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Evaluating the Implementation of Educational Institutions' Management Systems According to the ISO 21001:2018 Standard / A case Study at Al-Mansour University College

Hakeem AbdulWahid Mohammed^{1*}

¹Imam Al-Kadhumi College, Baghdad, Iraq

*Corresponding author E-mail: hakeem.abd@iku.edu.iq

Article Info.	Abstract
<p><i>Article history:</i></p> <p>Received 18 July 2025</p> <p>Revised 18 October 2025</p> <p>Accepted 28 October 2025</p> <p>Published 30 January 2026</p>	<p>The research aims to assess the reality of the implementation of the educational institution management system according to ISO 21001:2018 at Al Mansour University College in Baghdad, identify the size of the gap and determine the availability of the requirements of each clause of the standard, As well as providing a system improvement plan, which includes actions, responsibility and time required for the successful implementation of the indicators of the educational institution's management system items. The research issue was the poor implementation of the enterprise management system in the College (the research area), the lack of requirements, and the lack of knowledge of the necessary procedures for implementation. The research relies on the case study method to accurately address the research issue and identify the real causes. To collect the required data, checklists were developed using a seven-point scale and prepared according to the indicators and clauses of ISO 21001:2018. Some statistical methods were used to analyse the checklists and extract the research results. The results of the research showed that there are large gaps between the reality of the College and the requirements of the standard, as the total gap (51%) and the total application rate (49%). The application rates for each item of the specification varied according to the College's actual reality.</p>
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1. Introduction

Higher education operates in an environment of continuous competition, locally or globally, and the focus of this competition is on the quality of the educational institution and the extent to which it uses systems and programs that build a good reputation and a strong competitive advantage [1]. A quality race characterises the competition between educational institutions, the criterion by which users and customers make their first choice between institutions [2]. It is difficult to clarify the concept of quality in higher education due to the large number of programs and systems that simulate its application in this sector. Educational institutions have adopted and implemented various techniques to manage the administrative and academic structure with different international standards and methods, and the International Organisation for Standardisation has entered this field and issued the international standard ISO 21001:2018, which focuses on the quality of the educational institution and ensuring its application in higher education [3]. Universities and colleges have started to pay attention to their application and take a step in the right direction in order to maximise the quality of education and improve processes, as it is a management tool for an institution that wants to provide educational services capable of meeting the needs of learners and complying with its mission [4]. Students can access educational organisations that aim to provide high-quality services that satisfy the needs of students, their families, and their community, which urges educational institutions to strive for high-quality services and, through quality, to pay attention to educational processes, mechanisms, and procedures [5]. ISO 21001 is based on quality management principles and a process-focused approach that aligns with other standards such as ISO 9001 [6]. An educational institution that applies the standards differs from other institutions by maintaining quality and increasing students' and society's confidence. Still, it isn't easy to meet the management system's requirements, which require the institution to demonstrate its ability to support and develop competencies in teaching, learning, and research [7]. Working to the ISO 21001:2018 standard aims to improve academic management, ensure the quality of education in the institution, and activate responses to service and social needs [8]. Like other management system standards, ISO 21001 is based on the PDCA (Plan, Do, Check, Act) principle, which offers many benefits, including alignment of objectives with internal policy, more personalised learning, increased trust in the organisation, stakeholder engagement, and the promotion of experience sharing and innovation [8]. The research problem stemmed from the lack of implementation of this system at Al Mansour College, the unavailability of the requirements, and the lack of knowledge of the necessary procedures for implementation. We collected information using checklists on a seven-point scale. The answers of the research sample were recorded in accordance with the standard's requirements and its main and sub-indicators for each axis. The sample consisted of (26) officials from scientific departments and

administrative divisions within the College. With the help of the research sample, the research objectives were achieved, and an action plan and procedures were developed to minimise the gaps we identified to improve the system's implementation and meet its requirements.

Due to ongoing competition and the increasing number of private universities, universities in Iraq are striving to excel by implementing quality systems and programs, obtaining quality certificates, and gaining recognition for the quality of their services. Implementing these programs and systems provides a high competitive advantage and attracts more customers. Among these programs and systems are educational institution management systems. However, there are weaknesses in their implementation: a lack of standards and indicators, and insufficient attention to them. Furthermore, college administrations are not interested in obtaining educational quality accreditation certificates. Based on this, the research questions can be highlighted as follows:

- What is the status of the evaluation of the requirements and indicators of "Educational Institution Management Systems" at the College (field of study)?
- What is the size of the gap, and what are the implementation rates according to the "Educational Institution Management Systems" indicators at the College?
- What are the opportunities for improvement that the College can address?
- What are the methods that can improve the implementation of "Educational Institution Management Systems" indicators?

