

Pacific Certifications

ISO 21001:2025 Gap Analysis Template

Gap Analysis Template | Educational Organizations Management Systems

Downloadable Website Resource | ISO 21001:2025

Resource Type	Gap Analysis Template
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.

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How to Use This Gap Analysis Template

- Use this template to compare the current Educational Organizations Management System (EOMS) with ISO 21001:2025 requirements.
- Mark each requirement as Not Started, Partial, Implemented or Effective. Add evidence, gaps, responsible persons and target dates.
- Prioritize gaps that affect learners, other beneficiaries, regulatory compliance, accessibility, educational outcomes, competence, assessment integrity and continual improvement.
- This template is suitable for schools, colleges, universities, training providers, e-learning providers and corporate learning departments.

ISO 21001:2025 Clause Overview

Clause	Focus Area	Readiness Focus
4	Context of the organization	Educational context, interested parties, scope, EOMS processes and interaction with learners and other beneficiaries.
5	Leadership	Learner-centred policy, roles, responsibilities, inclusion, accessibility and alignment with mission and strategy.
6	Planning	Risks and opportunities, educational objectives, planning of changes and actions for equity, quality and continuity.
7	Support	Resources, people competence, awareness, communication, documented information and learning environment support.
8	Operation	Design, development and delivery of educational products and services, admissions, learner support, assessment and externally provided processes.
9	Performance evaluation	Monitoring, learner and beneficiary satisfaction, analysis, internal audit and management review.
10	Improvement	Nonconformity, corrective action, continual improvement and improvement of educational outcomes.

EOMS Management Principles Reference

Principle	What to Check
Focus on learners and other beneficiaries	Processes are planned around learner needs, accessibility, competency development and satisfaction.
Visionary leadership	Leadership aligns education strategy, mission, values, policy and measurable outcomes.
Engagement of people	Academic and support staff understand their roles and contribute to education quality.
Process approach	Educational and support processes are planned, measured, controlled and improved.
Improvement	Educational performance is improved using evidence, feedback and corrective action.
Evidence-based decisions	Key decisions use learner data, performance results, audit findings and stakeholder feedback.
Relationship management	External providers, partners, regulators and community relationships are controlled and reviewed.
Social responsibility	Education delivery considers ethical conduct, equity, accessibility and social impact.
Accessibility and equity	Learning opportunities and support are designed to reduce barriers.
Ethical conduct	Academic integrity, confidentiality, fairness and transparency are maintained.
Data security and protection	Learner records and institutional information are protected from misuse or unauthorized access.
Culture of quality	Quality is embedded in planning, delivery, support, evaluation and improvement activities.

Clause-wise Gap Analysis Worksheet

Use the final column to record status and remarks. Add additional rows for organization-specific regulatory, accreditation, safeguarding, data protection or learner-support requirements.

