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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 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 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 the following URL: www.iso.org/iso/foreword.html.

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This document was prepared by Project Committee PC/288, *Educational organizations management systems - Requirements with guidance for use*.

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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 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 a management system for educational organizations (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 organizational 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.

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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.

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

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

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0.4 Principles for an EOMS

This 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 The details of these principles are analysed in Annex B.

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0.5 Process approach

0.5.1 General

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 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.

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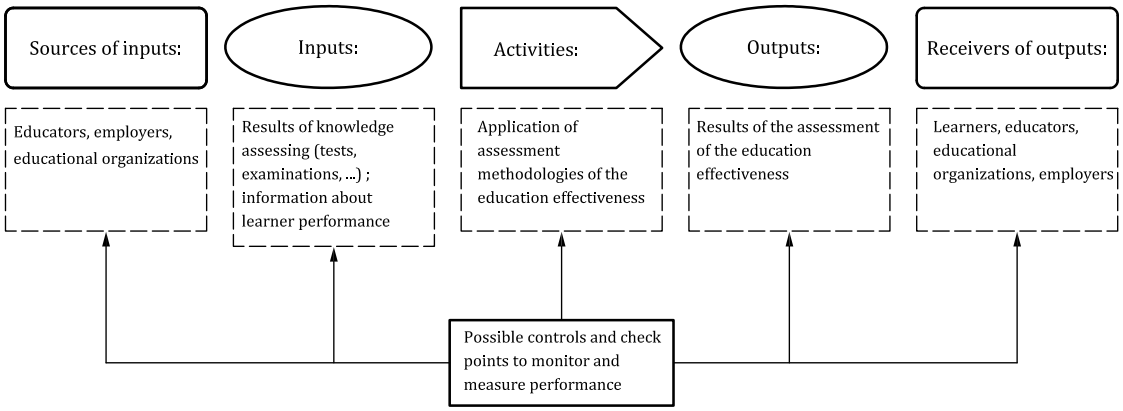

Figure 1 — Schematic representation of the elements of a single process (assessment of the educational effectiveness process)

0.5.2 Plan-Do-Check-Act cycle

The Plan-Do-Check-Act (PDCA) cycle can be applied to all processes and to the EOMS as a whole. Figure 2 illustrates how Clauses 4 to 10 can be grouped in relation to the PDCA cycle.

