4 Possible actions
- B.7 Relationship management
 - B.7.1 Statement
 - B.7.2 Rationale
 - B.7.3 Key benefits
 - B.7.4 Possible actions
- B.8 Social responsibility
 - B.8.1 Statement
 - B.8.2 Rationale
 - B.8.3 Key benefits
 - B.8.4 Possible actions
- B.9 Accessibility and equity
 - B.9.1 Statement
 - B.9.2 Rationale
 - B.9.3 Key benefits
 - B.9.4 Possible actions
- B.10 Ethical conduct in education
 - B.10.1 Statement

- B.10.2** **Rationale**
- B.10.3** **Key benefits**
- B.10.4** **Possible actions**
- B.11** **Data security and protection**
- B.11.1** **Statement**
- B.11.2** **Rationale**
- B.11.3** **Key benefits**
- B.11.4** **Possible actions**

Annex C **(informative) Classification of interested parties in educational organizations**

Annex D **(informative) Guidelines for communication with interested parties**

- D.1** **General**
- D.2** **Levels of engagement**
- D.3** **Methods of engagement and communications**
- D.3.1** **General**
- D.3.2** **Communications for obtaining the position, opinion or consent of interested parties**
- D.3.3** **Communications for conveying relevant, accurate and timely information to interested parties**
- D.4** **Frequency of communication with interested parties**
- D.5** **Receipt and handling feedback from interested parties**
- D.6** **Review of impact of feedback from interested parties on the management system**

Annex E **(informative) Processes, measures and tools in educational organizations**

- E.1** **Processes**
- E.2** **Measures**
- E.3** **Tools**

Annex F **(informative) Example of mapping to regional standards**

Annex G **(informative) Health and safety considerations for educational organizations**

Page count: 63