The study seeks to achieve the following objectives:

- To assess the reality of the requirements and indicators of "Educational Institution Management Systems" at the College (field of study).
- To determine the extent of the gap and implementation rates based on the College's "Educational Institution Management Systems" indicators.
- To identify improvement opportunities that the College can address.
- To present methods that can improve the implementation of "Educational Institution Management Systems" indicators.

The importance of the study can be explained as follows:

- The current study demonstrates the importance of focusing on quality programs and "educational institution management systems" by the College.
- The study helps achieve the effective implementation of "educational institution management systems" at universities and other higher education institutions.
- The study helps bridge the gap between the College's reality and the ISO 21001 standards and indicators.
- The study helps employees translate current and future improvement opportunities into the standards and implement continuous improvement plans.

A sample of officials from the academic departments and some branches related to the application of quality systems and programs at the university was interviewed, according to each standard of the "Educational Institutions Management Systems," to determine the extent of their availability. The sample size reached (26) responsible individuals. They were interviewed to provide assistance and record their answers to the checklist paragraphs after the researcher had reviewed the available documents, evidence, and activities. Data collection methods and research tool:

- Data and information for the theoretical aspect were collected by referencing academic books, theses, dissertations, journals, and peer-reviewed academic research, as well as the Internet.
- Data collection methods for the practical aspect were carried out using a checklist to gather information. The checklist was designed according to the "Educational Institutions Management Systems" (ISO 21001:2018) indicators. The data were collected through field visits and interviews with heads of academic departments and relevant administrative divisions, and evidence and documents were reviewed at the university. Temporal and spatial limits of the research:
- Spatial boundaries: Al-Mansour Private College was identified and selected as the spatial boundary for collecting study data and reviewing documents and evidence at the university.
- Time limits: The study took place from 5/7/2025 to 7/13/2025, during which data were collected and analysed.

2. Theoretical Background

2.1. Concept and importance of ISO 21001:2018

The International Standards Organisation (ISO) has issued a standard for educational institutions, ISO 21001:2018 Educational Institution Management System, which includes requirements and guidelines for quality management [10]. Technical Committee PC 288, consisting of 144 specialised members, designed this standard, which was finalised in 2018, The standard is similar in its work and purpose to the academic accreditation issued by independent bodies for accreditation and educational quality, and the standard can be interpreted as one of the basic systems for developing the performance of educational institutions [11]. The standard helps the organisation demonstrate its ability to provide education in accordance with regulatory and legal requirements, to diagnose weaknesses, and to identify ways to improve them [12]. By applying the standard, the educational institution has ensured the quality of future education by following the objectives, outcomes and practices that support a new generation in the era of technology and knowledge-based economy. Quality assurance in the standard is a general term encompassing many tools, such as evaluation and reliance on qualitative and quantitative performance indicators [13]. The Plan-Do-Check-Act cycle is often used as a model for educational quality.[14] It consists of the first stage, which includes preparation and implementation, and the second stage provides for the development of specific methods that promote standardisation, ensure members' commitment, and clarify their roles in the work. These stages include ensuring the successful implementation of a system and the organisation's overall success [15]. The importance of the standard for the educational organisation lies in the following [10, 16].

- Helps organisational leaders make informed decisions based on quality data.
- Meeting learner needs and stakeholder expectations.
- Evaluate the current state of the organisation with transparency and clarity.
- Keywords: Use learning performance results to evaluate and improve the effectiveness of the learning process and performance.
- Creating organisational change, sustainable success and innovation.
- A means to achieve multiple objectives, including gaining traction.
- Use an approach to identify and avoid risks.
- Enhance learner satisfaction by focusing on them.

2.2. ISO 21001:2018 Principles

Meeting the requirements of the educational institution's management system and successfully implementing ISO 21001:2018 requires several basic principles that must be taken into account and applied, and the educational institution must understand and focus on them accurately; if these principles are neglected, they will become obstacles and hindrances. These principles can be clarified as follows [17, 18].

- Focusing on learners and beneficiaries and understanding and meeting their requirements.
- Visionary leadership that leads to the achievement of goals in accordance with the organisation's mission.
- Engaging employees after they have been trained and made valuable.
- Applying process methodology by clearly understanding activities and processes.
- Continuous improvement and performance development.
- Making decisions based on facts and evidence.
- Managing relationships and communication to achieve sustainable success.
- Social responsibility towards society, the environment and the economy.
- Ethical behaviour in education through the organisation's ability to create a professional environment that operates fairly.
- Data protection for all parties involved.

2.3. ISO 21001:2018 Certification

When the educational institution meets the main and sub-system requirements, it can invite the certification body after the organisation performs the internal evaluation. The organisation works with ISO consultants for external assessment, as they have auditors who are competent in audit methods and techniques, regulations, legal requirements, quality management standards, and risk management [19]. This is to compare the performance of systems, processes, and services with the system requirements to obtain Certification by improving the management system through several stages, as outlined in [20, 21].

