Pacific Certifications

ISO 21001:2025 Audit Checklist

Audit Checklist | Educational Organizations Management Systems

Downloadable Website Resource | ISO 21001:2025

Resource Type	Audit Checklist
Standard	ISO 21001:2025 - Educational organizations - Management systems for educational organizations - Requirements with guidance for use
Use	Internal readiness review, evidence planning, certification preparation and periodic self-evaluation
Prepared By	Pacific Certifications - Accredited Certification Body

This resource is intended as a practical website download for educational organizations preparing for ISO 21001:2025 certification. It supports internal review and readiness evaluation, but it does not replace the official ISO standard or formal certification requirements.

Contact: support@pacificcert.com | **Website:** www.pacificcert.com

How to Use This Audit Checklist

• Use this checklist for internal audit preparation, certification readiness review, periodic EOMS evaluation or supplier/partner education process review.

• For each question, record objective evidence, conformity status, finding category, responsible person and corrective action where needed.

• The checklist is written for educational organizations and should be adapted to the scope, learning model, regulatory environment and delivery method of the organization.

• Auditors should verify records through interviews, document review, sampling and observation of educational delivery/support processes.

Audit Planning Information

Field	Details	Field	Details
Organization		Audit Date	
Scope		Audit Team	
Sites / Delivery Mode		Process Owners	
Criteria	ISO 21001:2025, applicable legal/regulatory requirements and organization-specific EOMS requirements	Result Summary	

Clause-wise ISO 21001:2025 Audit Checklist

Suggested status: C = Conforming, NC = Nonconforming, OFI = Opportunity for Improvement, NA = Not Applicable.

Ref.	Audit Question	Evidence to Verify	Status	Auditor Notes / Finding
4.1	Has the organization identified internal and external issues that affect its educational purpose, learner outcomes and EOMS direction?	Context analysis, strategic plan, SWOT/PESTLE, regulatory scan	C / NC / OFI / NA	
4.2	Are learners, staff, parents/guardians, regulators, employers, partners and other beneficiaries identified with their relevant requirements?	Interested-party register, learner needs analysis, compliance register	C / NC / OFI / NA	
4.3	Is the EOMS scope documented and does it include applicable educational services, locations, delivery modes and boundaries?	Scope statement, service catalogue, site list	C / NC / OFI / NA	
4.4	Are EOMS processes defined, sequenced, resourced, monitored and improved?	Process map, procedures, KPIs, ownership records	C / NC / OFI / NA	
5.1	Does top management demonstrate leadership, accountability and learner-centred commitment?	Leadership meeting minutes, objectives, improvement records	C / NC / OFI / NA	
5.2	Is the EOMS policy appropriate to mission, vision, educational purpose, inclusion and continual improvement?	Approved policy, communication evidence	C / NC / OFI / NA	
5.3	Are responsibilities and authorities assigned for academic, administrative, learner support and compliance processes?	Roles matrix, job descriptions, committee records	C / NC / OFI / NA	
6.1	Are risks and opportunities related to educational outcomes, accessibility, equity, compliance and continuity assessed?	Risk register, mitigation plans, review records	C / NC / OFI / NA	
6.2	Are measurable EOMS objectives established at relevant functions and levels?	Objective plans, KPI dashboard, progress reviews	C / NC / OFI / NA	
6.3	Are planned changes to curriculum, delivery, technology, staffing or assessment controlled?	Change requests, impact assessments, approvals	C / NC / OFI / NA	
7.1	Are adequate resources available for teaching, learning, learner support, infrastructure and digital delivery?	Resource plans, maintenance records, LMS records	C / NC / OFI / NA	
7.2	Is personnel competence determined, maintained and reviewed?	Competency matrix, qualifications, training records	C / NC / OFI / NA	
7.3	Are personnel aware of the EOMS policy, objectives, roles and implications of nonconformity?	Induction records, awareness training, interviews	C / NC / OFI / NA	
7.4	Are communication methods defined for learners, staff and external interested parties?	Communication plan, website notices, emails, learner handbook	C / NC / OFI / NA	
7.5	Is documented information controlled for creation, approval, revision, access, retention and disposal?	Document register, record retention policy, access control	C / NC / OFI / NA	
8.1	Are educational operations planned with defined criteria, controls, resources and records?	Academic calendar, delivery plans, operational procedures	C / NC / OFI / NA	
8.2	Are requirements for courses/programmes, admissions, support, assessment and completion reviewed before commitment?	Admission criteria, course outlines, review records	C / NC / OFI / NA	
8.3	Is design and development of curriculum or educational services planned, reviewed, verified and validated?	Curriculum design file, review approvals, pilot feedback	C / NC / OFI / NA	
8.4	Are external providers such as trainers, content providers, platforms and assessment services evaluated and controlled?	Supplier evaluation, contracts, SLAs, performance review	C / NC / OFI / NA	
8.5	Are teaching, learning, assessment and learner support services delivered under controlled conditions?	Lesson plans, attendance, assessment controls, support records	C / NC / OFI / NA	
8.6	Are educational outputs released only after required verification or approval?	Assessment moderation, grade approvals, certificate release records	C / NC / OFI / NA	
8.7	Are nonconforming educational outputs identified, controlled, corrected and communicated where necessary?	NC logs, complaint records, corrections, learner notifications	C / NC / OFI / NA	

