AMERICAN NATIONAL STANDARD

Quality management system standards—Requirements for education organizations

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Foreword

The 2009 version of ANSI/ISO/ASQ Z1.11 was revised and validated by a consensus process of the American Society for Quality Standards Committee. The writing group members are from education organizations registered to ISO 9001:2008, or are experts in the design of instruction, or are quality professionals who have applied quality principles to education organizations.

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Introduction

0.1 General

ASQ/ANSI/ Z1.11 is about people in education organizations who study, learn, teach, train, and administer to create value for their community.

The perception of value created is the degree to which requirements are fulfilled (Quality).

The organization's senior leaders are accountable for resources they allocate (Management).

The organization's academic and administrative processes interact with each other (System).

This Quality Management System enables an education organization to assess the degree to which it fulfills its requirements, controls its resources, and stabilizes its processes. Requirements for education organizations appear in published course syllabi, curriculum, behavioural objectives, and contracts for training. In addition, education organizations must comply with regulatory requirements, laws and the requirements of Z1.11. Education organizations that meet Z1.11 requirements can expect consistent learning (at no additional cost) through the rigorous implementation of the following:

a)   strategic plans to identify strengths, weaknesses, opportunities, and threats,

b)   action plans to integrate curriculum, learning objectives, technology, teaching methods, and results,

c)   effective processes that realize planned activities and achieve planned results,

d)   instructional and administrative Plan-Do-Check-Act cycles to improve processes,

e)   analysis of performance results to identify process improvement opportunities, and

f)   processes for addressing concerns of students and other interested parties.

0.2 Quality management principles

The education organization should develop its own guiding principles and values, consistent with its mission and vision. Its processes should meet the educational requirements and enable excellence based on the following general principles.

a) Focus on students

Quality in education is the degree to which educational requirements are fulfilled by students. Standards specify what students are expected to know and be able to do. Performance standards contain coherent and rigorous content for fulfilling students' learning requirements and for encouraging performance excellence.

Educational organizations establish or apply existing federal and state student performance criteria by grade level and proficiency levels within grade levels. Student learning is continually evaluated to identify opportunities for improvement. Higher education student learning requirements, performance standards, and skill acquisition are established by academic disciplines and professional performance standards. Planned student learning results are achieved by planned education activities, by application of appropriate technology, by refined teaching methods, and by designed curricula.

b) Senior leadership

Senior leaders (top management) establish unity of purpose, direction, and an internal environment to direct and control school activities. Results are validated for consistency with relevant, nationally recognized academic and professional performance standards. Senior leaders' performance is evaluated by school board members, by peer reviews, or by external advisory boards.

c) Value of faculty and staff involvement

Capable people at all levels are fully involved in activities designed to benefit students. Qualified faculty and staff members work with students and interested parties to ensure that all students have a fair, equal, and sufficient opportunity to attain performance excellence. Accountability systems, faculty preparation and training, curriculum design, and instructional materials are aligned to achieve planned academic results.

d) Support for process management

Planned academic results are achieved with adequate resources provided at the time needed. The instruction processes follow approved procedures to achieve effective and efficient learning. Instructional processes are designed to ensure value for students and improve educational effectiveness. Process information includes specific requirements, planned learning activities, and planned results. Processes for student achievement depends on flexibility, innovation, knowledge, skill, communication, and information flow. Process management requires a safe and supportive work climate.

e) Systems perspective

Strategic objectives are converted into action plans to accomplish learning objectives. Strategies are successfully deployed and planned results achieved. Systematic planning identifies strengths, weaknesses, opportunities, and threats, as well as the ability to manage the system. Resources are optimized to ensure that skilled and competent people can work effectively and efficiently.

f) Continual improvement

A permanent objective of education is continual improvement. Systematic methods are in place to evaluate and improve learning and support processes. Analysis of effective transitions between education levels may require multilevel teams and transfer agreements to maintain continuity of students' learning requirements.

g) Factual approach to decision-making

Effective decisions are based on the rational analysis of objective data and information. Local school service agencies provide assistance in analyzing data to identify and address problems in instruction. Colleges and universities may have institutional research offices for planning, analysis, and performance

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review to enable decision-making based on relevant information. Planned activities and their planned results address critical needs and provide an effective analytical basis for decisions. Data are verified and validated to add value for students and interested parties.

h) Mutually beneficial public and private supplier relationships

Schools establish requirements for suppliers, partners, and collaborators at the design stage. Efficiency and effectiveness factors are taken into account. Education organizations have a primary purpose of improving students' learning ability. Education organizations and their suppliers establish mutually beneficial relationships to create value for students.

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1. Scope

This American National Standard specifies quality system requirements where an education organization

a) needs to establish confidence in its ability to design, develop, deliver instruction, evaluate students, support research, provide public service, and maintain its support services to fulfill education requirements, satisfy customers, and meet expectations of interested parties, and

b) needs to maintain conformity to applicable legal and regulatory requirements.

2. Normative references

The following normative documents contain provisions, which, through reference in this text, constitute provisions of this standard. For dated references, subsequent amendments to, or revisions of, any of these publications do not apply. However, parties to agreements based on this standard are encouraged to investigate the possibility of applying the most recent edition of the normative documents indicated below.

ISO 9001:2008

ISO 9000:2005

3. Terms and definitions

For the purposes of this standard, the terms and definitions given in ISO 9000:2005 apply. In addition, the following terms and definitions apply.

3.1 education organization

people and facilities dedicated to educational services and products

NOTE: Education organization includes all levels of education and training.

EXAMPLE: Primary grade schools, secondary grade schools, undergraduate collegiate schools, post-graduate schools, trade and vocational schools, industrial training facilities, professional development courses, self-study programs, continuing education, military academies, and technical institutes.

3.2 senior leaders

highest level person or group of people who direct and control an education organization

EXAMPLE: Chancellor, president, school board, and principal.

3.3 instructor

person responsible for delivering instruction to students