- Understanding the organization.
- Collecting documents.
- Create planning elements.
- Curriculum design and development.
- Preparing support elements.
- Performance evaluation.
- Continuous improvement programs.

3. Data Analysis

3.1. analysing and interpreting the results of the study

The data was collected using seven checklists designed according to the main requirements and clauses of ISO 21001:2018, including clause (4 - Context of the organisation, clause 5 - Leadership, clause 6 - Planning, clause 7 - Support, clause 8 - Operation, clause 9 - Performance evaluation and clause 10 – Improvement), as the first three clauses are introductory to the field of application and explain the procedural definitions and terminology of the standard. The arithmetic mean of each checklist and the percentage of application are extracted, and the size of the gap is determined for each clause of the standard. The results are presented and interpreted [22].

$$W = \frac{\sum w \cdot x}{\sum w} \quad (1)$$

We explain the variables of the weighted arithmetic mean equation as follows:

- W= weighted average
- w = the weights
- x = the value

After computing the weighted average, we calculate the percentage by dividing it by the largest value on the scale. Table 1 presents the analysis of the checklist item for the context of the organization.

It is clear from Table 1 for the item Context of the organisation, which obtained an application rate of (53.6%) and a high gap of (46.4%), that there is weakness and lack of interest in many of the indicators of this item, including a lack of understanding of the needs and expectations of the interested parties in the College. Table 2 shows the checklist for the leadership item. It is clear from Table 2 and the checklist for the leadership item that it obtained an implementation rate of (50%) due to the presence of low results in several indicators, including the failure of senior management to follow up on the definition of powers and responsibilities and the weak understanding of them by subordinates and employees. After learning the results of the leadership item, we present the checklist for the planning item in Table 3.

Table 1. Organisation Context Item Checklist

Requirements ISO 21001:2018	Non-conformity & undocumented (0)	Conformity Partial Undocumented (1)	Conformity Partial documentation (2)	Conformity Partial & documented (3)	Conformity & undocumented (4)	Conformity & Partial documentation (5)	Conformity & documented (6)
Context of the organisation Understanding the context of the organisation The College identifies internal and external issues related to its purpose, social responsibility, and strategic direction that could impact its ability to achieve the expected results of the educational organisation's management system.				√			
Monitoring information on internal and external issues affecting the educational organisation's management system.				√			
Understanding the needs and expectations of stakeholders The College identifies stakeholders involved in the educational organisation management system.						√	
Stakeholder requirements are identified.						√	
Stakeholder information and related requirements are monitored and reviewed.				√			
Defining the scope of the educational organisation management system.							

Requirements ISO 21001:2018	Non-conformity & undocumented (0)	Conformity Partial Undocumented (1)	Conformity Partial documentation (2)	Conformity Partial & documented (3)	Conformity & undocumented (4)	Conformity & Partial documentation (5)	Conformity & documented (6)
Determines the limits and applicability of the educational organisation management system in accordance with stakeholders' requirements.				√			
Documenting everything related to the scope of application of the College's educational organisation management system.					√		
Management System for Educational Organisations							
The College works to establish, implement, and continuously improve the management system for educational organisations.				√			
The College defines and implements the processes required for the management system and its applications, and determines the methods necessary to ensure the effective operation and control of these processes.				√			
The College identifies and provides the necessary resources for the processes.				√			
Defines responsibilities and authorities for the processes.					√		
Determines how risks and opportunities will be addressed.		√					

Requirements ISO 21001:2018	Non-conformity & undocumented (0)	Conformity Partial Undocumented (1)	Conformity Partial documentation (2)	Conformity Partial & documented (3)	Conformity & undocumented (4)	Conformity & Partial documentation (5)	Conformity & documented (6)
The College evaluates its processes and implements necessary changes to improve.		√					
The College maintains documentation to support the operation of its processes and to ensure that processes are implemented as planned.					√		
Weights	0	1	2	3	4	5	6
Repeats	0	2	0	7	3	2	0
Result	0	2	0	21	12	10	0
Weighted Mean				3.21			
Percentage of Match				53.6%			
Gap Size				46.4%			

Through all the checklists, it is clear that the highest application rate is (57.8%) and was achieved in the performance evaluation item, as there is interest in the College in the requirements of this item by meeting some indicators of monitoring, measurement, analysis, evaluation and management review, and the lowest application rate is (31%) and was achieved in the improvement item with a gap of (69%), which indicates a lack of interest in continuous improvement, improvement opportunities and corrective measures. In contrast, the items (organisational context, leadership, planning, support, operation) each obtained an application rate of (53.6%, 50%, 53.7%, 40%, 53.2%) respectively, and this indicates the College's lack of interest in the indicators of many items, especially the improvement item and the support item, as the total application rate for all system requirements was 49%. The total gap rate was 51%, as also shown in Table 4. and Fig. 1.

