****

***Reference Number:* SC/EOMS/A-**

**SRI LANKA STANDARDS INSTITUTION**

**ISO 21001:2018 EDUCATIONAL ORGANIZATIONS MANAGEMENT SYSTEM CERTIFICATION SCHEME**

**PRE-ASSESSMENT QUESTIONNAIRE**

**INSTRUCTIONS**

1. The SLSI will ensure the confidentiality of all the information furnished by the applicant in this questionnaire. This information is only disclosed to the designated assessors who are required to sign a confidentiality agreement. The **names** of these assessors and a copy of their confidentiality agreement will be sent to the applicant prior to assessment.
2. Please tick (🗸) the relevant box given under each question.
3. Upon completion of the questionnaire, it shall be returned to the Systems Certification Division of the Sri Lanka Standards Institution with the documented information maintained by the organization.
4. General information
   1. Name of the Organization: …………………………………………………...
   2. Address: …………………………………………………………………….

Yes No

* 1. Has the organization been certified previously for ISO 21001?

If yes;

1. Scope of certification:

………………………………………………………………………….

……………………………………………………………………….....

1. Date of expiry of the previous certification : ………………………….

Yes No

* 1. Does the organization hold any other Management Systems Certification?

If yes ;

1. Indicate the relevant certification(s)?
2. ISO 9001
3. ISO 14001
4. ISO 45001
5. Any other (please specify)

………………………………………………………………….

…………………………………………………………………..

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1. Above certifications have been obtained from ;

I. Sri Lanka Standards Institution (SLSI)

1. Any other certification body

Yes No

1.5 Does the organization hold any Product Certification?

If yes ;

1. Please specify the certification with type of product and relevant standard.

……………………………………………………………………….

……………………………………………………………………….

1. **Context of the organization**
   1. **Understanding the organization and its context**

Yes No

1. Has the organization determined the external and internal issues that are relevant to its purpose, its social responsibility and its strategic direction and that affect its ability to achieve the intended outcomes of its EOMS?
2. Has the organization monitored and reviewed information about these external and internal issues?
   1. **Understanding the needs and expectations of interested parties**
      1. Due to their effect or potential effect on the organization’s ability to consistently and sustainably provide educational products and services, has the organization determined the following?
3. the interested parties that are relevant to the EOMS.
4. the relevant requirements of these interested parties.

Does the These interested parties include learners, other beneficiaries, staff of the organization.

* + 1. Has the organization monitored and reviewed information about these interested parties and their relevant requirements?
  1. **Determining the scope of the EOMS** 
     1. Has the organization determined the boundaries and applicability of the EOMS to establish its scope?
     2. When determining this scope, has the organization considered the following?

1. the external and internal issues referred to in Clause 4.1 of the ISO 21001: 2018 Standard.
2. the requirements of relevant interested parties referred to in Clause 4.2 of the ISO 21001: 2018 Standard.
3. the products and services of the organization.
   * 1. Has the organization applied all the requirements of the ISO 21001: 2018 Standard if they are applicable within the determined scope of its EOMS?
     2. Is the scope of the organization’s EOMS available, and is it maintained as documented information?
     3. Does the scope state the types of products and services covered, and does it provide justification for any requirement of the ISO 21001: 2018 Standard that the organization determines not applicable to the scope of its EOMS management system?
     4. Does the scope of EQMS include all products and services provided to learners?
   1. **Management system for Educational Organizations**
      1. Has the organization established, implemented, maintained and continually improved a quality management system, including the processes needed and their interactions, in accordance with the requirements of the ISO 21001 : 2018 Standard?
      2. Has the organization determined the processes needed for the quality management system and their application throughout the organization?
      3. Has the organization:

Yes No

1. determined the inputs required and the outputs expected from these processes?
2. determined the sequence and interaction of these processes?
3. determined and applied the criteria and methods (including monitoring, measurements and related performance indicators) needed to ensure the effective operation and control of these processes?
4. determined the resources needed for these processes and ensured their availability?
5. assigned the responsibilities and authorities for these processes?
6. addressed the risks and opportunities as determined in accordance with the requirements of Clause 6.1 of the ISO 21001 : 2018 Standard?
7. evaluated these processes and implemented any changes needed to ensure that these processes achieve their intended results?
8. improved the processes and the EQMS?
   * 1. To the extent necessary, has the organization:
9. maintained documented information to support the operation of its processes?
10. retained documented information to have confidence that the processes are being carried out as planned?
11. **Leadership**
    1. **Leadership and commitment**
       1. **General**

Has the top management demonstrated leadership and commitment with respect to the Educational Organizations Management System by :

1. taking accountability for the effectiveness of the Educational Organizations Management System?
2. ensuring that the Educational Organizations policy and Educational Organizations objectives are established for the quality management system and are compatible with the context and strategic direction of the organization?
3. ensuring the integration of the Educational Organizations Management System requirements into the organization’s business processes?
4. promoting the use of the process approach and risk-based thinking?
5. ensuring that the resources needed for the Educational Organizations Management System are available?
6. communicating the importance of effective Educational Organizations management and of conforming to the Educational Organizations Management System requirements?
7. ensuring that the quality management system achieves its intended results?
8. engaging, directing and supporting persons to contribute to the effectiveness of the Educational Organizations Management System?
9. Promoting continual improvement?
10. supporting other relevant management roles to demonstrate their leadership as it applies to their areas of responsibility?

