



sequence and interaction of these processes are shown in Annex A. Licence and registration details of the institute are recorded as [Licence/Registration No.].

Using and maintaining this manual

The manual is used as the entry point to the EOMS: a reader locates the relevant clause and follows the references to the controlled documents that implement it. It is maintained by the Quality Manager, reviewed at least annually as an input to management review, and updated under QP-10 whenever the system or the standard changes. Users always access the current version from the EOMS document library, and never rely on printed or locally saved copies, which are uncontrolled.



external providers and partners, and the wider community. Annex C of ISO 21001:2025 is used as a prompt list so that no relevant category is overlooked.

For each party the relevant needs and expectations are determined and recorded, the source of each requirement is stated, and the party is rated for influence and impact using a defined three-level scale. The institute then decides which of those needs and expectations it adopts as requirements of the EOMS, and records the decision, so that the line between a general expectation and an adopted requirement is transparent and auditable. Requirements that are legal or regulatory obligations are additionally captured in the compliance register (T-07).

Interested-party information is monitored continually by process owners and reviewed formally at least annually, because the expectations of learners, employers and regulators change over time and the EOMS must keep pace with them.

Supporting documents: QP-01; Interested Parties and Needs Analysis Matrix (T-01); Legal and Other Requirements and Compliance Register (T-07).

Records and evidence: Interested Parties and Requirements Register (QF-01-02).

4.3 Determining the scope of the educational organization management system

Conformity. The institute determines the boundaries and applicability of the EOMS to establish its scope, and maintains the scope as documented information, in accordance with clause 4.3.

Using the context and the interested-party requirements, the institute defines the boundaries and applicability of the EOMS: the educational products and services covered, the delivery methods, the sites and functions included, and any interfaces with parts of a larger organisation that are outside scope. The resulting scope is stated in Section 3 of this manual and recorded on the EOMS Scope Statement Record (QF-01-03).

The applicability of every requirement of ISO 21001:2025 is considered. Where a requirement is determined not to be applicable, the justification is documented, and a requirement may be excluded only where its exclusion does not affect the institute's ability or responsibility to ensure conformity of its educational products and services and to enhance satisfaction. The applicability of normative Annex A is decided here; for the institute's adult professional training scope, Annex A is not applicable, as justified in Annex G.

The approved scope is maintained as documented information and made available to interested parties on request, so that learners, employers and awarding bodies can see exactly what the certified system covers.

Supporting documents: QP-01; this manual Section 3 and Annex G.

Records and evidence: EOMS Scope Statement Record (QF-01-03).

Document control

Document number	POL-01	Revision	[Revision]
Title	Educational Organization Policy	Effective date	[Date]
Prepared by	ISO Consultant Panel	Reviewed by	[Name] / [Designation Here]
Approved by	[Name] / [Designation Here]	Next review	[Date]
Standard clause(s)	ISO 21001:2025, Clauses 5.2, 5.1.2	Classification	Controlled

Revision history

Version	Date	Description of change	Author	Approval ref
0	[Date]	Initial issue of the controlled document.	ISO Consultant Panel	[Approval ref]

POLICY

Purpose and context

[Company Name] is a private vocational and professional training institute delivering accredited short courses, diploma and certificate programmes, professional examination preparation, corporate training and e-learning to adult learners and sponsoring employers across its main campus, its satellite training centre and its online learning platform. Our purpose is to support the acquisition and development of competence through high-quality teaching, learning and assessment, and to enhance the satisfaction of our learners and other beneficiaries.

This policy expresses the commitment of top management to an educational organization management system (EOMS) that meets the requirements of ISO 21001:2025 and serves the strategic direction of the institute. It provides the framework within which educational organization objectives are set and reviewed, and it demonstrates the leadership and learner-focused culture on which the institute is built.

STATEMENT

Policy commitments

Top management commits [Company Name] to the following, and expects every member of staff and every external provider acting on its behalf to uphold them:

- Learner focus.** determining and meeting the needs and expectations of learners and other beneficiaries, and enhancing their satisfaction through the effective operation of the EOMS;



Definitions

Term	Definition as used in this procedure
Design and development	The process of turning requirements into a specified, deliverable programme with defined learning outcomes, delivery and assessment.
Design input	A requirement or piece of information that the design must satisfy or take into account.
Design review	An evaluation of the design's ability to meet requirements, at defined stages.
Verification	Confirmation that the design outputs meet the design inputs.
Validation	Confirmation that the resulting programme is capable of developing the intended competence in learners.
Design output	The specified programme: learning outcomes, curriculum, delivery methods, materials, assessment methods and criteria, and resources.

SECTION 5

Responsibilities (RACI)

R = responsible, A = accountable, C = consulted, I = informed.

Activity	Head of Delivery	Academic Board	Designer	Quality Mgr
Approve design plan and outputs	A	R	C	C
Determine design inputs	C	C	R	C
Design the programme	I	C	A/R	I
Review, verify and validate	C	R	R	C
Control design changes	A	C	R	C

SECTION 6



QP-17

Control of Nonconforming Outputs

Handles compromised assessment or errors

SECTION 4

Definitions and scales

Term	Definition as used in this procedure
Assessment	The process of measuring a learner's achievement against defined criteria.
Validity	The degree to which an assessment measures the intended learning outcomes.
Reliability	The degree to which assessment produces consistent results across markers and occasions.
Internal verification / moderation	Independent checking and standardisation of assessment decisions to ensure they are valid, fair and consistent.
Invigilation	Supervision of an assessment to protect its integrity, whether in person or remote.
Malpractice	Any act that compromises the integrity of assessment, such as plagiarism, collusion, impersonation or cheating.