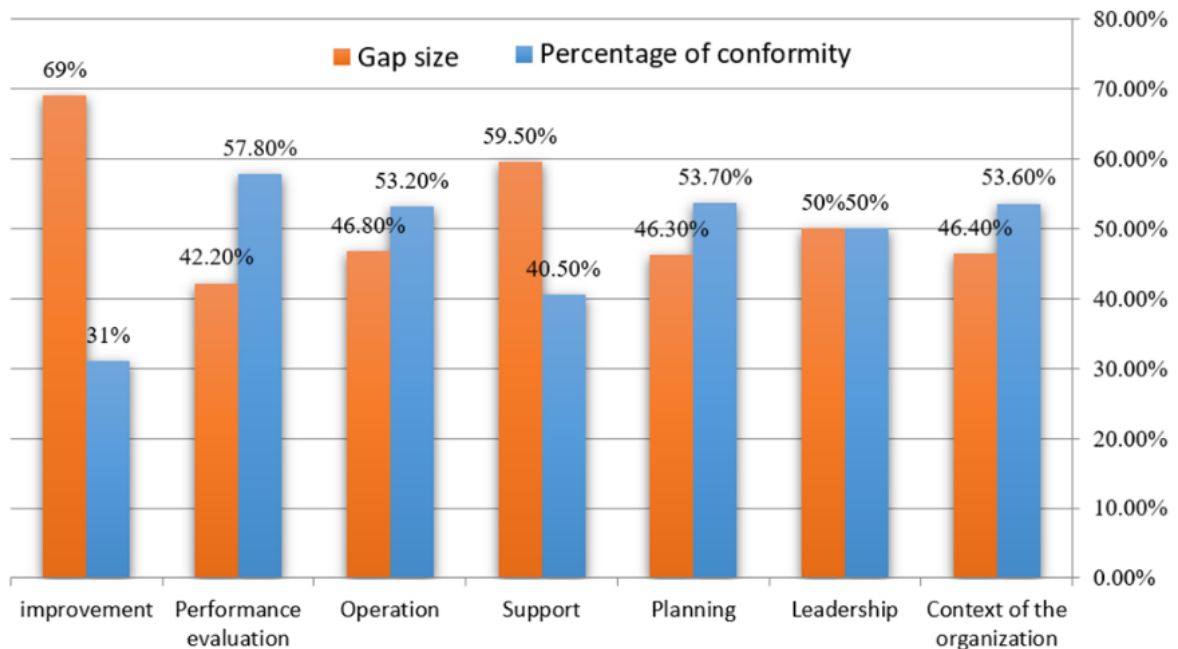


Fig. 1. Application rates and gaps Items ISO 21001:2018

Table 2. Leadership Item Checklist

Requirements ISO 21001:2018	Non-conformity & undocum ented (0)	Conformity Partial Undocume nted (1)	Conformity Partial documentati on (2)	Conformity Partial & documented (3)	Conformity & undocumented (4)	Confor mity & Partial docum entatio n (5)	Confor mity & docume nted (6)
Leadership							
Leadership and Commitmen t							
Senior management is responsible for the effectiveness of the educational organisation's management system.					√		
Senior management ensures that the policies and objectives of the educational organisation management system are aligned with the College's strategic direction.				√			
Senior management integrates the requirements of the educational organisation management system into the College's operations.				√			
Senior management encourages the use of a process approach and risk-based thinking.		√					

Requirements ISO 21001:2018	Non-conformity & undocumnted (0)	Conformity Partial Undocumnted (1)	Conformity Partial documentation (2)	Conformity Partial & documented (3)	Conformity & undocumnted (4)	Conformity & Partial documentation (5)	Conformity & documented (6)
Senior management provides the resources required for the educational organisation's management system.		√					
Senior management demonstrates the importance of adopting an effective management system that meets the requirements of the educational organisation's management system.				√			
Management ensures that the educational organisation's management system achieves its intended results.				√			
Senior management engages individuals as they contribute to the effectiveness of the system.					√		
Senior management promotes continuous improvement.					√		

Requirements ISO 21001:2018	Non-conformity & undocum ented (0)	Conformity Partial Undocum ented (1)	Conformity Partial documentation (2)	Confo rmity Partia l & docum ented (3)	Conformit y & undocum ented (4)	Conformity & Partial documentation (5)	Conformity & documented (6)
Senior management supports the sustainable implementation of the educational vision and educational concepts.				√			
Senior management supports the development of a strategic plan for the College.						√	
Senior management identifies and continually meets learner needs and expectations by monitoring student satisfaction and educational progress.		√					
Management identifies and addresses risks and opportunities that impact the adequacy of educational services and the ability to enhance learner satisfaction.			√				