Yes No

1. upporting the sustainable implementation of the educational vision and related educational concepts?
2. Establishing, developing and maintaining a strategic plan for the organization?
3. Ensuring that learners’ educational requirements, including special needs, are identified and addressed?
4. Considering principles of social responsibility?
   * 1. **Focus on learners and other beneficiaries**

Has the top management directly responsible for ensuring that:

1. the needs and expectations of learners and other beneficiaries are determined, understood and consistently met, as evidence by monitoring their satisfaction and educational progress?
2. the risks and opportunities that can affect conformity of products and services and the ability to enhance learner and other beneficiary satisfaction are determined and addressed?
   * 1. **Additional requirements for special needs education**

Has the top management ensured that:

1. resources and training are in place to support accessibility in learning environmentthe needs and expectations of learners and other beneficiaries are determined, understood and consistently met, as evidence by monitoring their satisfaction and educational progress?
2. the risks and opportunities that can affect conformity of products and services and the ability to enhance learner and other beneficiary satisfaction are determined and addressed?
   1. **Policy**
      1. **Developing the policy**

Has the top management established, review and maintain an educational organization policy that:

Yes No

1. Supports the educational organization mission and vision?
2. is appropriate to the purpose and context of the organization?
3. provides a framework for setting educational organization objectives?
4. includes a commitment to satisfy applicable requirements?
5. includes a commitment to continual improvement of the EQMS?
6. Takes into account relevant educational, scientific and technical developments?
7. Includes a commitment to satisfy the organization’s social responsibility?
8. Describes and includes a commitment towards managing intellectual property?
9. Considers the needs and expectations of relevant interested parties?
   * 1. **Communicating the policy**

Is the educational organization policy:

Yes No

1. available and maintained as documented information?
2. communicated, understood and applied within the organization?
3. made available to relevant interested parties, as appropriate?
   1. **Organizational roles, responsibilities and authorities**
      1. Has the top management ensured that the responsibilities and authorities for relevant roles are assigned and communicated within the organization?
      2. Has the top management assigned the responsibility and authority for:
4. ensuring that the EOMS conforms to the requirements of the ISO 21001 : 2018 Standard?
5. ensuring that the educational organizational policy is understood and implemented?
6. ensuring that the processes of the EOMS are delivering their intended outputs?
7. reporting on the performance of the EOMS and on opportunities for improvement (Clause 10.1 of the ISO 21001 : 2018 Standard), in particular to top management?
8. ensuring the promotion of a focus on learners and other beneficiaries throughout the organization?
9. ensuring that the integrity of the EOMS is maintained when changes to the EOMS are planned and implemented?
10. Managing the organization’s communications?
11. Ensuring that all learning processes are integrated, regardless of method of delivery?
12. Control od documented information?
13. Managing the requirements of learners with special needs?
14. **Planning**

**4.1 Actions to address risks and opportunities**

* + 1. When planning for the EOMS, has the organization considered the issues referred to in  [Clause 4.1](#bookmark6) and the requirements referred to in  [Clause 4.2 and 4.4 of the ISO 21001 : 2018 Standard,](#bookmark6) and determined the risks and opportunities that need to be addressed to :

1. give assurance that the EQMS can achieve its intended outcome(s)?
2. enhance desirable effects?
3. prevent, mitigate or reduce, undesired effects?
4. achieve continual improvement?
   * 1. Has the organization planned:
5. actions to address these risks and opportunities?
6. how to :
7. integrate and implement the actions into its EOMS processes (see Clause 8 of the ISO 21001 : 2018 Standard)?
8. evaluate the effectiveness of these actions?
9. Are the actions taken to address risks and opportunities proportionate to the probability of occurrence and potential impact on the conformity of products and services?
   1. **Educational Organization objectives and planning to achieve them**

Yes No

* + 1. Has the organization established educational organization objectives at relevant functions, levels and processes needed for the EOMS?

Are the educational organization objectives:

* 1. consistent with the educational organization policy?
  2. measurable?
  3. taking into account applicable requirements?
  4. relevant to conformity of products and services and to enhancement of learner, staff and other beneficiary satisfaction?
  5. Continually monitored?
  6. communicated?
  7. updated as appropriate?

Has the organization maintained and retained documented information on the educational organization objectives and the achievement of them?

* + 1. When planning how to achieve its educational organization objectives, has the organization determined and outline in its strategic plan:

1. what will be done?
2. what resources will be required?
3. who will be responsible?
4. when it will be completed?
5. how the results will be evaluated?
   1. **Planning of changes**

When the organization determines the need for changes to the EOMS, have the changes been carried out in a planned manner (see Clause 4.4 of the ISO 21001 : 2018 Standard), considering :

1. the purpose of the changes and their potential consequences?
2. the integrity of the EOMS?
3. the availability and readiness of internal resources?
4. the allocation or reallocation of responsibilities and authorities?
5. The availability and readiness of external providers needed to implement the change
6. **Support**
   1. **Resources**
      1. **General**

Has the organization determined and provided the resources needed for the establishment, implementation, maintenance and continual improvement of the EOMS, considering :

Yes No

1. learner engagement and satisfaction through activities that improve learning and promote the achievement of learning outcomes?
2. Staff engagement and satisfaction through activities to improve staff competence to facilitate learning?
3. Other beneficiary satisfaction, through activities that contribute to the social benefits of learning?