Assessment decision outcomes (embedded)

Outcome	Meaning	Action
Pass / competent	Meets all assessment criteria to the required standard	Proceed to verification and release
Refer / not yet	Does not yet meet all criteria	Feedback and a further attempt within the rules
Fail	Does not meet criteria and attempts exhausted	Record; advise learner of options
Void / under investigation	Integrity in doubt	Handle as nonconforming output (QP-17); investigate

SECTION 5

Responsibilities (RACI)

R = responsible, A = accountable, C = consulted, I = informed.

Activity	Quality Mgr	Assessors	Verifiers	Head of Delivery
Plan assessment	A	R	C	R



Definitions

Term	Definition as used in this procedure
Special or additional needs	Needs that require additional or different support for a learner to participate and achieve on an equitable basis.
Reasonable adjustment	A change to teaching, materials, facilities, assessment or the environment that removes or reduces a disadvantage, and that is reasonable and does not compromise the validity of assessment.
Individual learning support plan	A record of the agreed support and adjustments for a specific learner.
Accessibility	The extent to which education, materials, facilities and communication can be used by all learners, including those with additional needs.
Inclusive design	Designing programmes, materials and digital learning to be accessible from the outset.

SECTION 5

Responsibilities (RACI)

R = responsible, A = accountable, C = consulted, I = informed.

Activity	Top Mgmt	Learner-support	Admissions	Trainers
Commit to and resource inclusion	A	C	I	I
Identify needs at admission and during	I	A	R	R
Assess needs and agree support plan	I	A/R	C	C
Make reasonable adjustments	I	R	C	R
Ensure staff competence for additional needs	A	R	I	C
Monitor participation and achievement	C	A/R	C	R

SECTION 6



Confirm the room is set up and safe using WI-06-01 before learners arrive, particularly for practical or laboratory sessions. Follow site safety rules and ensure emergency arrangements are known.

SECTION 4

Tools, equipment and materials

Item	Specification / note
Session plan (WI-13-02)	The plan for the session
Learning materials	Slides, handouts, activities
Attendance register (QF-15-02)	Record of attendance
Delivery record (QF-15-01)	Record of what was delivered
Support plans (QF-22-02)	Adjustments for learners in the group

SECTION 5

Definitions and acceptance criteria

Term / criterion	Definition / acceptance value
Controlled delivery	Delivery to defined outcomes by a competent trainer, monitored and recorded
Engagement	Active participation of learners
On track	Learners progressing toward the outcomes; those struggling identified and supported

SECTION 6

Procedure and steps

- 1. Prepare** Confirm the room is set up and safe (WI-06-01), the materials and equipment are ready, and any adjustments for learners with additional needs are in place.
- 2. Open the session** Welcome learners, take attendance on QF-15-02, connect to prior learning, and state the session outcomes so learners know what they will achieve.
- 3. Deliver to the plan** Deliver the content following the session plan, using explanation, demonstration and active tasks, and adapting pace and examples to the group while keeping to the designed outcomes.
- 4. Engage and check** Use questions and activities to keep learners active and to check understanding during the session, and address misunderstandings as they arise rather than leaving them to assessment.



No physical hazards. Assessment content and learner work are confidential and controlled under QP-10 and POL-02; live assessment content is kept secure.

SECTION 4

Tools, equipment and materials

Item	Specification / note
Marking scheme / criteria	From the validated design (QF-13-05)
Assessment & Marking Record (QF-16-02)	Records decisions and evidence
Moderation & Verification Record (QF-16-03)	Records verification and moderation
Standardisation materials	Exemplar marked scripts for standardisation

SECTION 5

Definitions and acceptance criteria

Term / criterion	Definition / acceptance value
Valid decision	Measures the intended outcome against the criteria
Reliable decision	Consistent across markers and occasions
Standardisation	Aligning markers so they apply the scheme the same way
Internal verification	Independent checking of a sample of decisions for validity, fairness and consistency

SECTION 6

Procedure and steps

- 1. Prepare** Obtain the marking scheme and criteria from the programme file, and review any standardisation exemplars, so you apply the scheme as intended.
- 2. Standardise** Before marking live work, standardise with other markers on exemplar scripts to confirm you all reach the same decisions; resolve any differences in interpretation.
- 3. Mark against the criteria** Mark each piece of work strictly against the criteria, recording the decision and the evidence for it on the Assessment and Marking Record (QF-16-02); do not mark on general impression or on the learner's identity.
- 4. Give feedback** Where the assessment provides for it, give the learner clear feedback referenced to the criteria, so they understand the decision and, if referred, what to improve.



FORM

Learner Application & Admission Form

Associated procedure: QP-12 Admissions, Enrolment and Requirements
for Educational Services | [Company Name]

QF-12-02

Rev [Revision]

Issue [Date]

1 Applicant

NAME

[Learner Name]

PROGRAMME

[Programme]

DATE

[Date]

CONTACT

[Email/Phone]

SPONSOR

[Employer, if any]

REF

2 Entry criteria assessment

Criterion

Met?

Evidence

3 Additional-needs disclosure (optional, confidential)

ANY SUPPORT NEEDS?

[Yes/No]

DECISION

[Admit/Decline]

BASIS



FORM

Assessment Plan

Associated procedure: QP-16 Learner Assessment and Certification |
[Company Name]

QF-16-01

Rev [Revision]

Issue [Date]

1 Programme

PROGRAMME

[Programme]

COHORT

[Cohort]

DATE

[Date]

2 Assessment plan

Unit / outcome

Method

Criteria

Invigilation

Verification

9 Approval

Role	Name	Designation	Signature	Date
Prepared by				
Reviewed by				
Approved by				