Requirements ISO 21001:2018	Non-conformity & undocumented (0)	Conformity Partial Undocumented (1)	Conformity Partial documentation (2)	Conformity Partial & documented (3)	Conformity & undocumented (4)	Conformity & Partial documentation (5)	Conformity & documented (6)
Senior management ensures the availability of resources and training to support access to learning for people with special needs.			√				
Providing facilities for learners with special needs to ensure equitable access to education.			√				
Policy Development							
The College has an appropriate policy, within the framework of its objectives, that demonstrates a commitment to meeting requirements and continuous improvement.					√		
The College's policy takes into account educational and technological developments and innovations.					√		
The College's policy includes a commitment to social responsibility and intellectual property.				√			

Requirements ISO 21001:2018	Non-conformity & undocumented (0)	Conformity Partial Undocumented (1)	Conformity Partial documentation (2)	Conformity Partial & documented (3)	Conformity & undocumented (4)	Conformity & Partial documentation (5)	Conformity & documented (6)
<p>The needs and expectations of stakeholders are taken into account. The College documents its policy and communicates it to its staff and relevant stakeholders.</p>			√			√	
<p>Organisational Roles, Authorities, and Responsibilities Senior management ensures that relevant responsibilities and authorities are defined, assigned, communicated, and understood.</p>						√	
<p>The management system in educational organisations complies with the requirements of ISO 21001:2018.</p>				√			
<p>The organisation's policy is understood and implemented.</p>			√				

Requirements ISO 21001:2018	Non-conformity & undocumnted (0)	Conformity Partial Undocumnted (1)	Conformity Partial documentation (2)	Conformity Partial & documnted (3)	Conformity & undocumnted (4)	Conformity & Partial documentation (5)	Conformity & documented (6)
The processes of the educational organisation's management system deliver their intended outcomes. Ensure a focus on learners and other stakeholders within the College. Reports are provided to senior management regarding the performance of the educational organisation's management system and opportunities for improvement.			√				
Ensure a communications department is in place to communicate with internal and external stakeholders.				√			
Weights	0	1	2	3	4	5	6
Repeats	0	3	7	8	5	4	0
Result	0	3	14	24	20	20	0
Weighted Mean	3						
Percentage of Match	50%						
Gap Size	50%						

Table 3. Planning Item Checklist

Requirements ISO 21001:2018	Non-conformity & undocumented (0)	Conformity Partial Undocumented (1)	Conformity Partial Partial documentation (2)	Conformity Partial & documented (3)	Conformity & undocumented (4)	Conformity & Partial documentation (5)	Conformity & documented (6)
<p>Planning</p> <p>Procedures for Addressing Risks and Opportunities</p> <p>The College identifies the risks and opportunities that must be addressed to ensure the educational management system achieves results.</p> <p>The college plans and continuously evaluates the approved procedures for addressing risks and seizing opportunities in the operations of the educational management system.</p> <p>Educational Organisation Goals and Planning to Achieve Them</p> <p>The College sets goals and ensures they align with its policy.</p> <p>The College ensures that the goals are measurable, documented, and monitored.</p> <p>The College ensures that the goals align with the educational services provided and enhance learner and beneficiary satisfaction.</p>				<p>√</p> <p>√</p>	<p>√</p> <p>√</p>		

Requirements ISO 21001:2018	Non-conformity & undocumented (0)	Conformity Partial Undocumented (1)	Conformity Partial Partial documentation (2)	Conformity Partial & documented (3)	Conformity & undocumented (4)	Conformity & Partial documentation (5)	Conformity & documented (6)
The College maintains documentation of its goals.						√	
The College develops a strategic plan after defining its goals and assigning responsibility for them.						√	
Planning for Change							
Changes are implemented in a planned manner when a need is identified for changes to the management systems of educational organisations.				√			
The College considers the purpose of the change, its potential consequences, and the availability of resources when planning for change.		√					
Weights	0	1	2	3	4	5	6
Repeats	0	2	0	3	2	2	0
Result	0	2	0	9	8	10	0
Weighted Mean	3.2						
Percentage of Match	53.7%						
Gap Size	46.3%						

Table 4. Results of Items ISO 21001:2018

Educational Institution Management System Items ISO 21001:2018	Weighted mean	Percentage of conformity	Gap size
Context of the organisation	3.21	53.6%	46.4%
Leadership	3	50%	50%
Planning	3.2	53.7%	46.3%
Support	2.4	40.5%	59.5%
Operation	3.18	53.2%	46.8%
Performance evaluation	3.5	57.8%	42.2%
improvement	1.83	31%	69%
Total	2.9	49%	51%