Has the organization determined and monitored which resources shall be provided by:

1. the organization?
2. external provider?

Does the organization take into account the needs of learners with special needs and ensure that a variety of accessibility requirements are anticipated?

* + 1. **Human Resources**

Does the human resources include as applicable:

1. Staff employed by the organization?
2. Volunteers and interns working with or contributing to the organization?
3. Staff of external providers working with or contributing to the organization?

Has the organization:

1. determined and provide the human resources necessary for the effective implementation of its EOMS and for the operation and control of its processes?
2. determine, implement and publish recruitment or selection criteria, which shall be available to relevant interested parties;
3. maintain documented information on the process used for recruitment or selection, and retain documented information on the results of the recruitment?
   * 1. **Facilities**

Do the facilities include, as applicable, the following facilities that meet learner requirements:

* + - * 1. buildings, and grounds?
        2. equipment including hardware and software?
        3. utilities?

Does the organization determine, provide and maintain safe facilities:

1. that are suitable for human resources to support learners’ development of competence?
2. that enhance learners’ development of competence?

Does the organization ensure that the dimensions of the facilities are adequate to the requirements of those using them?

As appropriate are there facilities for

* + - 1. teaching?
      2. self-learning?
      3. implementing knowledge?
      4. rest and recreation;
      5. subsistence.

Yes No

* + 1. **Environment for the operation and educational processes**

Has the organization determined, provided and maintained a suitable environment to promote the overall wellbeing of relevant interested parties, by considering:

* 1. psychosocial factors?
  2. physical factors?
     1. **Monitoring and measuring resources** 
        1. **General**

Has the organization determined and provided the resources needed to ensure valid and reliable results when monitoring or measuring is used to verify the conformity of products and services to requirements?

Has the organization ensured that the resources provided :

1. are suitable for the specific type of monitoring and measurement activities being undertaken i.e. adequate to the target, the type, method of educational delivery and duration of the educational service?
2. are maintained to ensure their continuing fitness for their purpose?

Has the organization retained appropriate documented information as evidence of fitness for purpose of the monitoring and measurement resources?

* + - 1. **Measurement traceability**

When measurement traceability is a requirement, or is considered by the organization to be an essential part of providing confidence in the validity of measurement results, have the measuring resources been:

1. calibrated or verified, or both, at specified intervals, or prior to use, against measurement standards traceable to international or national measurement standards and, when no such standards exist, has the basis used for calibration or verification been retained as documented information?
2. identified in order to determine their status?
3. safeguarded from adjustments, damage or deterioration that would invalidate the calibration status and subsequent measurement results?

Does the organization determine if the validity of previous measurement results has been adversely affected when measuring equipment is found to be unfit for its intended purpose, and take appropriate action as necessary?

* + 1. **Organizational knowledge**
       1. **General**

Has the organization determined the knowledge necessary for the operation of its processes and to achieve conformity of products and services?

Is this knowledge maintained and made available to the extent necessary?

When addressing changing needs and trends, has the organization considered its current knowledge and determined how to acquire or access any necessary additional knowledge and required updates?

Does the organization encourage exchange of knowledge between all educators and staff, particularly?

Yes No

* + - 1. **Learning resources**

Does the organization provide learning resources, as appropriate, and make them available where and when needed?

Does the learning resources:

1. reflect the needs and requirements of learners, other beneficiaries and educators?
2. be reviewed at planned intervals to ensure they are up to date?
3. be catalogued and referenced?

Does the organization shall respect intellectual property requirements and should encourage reusability of resources?

* 1. **Competence**

**5.2.1 General**

Has the organization :

1. determined the necessary competence of person(s) doing work under its control that affects to educational organization performance?
2. ensured that these persons are competent on the basis of appropriate education, training, or experience?
3. establish and implement methods for evaluating the performance of staff?
4. where applicable, taken actions to acquire the necessary competence, and evaluate the effectiveness of the actions taken?
5. take actions to support and ensure the continual development of relevant staff competence?
6. retained appropriate documented information as evidence of competence?

**5.2.2 Additional requirements for special needs education**

Does the organization supply resources to support educators by:

* + 1. ensuring that all educators and staff having contact with learners with special needs have appropriate specialized training, which can include:
  1. meeting the learning needs of learners who have different requirements?
  2. differentiated instruction and assessment?
  3. instructional scaffolding?
     1. providing access to a network of specialists?
  4. **Awareness**

Has the organization ensured that persons doing work under the organization’s control are aware of:

1. the educational organization policy and strategy and relevant EOMS objectives?
2. their contribution to the effectiveness of the quality management system, including the benefits of improved educational organization performance?
3. the implications of not conforming with the EOMS requirements?
   1. **Communication**
      1. **General**

Has the organization determined the internal and external communications relevant to the EOMS, including:

Yes No

1. on what it will communicate?
2. why to communicate?
3. when to communicate?
4. with whom to communicate?
5. how to communicate?
6. who communicates?
   * 1. **Communication purposes**

Do Internal and external communication have the purpose of:

* 1. seeking the opinion or consent of relevant interested parties?
  2. conveying to interested parties relevant, accurate and timely information, consistent with the organization's mission, vision, strategy and policy?
  3. collaborating and coordinating activities and processes with relevant interested parties within the organization.
     1. **Communication arrangements**

Has the organization determined and implemented effective arrangements for communicating with learners and other interested parties in relation to:

1. organizational policy and strategic plan?
2. design, content and delivery of educational products and services?
3. enquiries, application, admission, or registration?
4. learners' performance data, including results of formative and summative assessment?
5. learner and interested parties’ feedback, including learner complaints and learners/interested parties’ satisfaction surveys?

