
Resources for education providers: Meeting the revised SETs

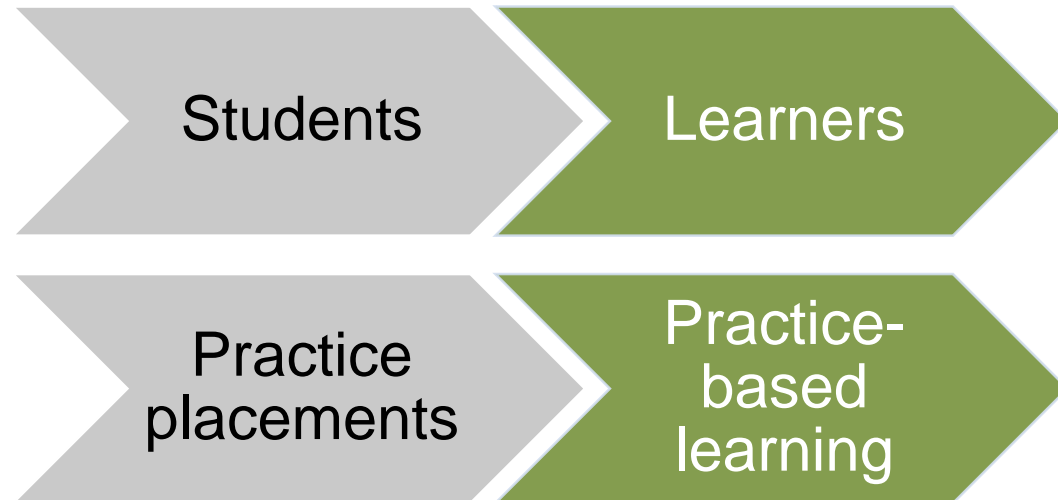
Changes across the standards

Terminology

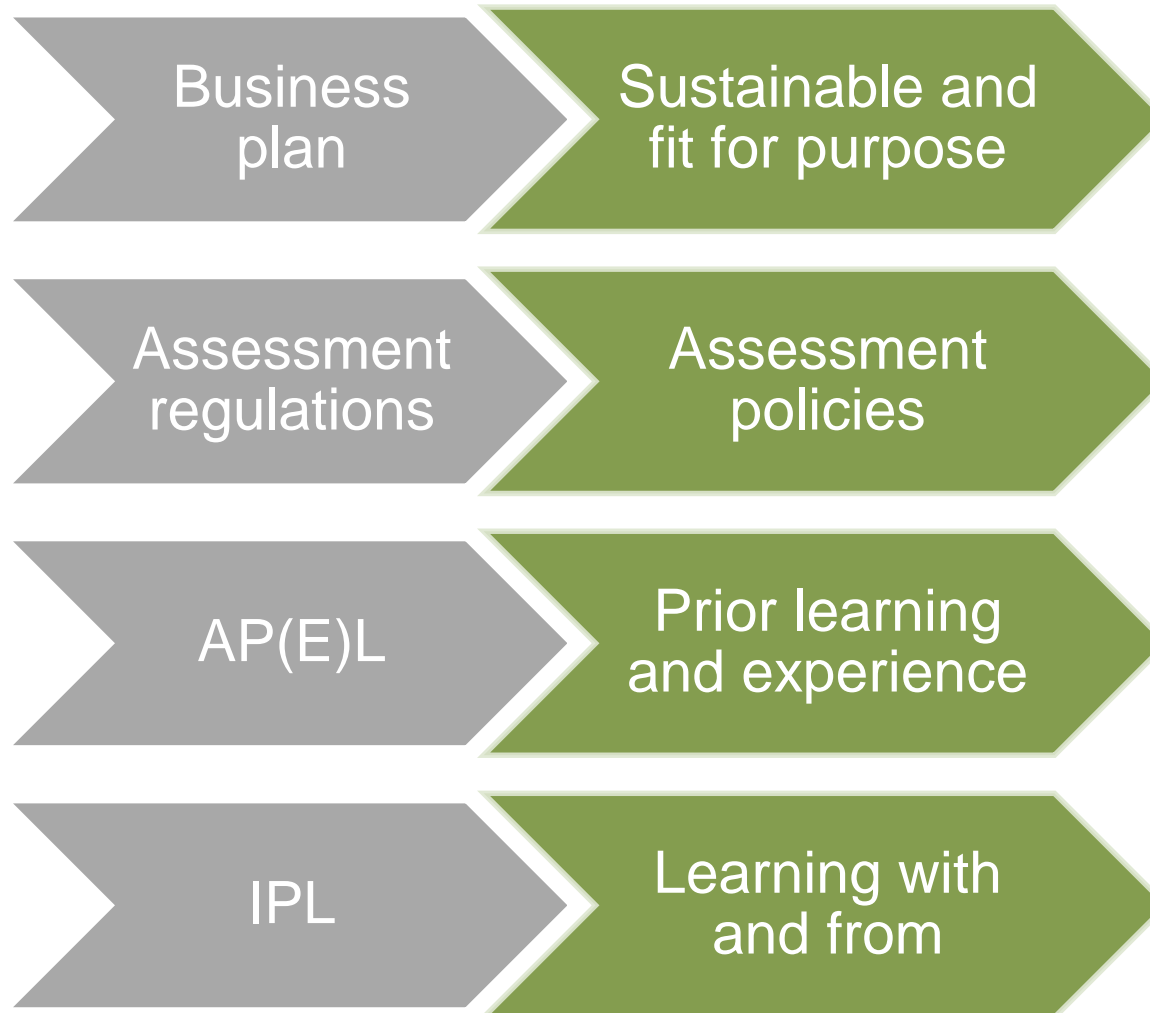
Updated to ensure it is broad, inclusive and up to date

Non-prohibitive to emerging organisations and models of training

Are not prescribing that education providers adopt this terminology



Terminology – examples of changes for inclusivity



Examples of small changes to the standards

3.13 There must be a student complaints process in place.



3.15 There must be a thorough and effective process in place for receiving and responding to learner complaints.



*From requiring that a process is **in place**, to the process being **thorough and effective***

4.7 The delivery of the programme must encourage evidence based practice.



4.8 The delivery of the programme must support and develop evidence-based practice.



*From **encouraging** evidence based practice to **supporting and developing** evidence based practice*

Number of standards



Have not reduced or relaxed our requirements

Have consolidated similar existing standards.

Added three entirely new standards

What hasn't changed

Outcome focus

- Those who complete programme meet the proficiency standards
- Threshold level to ensure safe and effective practice

Providers to demonstrate how they meet the standards

- Flexible and non-prescriptive
- There is not one way to meet the standards – must be appropriate to the programme / profession

Our decision making

- Evidence based
- Professional input

The majority of the standards are the same, or very similar