Through the results Table 4, which shows the arithmetic mean, application percentage and gap for each item of the standard specification and also shows the total application percentage, these percentages can be better explained by an illustrative presentation using the binary column method, which shows the application percentage and gap for each item as shown in Fig. 1

3.2. ISO 21001:2018 System Improvement Plan

To achieve the research objectives and based on the checklists, we develop an improvement plan using the research sample and the improvement opportunities that represent weaknesses. This plan includes improving each indicator in which weaknesses appeared in the application and which received a score of (0 or 1) according to the weights of the seven-point scale used in the evaluation, by setting appropriate improvement procedures, in addition to identifying the party responsible for implementation and determining the time period required to implement, document and provide requirements for each indicator, to reduce the gaps and increase the application rates for each item of the specification, as shown in Table 5.

Table 5. ISO 21001:2018 System Improvement Plan

opportunities for improvement	optimisation process	Work procedures	Implementation responsibility	Completion period
1. Organisation Context Item				
The university suffers from weak risk management and weak opportunity seizing.	Seizing and exploiting opportunities and avoiding risks	<ul style="list-style-type: none"> - Studying the external environment. - Conducting a SWOT analysis. - Seizing opportunities based on available capabilities. - Predicting risks and taking precautionary measures. 	<ul style="list-style-type: none"> - Assistant Dean for Academic Affairs. - Planning and Statistics Division. - Studies and Consulting Division. - Dean of the College - Assistant Dean for Academic Affairs - Assistant Dean for Administrative Affairs - Quality Assurance Division - Personnel Division - Planning and Statistics Division - Follow-up Unit 	From two weeks to a month Repeated annually
Processes are not reviewed, and there are no plans to improve them in response to increasing changes.	Improving college processes	<ul style="list-style-type: none"> - Drafting a report for periodic process evaluation. - Identifying the need for process change. - Aligning resources and personnel accordingly. - Following up on the report and changes. 	<ul style="list-style-type: none"> - Dean of the College. - Assistant Dean for Academic Affairs - Assistant Dean for Administrative Affairs. - All academic and administrative departments. - Quality Assurance Division. - Training Division. - Dean of the College. - Assistant Dean for Academic Affairs. - Assistant Dean for Administrative Affairs. - All academic and administrative departments. - Quality Assurance Division. - Finance Division. 	From two to three months
2. Leadership Item				
There is no support or encouragement from senior management for using a process approach and risk-based thinking.	Using a process approach in accordance with the educational institution management system specification and risk-based thinking.	<ul style="list-style-type: none"> - Disseminate a culture of process-based approaches and focus on educational and service processes in each department. - Ensure operational agility. - Anticipate future risks. - Ensure implementation of management directives. 	<ul style="list-style-type: none"> - Forming a committee to determine requirements and resources. - Providing appropriate resources and finding appropriate solutions for hard-to-obtain resources. - Collaborating with other colleges in the use of resources. - Finding alternatives to resources and financing through loans. 	From one month to six months
Lack of resources required for the educational organisation's management system and its weakness in meeting the needs of learners	sufficient and available resources.			

opportunities for improvement	optimisation process	Work procedures	Implementation responsibility	Completion period
3. Planning Item				
The College's failure to ensure that its objectives are consistent with the educational services it provides and to enhance learner and beneficiary satisfaction.	Ensure that objectives and policies align with educational services and learners.	<ul style="list-style-type: none"> - Review the vision, mission, and objectives by senior management, with the assistance of specialists in business administration and quality management. - Change the objectives, if necessary, to keep pace with the change. 	<ul style="list-style-type: none"> - College Council. - Dean of the College. - Assistant Dean for Academic Affairs. - Assistant Dean for Administrative Affairs. - All academic and administrative departments. - Quality Assurance Division. 	1 month
Failure to consider the change's purpose, potential consequences, and resource constraints when planning it.	Understand the purpose of the change and know its results.	<ul style="list-style-type: none"> - Evaluating the change objective using specially prepared forms. - Preparing annual or semi-annual reports to evaluate the change and determine the results and resources required. 	<ul style="list-style-type: none"> - Assistant Dean for Academic Affairs - Quality Assurance Division 	One month and repeated annually
4. Support Item				
The College lacks the resources necessary to implement, maintain, and sustainably improve educational organisation management systems through activities that improve the learning process and achieve its outcomes.	Providing resources in sustainable ways	<ul style="list-style-type: none"> - Form a committee to study resource needs. - Develop a plan to meet these needs within specific timeframes. - Involve faculty and staff to generate appropriate proposals. - Identify priorities, provide resources within the College's capacity, and address resources that require additional effort and funding. - Request support and assistance, establish partnerships, and secure funding. - Providing updated calibration tools and standards. 	<ul style="list-style-type: none"> - College Council. - Dean of the College. - Assistant Dean for Academic Affairs. - Assistant Dean for Administrative Affairs. - Finance Division. 	2 to 6 months
The College does not conduct periodic verification and calibration of measuring instruments in accordance with standards.	Calibration of measuring instruments	<ul style="list-style-type: none"> - Identifying the appropriate personnel. - Determining the appropriate timing. - Providing training on the standards. - Identify and understand training needs. - Formulate a training program according to the needs. 	<ul style="list-style-type: none"> - Assistant Dean for Academic Affairs. - Quality Assurance Division. - Laboratories Division. - Training Division. 	Two weeks and repeated annually
The College's failure to determine individuals' necessary competencies based on training and education affects the performance of the educational organisation.	Training and increasing the efficiency of individuals in the College	<ul style="list-style-type: none"> - Provide training program requirements and all training kit requirements. - Announce training, nominate trainees, and evaluate the program. 	<ul style="list-style-type: none"> - Assistant Dean for Academic Affairs. - Training Division. - Quality Assurance Division. - Continuing Education Division. 	All year round and at planned times