Has the organization informed their learners and other beneficiaries about external contact points in case of unresolved issues?

At planned intervals, has the organization:

1. monitor the implementation of its communication efforts?
2. analyse and improve the communication plan based on the results of monitoring?

Has the organization retained documented information of the communication process?

* 1. **Documented information**
     1. **General**

Does the organization’s EOMS include:

Yes No

1. documented information required by this International Standard?
2. documented information determined by the organization as being necessary for the effectiveness of the EOMS?
   * 1. **Creating and updating**

When creating and updating documented information, has the organization ensured appropriate:

1. identification and description (e.g. a title, date, author, or reference number)?
2. format (e.g. language, software version, graphics) and media (e.g. paper, electronic) taking into account the accessibility requirements of persons with special needs?
3. review and approval for suitability and adequacy?
   * 1. **Control of documented information**

Has the documented information required by the EOMS and by the ISO 21001 : 2018 Standard been controlled to ensure :

1. it is available and suitable for use, where and when it is needed?
2. it is adequately protected (e.g. from loss of confidentiality, improper use, or loss of integrity or unintended alterations)?

For the control of documented information, has the organization addressed the following activities, as applicable:

1. distribution, access, retrieval and use?
2. Protection and security, including redundancy?
3. storage and preservation, including preservation of legibility?
4. control of changes (e.g. version control)?
5. retention and disposition?
6. Prevention of the unintended use of obsolete documented information?

Has the documented information of external origin determined by the organization to be necessary for the planning and operation of the EOMS been identified as appropriate, and controlled?

Are the controls established maintained as documented information?

1. **Operation**
   1. **Operational planning and control**
      1. **General**

Has the organization planned, implemented and controlled the processes (see Clause 4.4 of the ISO 21001 : 2018 Standard) needed to meet the requirements for the provision of educational products and services, and to implement the actions determined in Clause 6 of the ISO 21001 : 2018 Standard), by :

Yes No

1. determining the requirements for the educational products and services?
2. establishing criteria for the processes?
3. determining the resources needed to achieve conformity to the educational product and service requirements?
4. implementing control of the processes in accordance with the criteria?
5. determining and keeping documented information to the extent necessary:
6. to have confidence that the processes have been carried out as planned?
7. to demonstrate the conformity of educational products and services to their requirements?

Is the output of this planning suitable for the organization’s operation?

Has the organization controlled the planned changes and reviewed the consequences of unintended changes, taking action to mitigate any adverse effects, as necessary?

Has the organization ensured that outsourced processes are controlled? (see Clause 8.4 of the ISO 21001 : 2018 Standard)

* + 1. **Specific operational planning and control of educational products and services**

Has the organization planed the design, development and expected outcomes of the educational products and services, including:

1. learning outcomes?
2. ensuring appropriate and accessible teaching methods and learning environments?
3. defining criteria for learning assessment?
4. conducting learning assessment?
5. defining and conducting improvement methods?
6. providing support services?

Are the additional requirements specified in Annex A applied, If an organization provides early childhood education?

* + 1. **Additional requirements for special needs education**

Has the organization:

1. show flexibility to support the learner co-construction of the learning process based on skills, abilities and interest, including approaches such as:
   1. adaptive instruction?
   2. accelerated or enriched content?
   3. allowing enrolment in two distinct programmes or educational organizations?
   4. individually tailored measures?
   5. curriculum adjustment or modification of the education programme to match the learner specific profile, above or below the default age-appropriate grade or level expectations for a particular subject or course?

Yes No

* 1. recognition of prior learning and experience?

1. facilitate a team environment with adequate resources to support individual learners to meet their optimal potential?
2. provide linkages to workplace opportunities?
3. ensure the provision of healthy and nutritious meals as necessary
   1. **Requirements for products and services**
      1. **Determining the requirements for the educational for products and services**

When determining the requirements for the educational products and services to be offered to learners and other beneficiaries, has the organization ensured that the requirements for the educational products and services are defined, including:

1. those considered necessary by the organization due to its policy and strategic plan?
2. those resulting from needs analysis that is performed to determine requirements of (current and potential future) learners and other beneficiaries, in particular those with special needs?
3. those resulting from international demands and developments?
4. those resulting from the labour market?
5. those resulting from research?
6. Applicable health and safety requirements?

Has the organization ensured it can meet the claims made for the educational products and services it offers?

* + 1. **Communicating the requirements for the educational products and services**

Commencing with, or prior to the delivery of the educational products and services, has the organization notified the learners and other relevant interested parties, and where appropriate, check their understanding of:

1. the purpose(s), format and content of the educational products and services being provided, including the instruments and criteria to be used for evaluation?
2. the organization can meet the claims for the products and services it offers?
3. the commitments, responsibilities and expectations placed on the learners and other beneficiaries?
4. the means by which the learning achieved and assessed will be recognized and retained as documented information?
5. the methods to be used in case of interested party dissatisfaction or disagreement between any interested party and the EOMS?
6. who will support learning and evaluation, and how it will be supported?
7. any costs involved, such as tuition fees, examination fees, and the purchase of learning materials?
8. any prerequisites, such as required skills (including ICT skills), qualifications and professional experience?
   * 1. **Changes to requirements for the educational products and services**

Yes No

Does the organization ensure that relevant documented information is amended, and that relevant interested parties are made aware of the changed requirements, when the requirements for educational products and services are changed?