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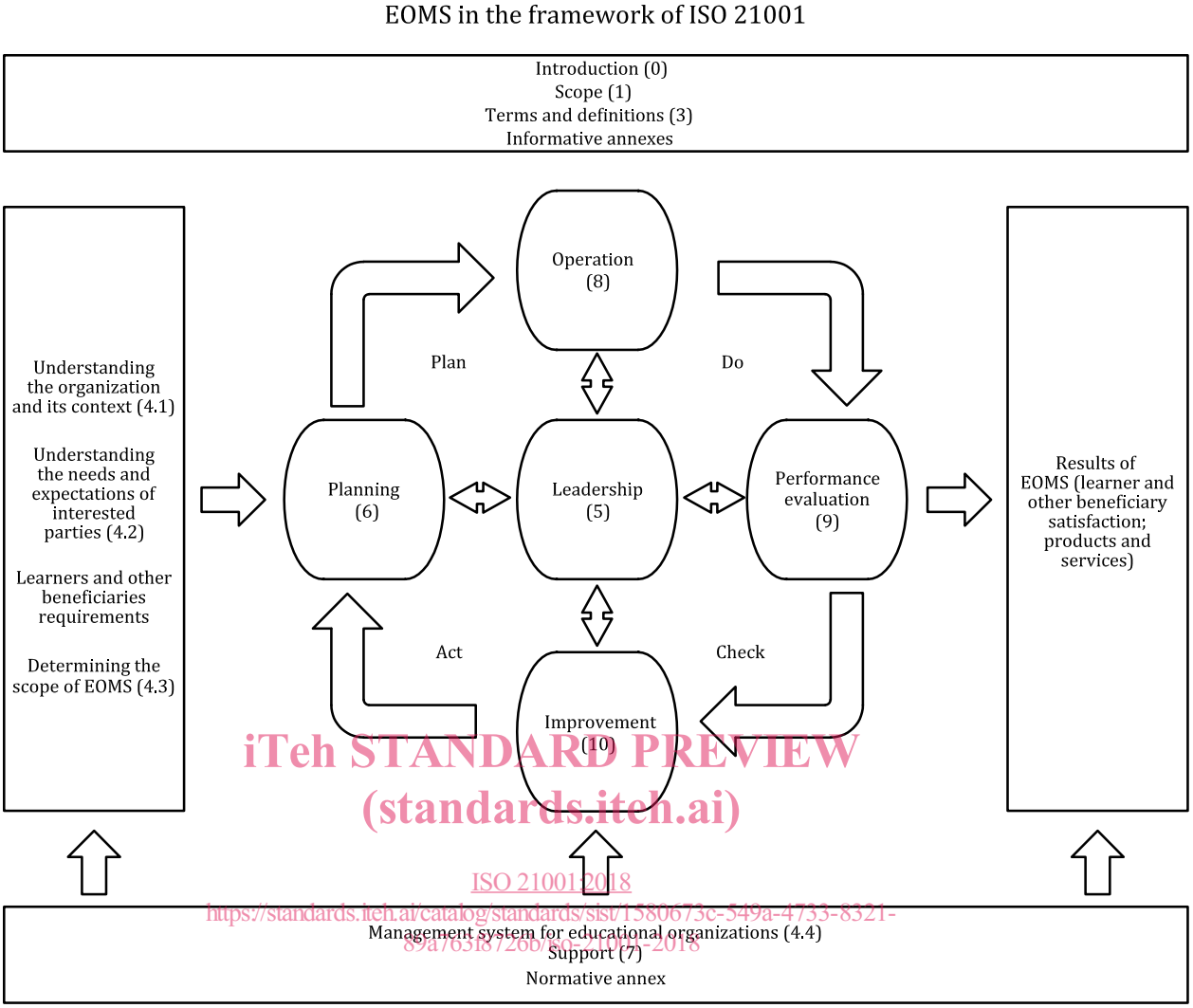

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NOTE Numbers in brackets refer to clauses in this document.

Figure 2 — Representation of the structure of this document 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 document, 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.

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Opportunities can arise as a result of a situation favourable to achieving an intended result, e.g. 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 Organizational mission, vision and strategy

Figure 3 illustrates EOMS strategy as related to mission and vision.