opportunities for improvement	optimisation process	Work procedures	Implementation responsibility	Completion period
The College does not implement, analyse, and improve the communication plan based on monitoring results.	Implement an effective communication plan.	<ul style="list-style-type: none"> - Activate a successful management system for monitoring communication and information. - Ensure the successful transfer and delivery of information. - Ensure and develop communication tools and methods. - Identify trained personnel to communicate and transmit information. - Maintain speed and confidentiality in matters requiring this and effectively store information. 	<ul style="list-style-type: none"> - Assistant Dean for Academic Affairs. - Assistant Dean for Administrative Affairs. - Planning and Statistics Division. - Training Division. 	3 months
5. Operations Item				
The College does not monitor its operations according to standards.	Audit and control of educational processes	<ul style="list-style-type: none"> - Identify individuals based on the processes to be monitored. - Develop and study standards. - Implement and evaluate work on an ongoing basis. - Establish a clear educational system from enrollment to graduation. - Disseminate clear instructions to assist learners. - Promote a culture of supportive and facilitative interactions among staff. - Identifying and enhancing learners' potential. - Creating job opportunities for students, including top students. - Establishing links and partnerships with the labour market to provide job opportunities for students. - Training students in the skills required by the labour market. - Preparing questionnaires to gather the opinions of beneficiaries and learners regarding the design and development of educational services. - Analysing learners' opinions and requirements and understanding their ideas. - Submitting their opinions to the College Council for approval and adherence by the college departments. 	<ul style="list-style-type: none"> - Assistant Dean for Academic Affairs. - Assistant Dean for Administrative Affairs. - Quality Assurance Division. - Dean of the College. - Assistant Dean for Academic Affairs - Academic Departments. - Administrative Divisions. - College Council. - Dean of the College. - Assistant Dean for Academic Affairs. - Quality Assurance Division. - Training Division. 	Two months
The College does not have the flexibility to support learners in building learning based on skills and abilities.	Flexibility in supporting education depends on capabilities and abilities.		<ul style="list-style-type: none"> - Assistant Dean for Academic Affairs - Administrative Divisions. 	3 months with periodic follow-up
No links or job opportunities available	Support and provide job opportunities for learners		<ul style="list-style-type: none"> - College Council. - Dean of the College. - Assistant Dean for Academic Affairs. - Quality Assurance Division. - Training Division. 	Monthly and annually
The College's lack of involvement of learners and other beneficiaries in the design and development of services to determine the extent of their educational needs.	Involvement of learners and beneficiaries in service design.		<ul style="list-style-type: none"> - College Council - College Dean - Quality Assurance Division. - All Departments 	Monthly and periodically