* 1. **Design and development of products and services**
     1. **General**

Has the organization established, implemented and maintained a design and development process that is appropriate to ensure the subsequent provision of educational products and services?

* + 1. **Design and development planning**

In determining the stages and controls for design and development, does the organization consider :

1. the requirements defined in 8.2 of the ISO 21001 : 2018 Standard?
2. the nature duration and complexity of the design and development activities?
3. the required process stages, including applicable design and development reviews?
4. the required design and development verification and validation activities?
5. the responsibilities and authorities involved in the design and development process?
6. the internal and external resource needs for the design and development of educational products and services?
7. the need to control interfaces between persons involved in the design and development process?
8. the need for involvement of learners, and other beneficiaries in the design and development process?
9. the requirements for subsequent provision of products and services?
10. the level of control expected for the design and development process by learners, beneficiaries and other relevant interested parties?
11. the documented information needed to demonstrate that design and development requirements have been met?
12. the evidence-based approach?
13. the extent to which learners require individualized learning pathways, based on their skills, interests and aptitudes?
14. the need for reusability, accessibility, interchangeability and durability in course authoring, production and delivery tools?
    * 1. **Design and development inputs**

Does the organization determine the requirements essential for the specific types of educational products and services to be designed and developed, considering:

1. functional and performance requirements?
2. information derived from previous similar design and development activities?
3. standards or codes of practice that the organization has committed to implement?
4. potential consequences of failure due to the nature of the educational products and services?

Are the inputs adequate for design and development purposes, and are they complete and unambiguous?

Are the conflicting design and development inputs resolved?

Does the organization retain documented information on design and development inputs?

Yes No

* + 1. **Design and Development controls**

**6.3.4.2 Educational service design and development controls**

Does the organization apply controls to the design and development process to ensure that :

1. the results to be achieved are defined?
2. reviews are conducted to evaluate the ability of the results of design and development to meet requirements?
3. verification and validation activities are conducted to ensure that the resulting educational products and services meet the requirements for the specified application or intended use?
4. any necessary actions are taken on problems determined during the reviews, or verification and validation activities?

Does the organization retain documented information, as applicable, on:

a) the results of any reviews, verification and validation activities?

b) any new requirements for the educational products and services

**6.3.4.2 Educational service design and development controls**

Do the controls applied to the design and development process ensure that:

1. the purpose and scope of the course or programme is defined with a view to learners’ requirements for further study or work?
2. the prerequisites (if any) are specified?
3. the characteristics of the learners are defined?
4. the requirements of further study or work are known?
5. the educational service can meet the requirements of the purpose and scope, taking into account the characteristics of the learners?
6. the characteristics of the graduate profile are defined.

**6.3.4.3 Curriculum design and development controls**

Do the controls applied to the design and development process shall ensure that:

1. learning outcomes
   1. are consistent with the scope of the course or programme?
   2. are described in terms of the competences learners should acquire by completing the curriculum?
   3. include an indication of the level to which the competences will be achieved?
   4. are specific, measurable, achievable, relevant and time-bound?
2. learning activities:
3. are suitable to the method of educational delivery?
4. are appropriate for ensuring achievement of the learning outcomes?
5. are specific, measurable, achievable, relevant and time-bound?
6. all resources necessary to successfully complete the learning activities are defined?
7. adequate opportunities are included in the learning design:
8. for learners to take an active role in creating the learning process?
9. for formative assessment and feedback?

**6.3.4.4 Summative assessment design and development controls**

Do the controls applied to the design and development process of summative assessment ensure that:

* 1. a clear link can be demonstrated between the assessment design and the learning outcomes it is intended to assess, and where appropriate, the learning activities it is based on?
  2. activities are conducted taking into account the principles of transparency, accessibility, respect to the learner, and fairness, especially with respect to grading?
  3. the grading system is defined and validated?
     1. **Design and development outputs**

Does the organization ensure that design and development outputs :

1. meet the input requirements?
2. are adequate for the subsequent processes for the provision of educational products and services?
3. include or reference monitoring and measuring requirements, as appropriate, and acceptance criteria?
4. specify the characteristics of the educational products and services that are essential for their intended purpose and their safe and proper provision?

Does the organization retain documented information on design and development outputs?

* + 1. **Design and development changes**

Does the organization identify, review and control the changes made during, or subsequent to, the design and development of educational products and services, to the extent necessary to ensure that there is no adverse impact on conformity to requirements or results?

Does the organization retain documented information on :

1. design and development changes?
2. the outcomes of reviews?
3. the authorization of changes?
4. the actions taken to prevent adverse impacts?
   1. **Control of externally provided processes, products and services**
      1. **General**

Yes No

Has the organization ensured that externally provided processes, products and services conform to requirements?

Has the organization determined the controls to be applied to externally provided processes, products and services when :

1. products and services from external providers are intended for incorporation into the organization’s own products and services?
2. products and services are provided directly to the learners and other beneficiaries by external providers on behalf of the organization?
3. a process, or part of a process, is provided by an external provider as a result of a decision by the organization?