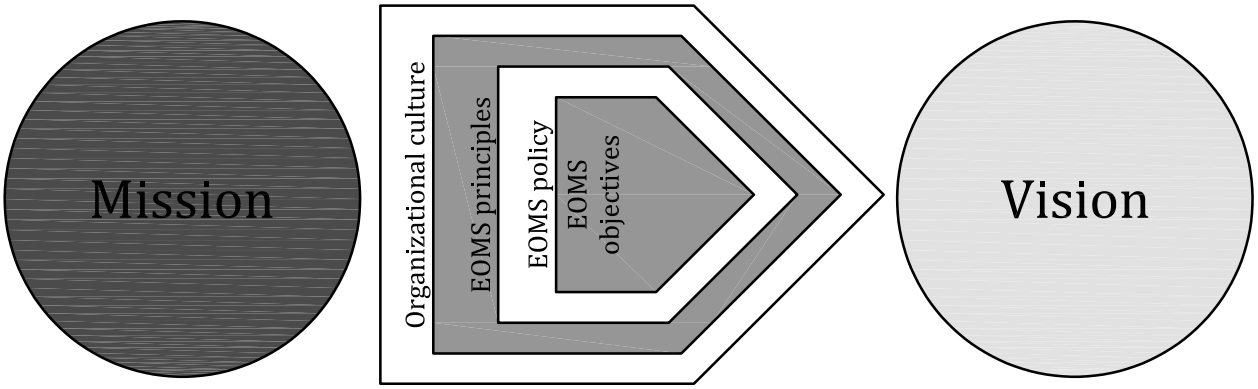

Figure 3 — EOMS strategy as related to mission and vision

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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. In turn, the EOMS policy statements provide the framework for the establishment of the EOMS objectives, which are periodically revised to ensure the organization's mission is effectively and efficiently accomplished while walking the continuous path towards the achievement of the organization's vision. The articulation of these elements is usually called a strategy.

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0.7 Additional requirements and guidance

Annex A specifies additional requirements for early childhood education for organizations that provide this service.

Annex B outlines the principles for an EOMS.

Annex C provides a classification of interested parties.

Annex D provides guidelines for communication with interested parties.

Annex E provides guidance on processes, measures and tools in educational organizations.

Annex F gives an example of mapping to regional standards.

Annex G outlines health and safety considerations for educational organizations.

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

1 Scope

This document specifies requirements for a management system for educational organizations (EOMS) when such an organization:

a) needs to demonstrate its ability to support the acquisition and development of competence through teaching, learning or research;

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 the requirements of learners and other beneficiaries.

All requirements of this document are generic and intended to be applicable to any organization that uses a curriculum to support the development of competence through teaching, learning or research, regardless of the type, size or method of delivery.

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

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This document does not apply to organizations that only produce or manufacture educational products.

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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 databases for use in standardization at the following addresses:

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

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

3.1
organization
person (3.35) 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
stakeholder
person (3.35) 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: Annex C gives a classification of interested parties in *educational organizations* (3.22).

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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* (3.1) and *interested parties* (3.2) 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* (3.11).

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

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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.

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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 EOMS, EOMS objectives are set by the organization, consistent with the EOMS *policy* (3.7), 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.

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Note 2 to entry: Uncertainty is the state, even partial, of deficiency of information related to, understanding or *knowledge* (3.42) 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* (3.42) and *skills* (3.41) to achieve intended results

Note 1 to entry: The ability to apply knowledge and skills means that the *learner* (3.25) demonstrates appropriate attitudes and behaviour in different contexts or situations with responsibility and autonomy.

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).

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

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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

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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* (3.1) 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)

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

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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.

3.23
educational service
process (3.12) that supports acquisition and development of *learners'* (3.25) *competence* (3.10) through *teaching* (3.39), learning or research

3.24
educational product
learning resource
tangible or intangible goods used in pedagogical support of an *educational service* (3.23)

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* (3.27) workshops, non-fiction, books, posters, educational games, applications, websites, software, online *courses* (3.33), 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* (3.25).

3.25
learner
beneficiary (3.26) acquiring and developing *competence* (3.10) using an *educational service* (3.23)

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3.26
beneficiary
person (3.35) or group of people benefiting from the products and services of an *educational organization* (3.22) and whom the educational organization is obliged to serve by virtue of its *mission* (3.31)

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

3.27
educator
person (3.35) who performs *teaching* (3.39) 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.

3.28
curriculum
documented information (3.11) of what, why, how and how well *learners* (3.25) 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* (3.8), content, learning outcomes, *teaching* (3.39) and learning methods, *performance* (3.13) indicators, assessment methods or research plan that are related to learning. It can also be referred to as a *competence* (3.10) profile, competence referential, study *programme* (3.34) 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

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

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— 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 and practised 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, modified — The word “stakeholders” has been replaced by “interested parties”.]

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 of an *organization* (3.1), translated into the context in which it operates

3.32
strategy
plan to accomplish the *organization's* (3.1) *mission* (3.31) and achieve the organization's *vision* (3.30)

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