opportunities for improvement	optimisation process	Work procedures	Implementation responsibility	Completion period
Poor use of appropriate infrastructure to operate operations.	Suitable infrastructure for educational processes	<ul style="list-style-type: none"> - Directing and circulating information regarding the development of the College's available infrastructure. - Working to enhance halls, laboratories, and appropriate infrastructure. - A committee to provide appropriate infrastructure. - Obtaining administrative and legal approvals to allocate appropriate funds and attempting to establish partnerships and financial loans. 	<ul style="list-style-type: none"> - College Council. - Dean of the College. - Assistant Dean for Administrative Affairs - Finance Division. 	From two months to two years
The College does not use specialised methods to help learners with special needs develop their awareness.	Supporting and empowering people with special needs	<ul style="list-style-type: none"> - Identifying the requirements and supplies that contribute to their care and education. - Providing the purchasing committee with their needs and providing appropriate funds. - Training individuals on their equipment and supplies. 	<ul style="list-style-type: none"> - Dean of the College - Assistant Dean for Administrative Affairs - Financial Division - Dean of the College - Assistant Dean for Administrative Affairs - Financial Division. 	2 to 3 months
The College does not deal with non-conforming outputs in any of the following ways (correction, separation, containment, return, or suspension of product submission)	Dealing with non-conforming output	<ul style="list-style-type: none"> - Preparing periodic reports to evaluate outputs. - Evaluating service levels and identifying non-conforming outputs. - Working to correct, separate, or return non-conforming outputs. 	<ul style="list-style-type: none"> - Quality Assurance Division - Academic Departments 	Monthly and periodically every academic year
6. Performance evaluation Item				
The College does not monitor or determine learners' and beneficiaries' satisfaction with their needs and expectations, nor does it review them in a constructive manner.	Monitoring learners' and beneficiaries' needs.	<ul style="list-style-type: none"> - Identifying and understanding needs. - Forms for identifying requirements and proposals. - Committees and teams to provide needs for each academic department. - Monitoring needs to ensure continuous availability. - Preparing reports and following up on performance evaluation results. 	<ul style="list-style-type: none"> - Dean of the College - Assistant Dean for Administrative Affairs - Financial Division - Quality Assurance Division 	Monthly and periodically every academic year
The level of feedback is not monitored, and the College does not take necessary action.	Feedback system.	<ul style="list-style-type: none"> - Following up after preparing reports and ongoing evaluations. - Providing an email for feedback and information. - Listening to and addressing complaints. 	<ul style="list-style-type: none"> - Assistant Dean for Academic Affairs - Assistant Dean for Administrative Affairs - Academic Departments - Quality Assurance Division 	Two months
Weakness in conducting periodic reviews of the educational organisation's management system at planned intervals.	Annual self-evaluation.	<ul style="list-style-type: none"> - Preparing a self-assessment report in accordance with the standards of the educational institution's management system. - Defining and reviewing the criteria. - Training the assessors. - Determining the documents required for the assessment. 	<ul style="list-style-type: none"> - Dean of the College - Quality Assurance Division - All Departments 	Two to three months

opportunities for improvement	optimisation process	Work procedures	Implementation responsibility	Completion period
7. Improvement Item				
The College does not take corrective action in cases of non-conformity, and there is little reduction in such cases.	Corrective actions for nonconformities.	<ul style="list-style-type: none"> - Identify and diagnose nonconformities. - Review self-assessment reports and feedback information to identify cases. - Designate a committee to address cases. - Reviewing the Planning Division's reports on the analysis of the external and internal environment. 	<ul style="list-style-type: none"> - Dean of the College. - Quality Assurance Division. - Departments where the case is diagnosed. 	Two months
The College's failure to identify improvement opportunities to meet the needs of learners and stakeholders by improving the effectiveness of the educational organisation management system and preventing undesirable effects.	Identifying necessary improvement opportunities.	<ul style="list-style-type: none"> - Reviewing the strategic plan. - Identifying opportunities to improve the educational organisation's management system. - Documenting all work. 	<ul style="list-style-type: none"> - Assistant Dean for Academic Affairs - Assistant Dean for Administrative Affairs - Planning and Statistics Division - Quality Assurance Division 	One month periodically every two or three years

4. Conclusion and Recommendations

Lack of serious attention to providing the requirements of the educational institution's management system in general, as well as poor training for staff and officials on its implementation. The College's failure to review processes and lack of plans to improve processes in line with emerging changes. Lack of availability of required infrastructure and equipment, which impacts meeting learner needs. Weakness in enhancing learner and beneficiary satisfaction. Failure to conduct ongoing verification and calibration of measuring tools. The College's failure to determine the necessary competency of individuals based on training and education. Continuous monitoring of processes is not implemented according to standards, and the use of appropriate infrastructure to operate processes is weak. Lack of use of special methods for learners with special needs to raise awareness. Lack of interest in conducting periodic reviews of the educational institution's management system. The College's failure to take corrective action for non-conformities identified during evaluation. The need to pay serious attention to providing the requirements of the educational institution's management system and providing adequate training for the personnel working on its implementation. The College should review operations and formulate and implement process improvement plans in line with the changes that occur. The required infrastructure and equipment resources must be available, and efforts must be made to meet learner needs. Learner and beneficiary satisfaction must be enhanced. The need to ensure the validation and calibration of measuring instruments. The college administration must determine the necessary competency of individuals based on training and education. Continuous monitoring of operations must be implemented in accordance with standards, and efforts must be made to utilise adequate infrastructure and operational procedures. Specialized methods must be employed for learners and those with special needs to raise their awareness. Attention must be paid to conducting periodic and ongoing reviews of the educational institution's management system. Corrective actions must be taken to address non-conformities.

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