Has the organization determined and applied criteria for the evaluation, selection, monitoring of performance, and re-evaluation of external providers, based on their ability to provide processes or products and services in accordance with requirements?

Does the organization retain documented information of these activities and any necessary actions arising from the evaluations?

* + 1. Type and extent of control

Has the organization ensured that externally provided processes, products and services do not adversely affect the organization’s ability to consistently deliver conforming products and learners and beneficiaries?

Has the organization:

1. ensured that externally provided processes remain within the control of its EOMS?
2. defined both the controls that it intends to apply to an external provider and those it intends to apply to the resulting output?
3. taken into consideration:
4. the potential impact of the externally provided processes, products and services on the organization’s ability to consistently meet learners and beneficiary requirements?
5. the effectiveness of the controls applied by the external provider?
6. determined the verification, or other activities, necessary to ensure that the externally provided processes, products and services meet requirements?
   * 1. **Information for external providers**

Does the organization ensure the adequacy of requirements prior to their communication to the external provider?

Does the organization communicate to external providers its requirements for:

1. the processes, products and services to be provided?
2. the approval of :
3. products and services?
4. methods, processes and equipment?
5. the release of products and services?
6. competence, including any required qualification of persons?
7. the external providers’ interactions with the organization?
8. control and monitoring of the external providers’ performance to be applied by the organization?
9. verification or validation activities that the organization, or its learners and beneficiaries, intends to perform at the external providers’ premises?
   1. **Delivery of the educational products and services provision**
      1. **Control of delivery of the educational products and services**
         1. **General**

Has the organization implemented production and service provision under controlled conditions, as applicable, with respect to :

* 1. the availability of documented information that defines :

1. the characteristics of the educational products to be produced, the educational services to be provided, or the activities to be performed?
2. the results to be achieved?
   1. the availability and use of suitable monitoring and measuring resources?
   2. the implementation of monitoring and measurement activities including the consideration of complaints, other feedback and the results of formative assessment at appropriate stages in order to verify that criteria for control of processes or outputs, and acceptance criteria for educational products and services, have been met?
   3. the use of suitable infrastructure and environment for the operation of processes?
   4. the appointment of competent persons, including any required qualification?
   5. the validation, and periodic revalidation, of the ability to achieve planned results of the processes for production and service provision, where the resulting output cannot be verified by subsequent monitoring or measurement?
   6. the implementation of actions to prevent human error?
   7. the implementation of release, delivery and post-delivery activities?
      * 1. **Admission of learners**
           1. **Pre-admission information**

Does the educational organization ensure that before learners are admitted, they are provided with:

1. Adequate information that takes into account organizational requirements and professional requirements as well as the organization’s commitments to social responsibility?
2. Adequate and clear information about:

(i) the intended learning outcomes, career perspectives, educational approach?

(ii) the participation of learners, and other beneficiaries as appropriate, in their educational process?

(iii) the admission criteria and costs of the educational product or service?

* + - * 1. **Condition for admission**

Has the organization establish a process for admission of learners?

In addition to the requirements in 4.4.1 of the ISO 21001 : 2018 Standard, has the process:

1. Established admission criteria that conforms to:

(i) organizational requirements?

(ii) requirements from the professional fields?

(iii) requirements due to the content of the programme and/or pedagogical approach?

1. Ensured that the admission criteria processes are applied uniformly for all learners?
2. been maintained as documented information?
3. been publicly available?
4. Ensured the traceability of each admission decision?
5. Retained documented information as evidence of admission decisions?
   * + 1. **Delivery of educational products and services**

Has the organization established a process for:

1. teaching?
2. Facilitation of learning?
3. Administrative support of learning?
   * + 1. **Summative assessment**

Does the organization:

1. Ensure that method to detect plagiarism and other malpractices are in place and are communicated to learners?
2. ensure that the traceability of grades, such that that objective connection can be identified between learners work presented and the grade assigned?
3. retain documented information of the assessment as evidence of the grades assigned?
4. Make the retention period of such documented information publicly available?
   * + 1. **Recognition of assessed learning**

Does the organization ensure that after summative assessment:

1. learners are informed of the outcomes of the assessment activity and grade?
2. learners are given the opportunity to appeal or ask for rectification of the outcomes of the assessment activity and grades?
3. learners have full access to their work and its detailed assessment, as well as opportunities for feedback?
4. evidence for outcomes of the assessment is issued to the learners as documented information?
5. The reasons for the decision on grading and final assessment are retained as documented information?
6. The documented information is retained for a specified retention period?
7. The retention period of such documented information is publicly available?
   * + 1. **Additional requirements for special needs education**
          1. Has the organization applied reasonable judgement as to what might be possible during a specific time frame?
          2. With respect to delivery of learning, does the organization
8. Employ differentiated instruction strategies that are targeted to learners in the classroom?
9. Use approaches recommended for learners with special needs to encourage development of self-awareness, self-regulation and metacognition?
10. Balance the needs of the learners, the educator, the requirements of the course, the context (environment) within larger frameworks (e.g. curricular requirements, national values)?
11. Flexibly implementindividualized measures, as applicable including:

(i) curriculum modification?

(ii) fostering self-directedness and independence?

(iii) tutor and mentorships?