Ref.	Audit Question	Evidence to Verify	Status	Auditor Notes / Finding
9.1	Is EOMS performance monitored using learner outcomes, satisfaction, complaints, retention, completion and other indicators?	Survey results, KPI reports, trend analysis	C / NC / OFI / NA	
9.2	Are internal audits planned, conducted by competent auditors and reported to management?	Audit programme, audit plan, audit reports, findings	C / NC / OFI / NA	
9.3	Does management review evaluate EOMS performance, resources, risks, opportunities and improvement needs?	Management review minutes, action plans, decisions	C / NC / OFI / NA	
10.2	Are nonconformities and complaints corrected with root cause analysis and effectiveness verification?	CAPA records, root cause analysis, effectiveness checks	C / NC / OFI / NA	
10.3	Is continual improvement driven by data, learner feedback, audit results and innovation?	Improvement log, projects, performance trend reports	C / NC / OFI / NA	

Educational Process Sampling Checklist

Process Area	What to Audit	Evidence Sample	Notes
Admissions / Enrollment	Admissions criteria, learner information, eligibility review, transparency and accessibility.	Sample learner files, admission decisions, communication records	
Curriculum / Programme Design	Curriculum objectives, learning outcomes, approvals, review frequency and beneficiary needs.	Curriculum file, review minutes, stakeholder input	
Teaching and Learning Delivery	Lesson delivery, trainer competence, materials, learner participation and delivery controls.	Class records, LMS data, observation, lesson plans	
Assessment and Evaluation	Assessment design, fairness, moderation, integrity, learner feedback and result approval.	Assessment samples, rubrics, moderation records	
Learner Support	Guidance, counselling, accessibility support, complaint handling and special needs support.	Support logs, complaint records, accommodation evidence	
Digital / Distance Learning	Platform availability, access controls, learner engagement, data protection and continuity.	LMS reports, IT support logs, access records	
External Providers	Outsourced educators, content, facilities, assessment or platforms are evaluated and controlled.	Contracts, SLA reviews, supplier evaluations	
Improvement and CAPA	Problems, complaints, nonconformities and trends lead to corrective and improvement action.	CAPA records, improvement projects, trend analysis	

Audit Finding Summary

No.	Clause / Process	Finding Description	Category	Corrective Action / Owner	Status
1			Major / Minor / OFI		Open / Closed
2			Major / Minor / OFI		Open / Closed
3			Major / Minor / OFI		Open / Closed
4			Major / Minor / OFI		Open / Closed
5			Major / Minor / OFI		Open / Closed
6			Major / Minor / OFI		Open / Closed
7			Major / Minor / OFI		Open / Closed
8			Major / Minor / OFI		Open / Closed
9			Major / Minor / OFI		Open / Closed
10			Major / Minor / OFI		Open / Closed

Contact

Need ISO 21001 Certification?	Contact Pacific Certifications at support@pacificcert.com for application form, certification process details and cost information.
Suggested Downloads	ISO 21001 Gap Analysis Template | ISO 21001 Application Form | ISO 21001 Certification Cost Calculator | ISO 21001 Implementation Guide

Disclaimer: This checklist is an educational readiness tool. Certification decisions must be based on formal assessment against applicable requirements, objective evidence and the accredited certification process.