Ref.	Requirement Area	Gap Analysis Prompt	Typical Evidence	Status / Notes
4.1	Context and educational environment	Internal/external issues affecting educational services, learners, curriculum, delivery methods and institutional mission are identified and reviewed.	Context analysis, strategic plan, stakeholder mapping	Not Started / Partial / Implemented / Effective
4.2	Needs of interested parties	Learners, parents/guardians, staff, regulators, employers, partners and other beneficiaries are identified with relevant needs and expectations.	Stakeholder register, regulatory register, learner requirements	Not Started / Partial / Implemented / Effective
4.3	EOMS scope	The EOMS scope defines educational services, locations, delivery modes, exclusions and boundaries clearly.	EOMS scope statement, service catalogue	Not Started / Partial / Implemented / Effective
4.4	EOMS processes	Educational and support processes are mapped, controlled, monitored and improved.	Process map, SOPs, KPIs, process owners	Not Started / Partial / Implemented / Effective
5.1	Leadership and commitment	Top management demonstrates accountability for the EOMS and focuses on learner and beneficiary satisfaction.	Management review, policy communication, objectives	Not Started / Partial / Implemented / Effective
5.2	Policy	EOMS policy supports mission, vision, learner-centred education, accessibility, ethical conduct and continual improvement.	Approved policy, communication records	Not Started / Partial / Implemented / Effective
5.3	Roles and responsibilities	Responsibilities for academic, administrative, learner support, compliance and improvement processes are defined.	Org chart, job descriptions, committee terms	Not Started / Partial / Implemented / Effective
6.1	Risks and opportunities	Risks and opportunities affecting learners, educational outcomes, inclusion, continuity and compliance are assessed and addressed.	Risk register, action plans, continuity controls	Not Started / Partial / Implemented / Effective
6.2	Educational objectives	Measurable objectives are established for learning outcomes, satisfaction, retention, accessibility, performance and improvement.	EOMS objectives, KPI dashboard, action plans	Not Started / Partial / Implemented / Effective
6.3	Planning changes	Changes to curriculum, delivery, resources, technology or assessment are planned and controlled.	Change records, approval notes, impact assessment	Not Started / Partial / Implemented / Effective
7.1	Resources and learning environment	Facilities, technology, learning materials, assistive resources and support infrastructure are adequate and maintained.	Resource plan, facility records, LMS evidence	Not Started / Partial / Implemented / Effective
7.2	Competence	Teaching, academic, administrative and support personnel are competent for assigned responsibilities.	Competency matrix, qualifications, training records	Not Started / Partial / Implemented / Effective
7.3	Awareness	Personnel understand the EOMS policy, objectives, responsibilities and impact on learner outcomes.	Induction records, awareness materials	Not Started / Partial / Implemented / Effective
7.4	Communication	Internal and external communication is controlled, timely and appropriate for learners and beneficiaries.	Communication procedure, notices, feedback records	Not Started / Partial / Implemented / Effective
7.5	Documented information	Policies, procedures, curriculum documents, records and learner data are controlled and protected.	Document register, revision control, retention rules	Not Started / Partial / Implemented / Effective
8.1	Operational planning	Educational delivery processes are planned with criteria, controls, resources and evidence requirements.	Academic calendar, delivery plans, control plans	Not Started / Partial / Implemented / Effective
8.2	Requirements for educational services	Requirements for admissions, courses, learner support, assessment and completion are defined and communicated.	Course information, admission criteria, learner handbook	Not Started / Partial / Implemented / Effective
8.3	Design and development	Curriculum, programmes and learning services are designed, reviewed, validated and updated.	Curriculum design records, approvals, review notes	Not Started / Partial / Implemented / Effective

Ref.	Requirement Area	Gap Analysis Prompt	Typical Evidence	Status / Notes
8.4	Externally provided processes	Outsourced teaching, platforms, content providers and support services are evaluated and controlled.	Supplier evaluations, contracts, SLAs, reviews	Not Started / Partial / Implemented / Effective
8.5	Delivery and control	Teaching, learning, learner support, assessment and certification/award processes are controlled.	Lesson plans, assessment records, learner support logs	Not Started / Partial / Implemented / Effective
8.6	Release of educational services	Completion, assessment results, certificates, progression or graduation decisions are verified before release.	Assessment approval, grade moderation, completion records	Not Started / Partial / Implemented / Effective
8.7	Nonconforming outputs	Errors in learning services, assessment, records, complaints or delivery are identified and corrected.	NC records, complaint logs, correction records	Not Started / Partial / Implemented / Effective
9.1	Monitoring and measurement	Performance data is collected for learning outcomes, satisfaction, complaints, attendance, retention and effectiveness.	KPI reports, dashboards, surveys, analysis	Not Started / Partial / Implemented / Effective
9.2	Internal audit	Internal audits are planned and conducted to verify EOMS conformity and effectiveness.	Audit programme, audit reports, findings	Not Started / Partial / Implemented / Effective
9.3	Management review	Management reviews evaluate performance, risks, interested parties, resources, improvement and strategic alignment.	Review minutes, decisions, action tracking	Not Started / Partial / Implemented / Effective
10.2	Nonconformity and corrective action	Nonconformities are investigated, root causes addressed and actions verified for effectiveness.	CAPA log, root cause analysis, closure evidence	Not Started / Partial / Implemented / Effective
10.3	Continual improvement	The EOMS is continually improved based on data, feedback, audits, innovation and learner outcomes.	Improvement plans, project records, trend analysis	Not Started / Partial / Implemented / Effective

Gap Prioritization and Action Plan

No.	Identified Gap	Root Cause / Risk	Priority	Action Required	Owner / Due Date	Status
1			High / Medium / Low			Open / Closed
2			High / Medium / Low			Open / Closed
3			High / Medium / Low			Open / Closed
4			High / Medium / Low			Open / Closed
5			High / Medium / Low			Open / Closed
6			High / Medium / Low			Open / Closed
7			High / Medium / Low			Open / Closed
8			High / Medium / Low			Open / Closed
9			High / Medium / Low			Open / Closed
10			High / Medium / Low			Open / Closed
11			High / Medium / Low			Open / Closed
12			High / Medium / Low			Open / Closed

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