* + - * 1. With respective to assessment of learning does the organization:

1. Provide multiple and divers opportunities for learners to demonstrate their mastery of the topics of instructions?
2. Ensure instructions provides scaffolded activities and assessments that allow learners to build and demonstrate their learning?
3. Flexibly implement individualized measures as applicable, including adequate evaluation methods
   * + - 1. Have individual learners who requires specific assistance with learning in order to achieve the agreed upon learning outcomes, been accomplished in a manner that balances learner requirements, the integrity of the learning outcome, and capacity of the educational organizations?
     1. **Identification and traceability**

Does the educational organization ensure identification and traceability with respect to:

1. the progress of learners through the organization?
2. the study and employment paths of those who graduate or complete a course or programme of study where applicable?
3. Output from the work of staff in terms of
4. What was done?
5. When?
6. By Whom?
   * 1. **Property belonging to Interested parties**

Does the educational organization exercise care with property belonging to any interested party while it is under the organization’s control or being used by the organization?

Does the educational organization identify, verify, protect and safeguard customers’ or external providers’ property provided for use and obtain consent, where required, if the property is incorporated in to educational products and services?

When the property of a interested party is lost, damaged or otherwise found to be unsuitable for use, does the organization report this to the interested party and appropriate corrective actions and retain documented information on what has occurred?

* + 1. **Preservation**

Does the organization preserve the outputs during production and service provision, to the extent necessary to ensure conformity to requirements?

* + 1. **Protection and transparency of learners’ data**

Has the organization established a method of deal with the protection and transparency of learners’ data and maintained it as documented information?

Has the method established:

1. what learner data are collected and how and where are processed and stored?
2. who has access to the data?
3. under which condition learner data maybe shared with third party?
4. how long the data are stored for?

Has the organization only collect and share learners’ data with their explicit consent?

Does the organization give learners and other interested parties access to their own data, and the ability to correct or update their own data?

Does the organization take all appropriate measures to ensure that learners’ data can only be accessed by authorized persons?

Are the technological protection measures validated?

Does the organization give learners and other interested parties access to their own data?

* + 1. **Control of changes in the educational Products and services**

Has the organization reviewed and controlled changes for production or service provision, to the extent necessary to ensure continuing conformity with requirements?

Does the organization retain documented information describing the results of the review of changes, the person(s) authorizing the change, and any necessary actions arising from the review?

* 1. **Release of the educational Products and services**

Does the release of products and services to learners and other beneficiaries not proceed until the planned arrangements have been satisfactorily completed, unless or otherwise approved by a relevant authority and as applicable by the learner and other beneficiaries?

Does the organization retain documented information on the release of products and services?

Has the documented information included:

1. Evidence of conformity with the acceptance criteria?
2. Traceability to the persons authorizing the release?
   1. **Control of Educational Nonconforming outputs**

Yes No

* + 1. Has the organization ensured that outputs that do not conform to their requirements are identified and controlled to prevent their unintended use or delivery?

Does the organization take appropriate action based on the nature of the nonconformity and its effect on the conformity of educational products and services?

Is it applied to nonconforming educational products and services detected after delivery of products, during or after the provision of services?

* + 1. Does the organization deal with nonconforming outputs in one or more of the following ways?

1. correction ;
2. segregation, containment, return or suspension of provision of products and services ;
3. informing the learners or other beneficiaries ;
4. obtaining authorization for acceptance under concession.

Is conformity to the requirements verified when nonconforming outputs are corrected?

* + 1. Has the organization retained documented information that :

1. describes the delivery of the programmes?
2. describes any nonconforming outputs?
3. describes the action taken?
4. describes any concessions obtained?
5. identifies the authority deciding the action in respect of the nonconformity?
6. **Performance evaluation**
   1. **Monitoring, measurement, analysis and evaluation**
      1. **General**

Has the organization determined :

Yes No

1. what needs to be monitored and measured?
2. the methods for monitoring, measurement, analysis and evaluation needed to ensure valid outcomes?
3. The acceptance criteria to be used?
4. when the monitoring and measuring shall be performed?
5. when the results from monitoring and measurement shall be analysed and evaluated?

Has the organization retained appropriate documented information as evidence of the monitoring , measurement analysis, evaluation and their results?

Has the organization evaluated the educational organization performance and the effectiveness of the EOMS?

* + 1. **Satisfaction of learners, other beneficiaries and staff**

**7.1.2.1 Monitoring of satisfaction**

Does the organization monitor the satisfaction of learners, other beneficiaries, and staff as well as their perception of the degree to which their needs and expectations have been fulfilled?

Has the organization determined the methods for obtaining, monitoring and reviewing this information?

**7.1.2.2 Handling of complaints and appeals**

Has the educational organizations established and maintained as documented information a method of handling complaints and appeals

Have you made this known to their interested parties?

Does the method include specifications for:

(a) communicating the method of all relavent interested parties

(b) receiving complaints and appeals

(c) tracking complaints and appeals

(d) Acknowledging complaints and appeals

(e) performing initial assessment of complaints and appeals

(f) investigating the complaints and appeals

(g) responding to the complaints and appeals

(h) Communicating the decision

(i) Closing complaints and appeals

Does the method ensure confidentiality of the complaints and appeals and objectivity of investigators?

Does the organization retained documented information as evidence of the complaints or appeals received, as well as of their resolution?

* + 1. **Other monitoring and measuring needs**

Does the organization ensure that the following feedback is requested from and made available as appropriate to relevant interested parties:

1. Feedback on the educational product and services?
2. Feedback on their effectiveness in achieving the agreed learning outcomes?
3. Feedback on organizations influence on the community?

Does the organization monitor the level of feedback obtained and take actions to increase it where it is not sufficient?

* + 1. **Method of monitoring, measurement, analysis and evaluation**

**7.1.4.1** Has the organization determined:

1. the method for obtaining, monitoring, and reviewing information on performance?
2. targets against which this performance will be measured?

**7.1.4.2** Does the organization ensure that:

1. the interested parties involved in or affected by the evaluation are identified?
2. The person conducting the evaluation are competent and objective?
3. Evaluation reports are transparent and clearly describe the educational products and services and their objectives, the findings, as well as the perspectives, methods and rationale used to interpret the findings?
4. The context (learning environment) in which the educational service is provided is examined in enough detail to enable influences on the educational service to be identified?
   * 1. **Analysis and evaluation**

Does the organization analyse and evaluate appropriate data and information arising from monitoring and measurement?

Are the results of analysis used to evaluate :

1. conformity of products and services?
2. the degree of beneficiary satisfaction?
3. the degree of staff satisfaction?
4. the performance and effectiveness of the EOMS?
5. if planning has been implemented effectively?
6. the effectiveness of actions taken to address risks and opportunities?
7. the performance of external providers?
8. the need for improvements to the EOMS?
   1. **Internal audit**
      1. Does the organization conduct internal audits at planned intervals to provide information on whether the EOMS:
9. conforms to:

Yes No

1. the organization’s own requirements for its EOMS?
2. the requirements of this International Standard?
3. is effectively implemented and maintained?
   * 1. Has the organization:
4. planned, established, implemented and maintained an audit programme(s) including the frequency, methods, responsibilities, planning requirements and reporting, which shall take into consideration the EOMS objectives, the importance of the processes concerned, feedback from the relevant interested parties and and the results of previous audits?
5. defined the audit criteria and scope for each audit?
6. selected auditors and conducted audits to ensure objectivity and the impartiality of the audit process?
7. ensured that the results of the audits are reported to relevant management?
8. Identified opportunities for improvement?
9. taken appropriate correction and corrective actions without undue delay?
10. retained documented information as evidence of the implementation of the audit programme and the audit results?

Do the auditors audit their own work?

* 1. **Management review**
     1. **General**

Yes No

Does the top management review the organization’s EOMS and the strategy, at planned intervals, at least once per year, and update them accordingly to ensure its continuing suitability, adequacy and effectiveness?

* + 1. **Management review inputs**

Has the management review planned and carried out taking into consideration :

1. the status of actions from previous management reviews?
2. changes in external and internal issues that are relevant to the EOMS?
3. information on the EOMS performance and effectiveness, including trends in :
4. learners and other beneficiary satisfaction and feedback related to learners and other beneficiary requirements?
5. the extent to which objectives have been met?
6. process performance and conformity of products and services?
7. nonconformities and corrective actions?
8. monitoring and measurement results?
9. audit results?
10. the performance of external providers?
11. Formative and summative assessment outcomes?
12. the adequacy of resources?
13. the effectiveness of actions taken to address risks and opportunities (see Clause 6.1 of the ISO 21001 : 2018 Standard)?
14. opportunities for continual improvement?
15. Stagg feedback related to activities to enhance their competency
    * 1. **Management review outputs**

Do the outputs of the management review include decisions and actions related to :

* 1. opportunities for improvement?
  2. any need for changes to EOMS?
  3. resource needs?

Has the organization retained documented information as evidence of the results of management reviews?

1. **Improvement** 
   1. **Nonconformity and corrective action**
      1. When a nonconformity occurs, including any arising from complaints, does the organization :
   2. react to the nonconformity and, as applicable :

Yes No

1. take action to control and correct it?
2. deal with the consequences?
   1. evaluate the need for action to eliminate the cause(s) of the nonconformity, in order that it does not recur or occur elsewhere, by :
      1. reviewing the nonconformity?
      2. determining the causes of the nonconformity?
      3. determining if similar nonconformities exist, or could potentially occur?
   2. implement any action needed?
   3. review the effectiveness of any corrective action taken?
   4. make changes to the EOMS, if necessary?

Are the corrective actions appropriate to the effects of the nonconformities encountered?

* + 1. Has the educational organization retained documented information as evidence of :

1. the nature of the nonconformities and any subsequent actions taken?
2. the results of any corrective action?
   1. **Continual improvement**

Yes No

Has the organization continually improved the suitability, adequacy and effectiveness of the EOMS, taking into account relevant research and best practices?

Has the organization considered the results of analysis and evaluation, and the outputs from management review, to determine if there are needs or opportunities that shall be addressed as part of continual improvement?

* 1. **Opportunity for Improvement**

Has the organization determined and selected opportunities for improvement and implement any necessary actions to meet learner and other beneficiary requirements and enhance satisfaction of learners, other beneficiaries, staff and other relevant interested parties, including external providers?

Do these include:

1. Improving products and services to meet requirements as well as to address future needs and expectations?
2. Correcting, preventing or reducing undesired effects?
3. Improving the performance and effectiveness of the EOMS?