

Standards of education and training (2026): revisions comparison table

Introduction

This document outlines the changes that have been made to the standards of education and training that come into effect in September 2027. Education providers will be able to use this document to understand and implement the changes made to the standards following our consultation.

Existing standard	Revised Standard	Changes to the standard
	<i>Resourcing</i>	
3.1 The programme must be sustainable and fit for purpose.	1.1 Programmes are financially sustainable within the education provider and are fit for purpose with the support of all stakeholders involved.	The standard now clarifies the concept of ‘sustainability’ to include financial viability and stakeholder support.
	<i>Management</i>	
3.2 The programme must be effectively managed.	2.1 Programmes are clearly and effectively managed, with defined responsibilities for all aspects of programmes, including with strategic and operational partners.	The standard now outlines expectations about programme management, including defining responsibilities with strategic and operational partners.

Existing standard	Revised Standard	Changes to the standard
2.7 The education provider must ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored. 3.14 The programme must implement and monitor equality and diversity policies in relation to learners.	2.2 Principles of equality, diversity and inclusion are embedded in strategies and policies in all settings, and these are meaningfully implemented, monitored, and reviewed to support good quality experiences and outcomes for all learners and others involved in programmes.	These standards have been replaced to move the focus from specifics for applicants and learners, to require that principles of EDI are embedded at both a strategic and operational level across all relevant policies and in all settings. There is also a replacement programme level standard (revised SET 7.2)
3.4 The programme must have regular and effective monitoring and evaluation systems in place. 5.3 The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.	2.3 The quality, safety, and fairness of education and training provision is regularly monitored, evaluated, and enhanced across all settings.	Two previous standards have been merged to reduce duplication within the standards. The replacement standard focuses on all settings, including the academic and practice environment. It also strengthens expectations by explicitly referencing 'quality', 'safety' and 'fairness'. The addition of 'enhance' to the standard also creates a new requirement that the quality, safety, and fairness is enhanced in all settings.

Existing standard	Revised Standard	Changes to the standard
3.3 The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.	2.4 There is a fair and effective process in place for appointing individuals with overall professional responsibility for programmes, ensuring they are suitably qualified and able to support safe and effective delivery of education and training.	The standard has been simplified to focus on the responsible person being appropriately qualified and experienced for supporting safe and effective delivery of education and training, which makes it more outcome focused. The standard also emphasises the importance of there being a “fair and effective” appointment process for this person. The standard does not reference individuals being on the relevant part of the Register, which is also not a requirement of the current standard. Previous framing may have caused confusion about our requirements, and so this change has simplified our requirement and made the standard more outcome focused.
	<i>Safety and wellbeing</i>	
5.4 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.	3.1 All learning environments are safe, inclusive and supportive for learners, service users, and others involved in programmes.	The scope of this standard has been expanded to include all learning environments and others involved in programmes (in addition to learners and service users). The addition of ‘inclusive’ to the standard makes the concept more explicit as a requirement.

Existing standard	Revised Standard	Changes to the standard
3.13 There must be effective and accessible arrangements in place to support the wellbeing and learning needs of learners in all settings.	3.2 The wellbeing and learning needs of all learners are effectively supported across all settings.	Wording has been changed to make the standard more outcome focused, but there is no change to the requirement itself.
<i>No existing standard</i>	3.3 The wellbeing of staff and others involved in programmes is supported to enable effective contribution to the programme and the quality of learning.	This is a new standard
3.16 There must be thorough and effective processes in place for ensuring the ongoing suitability of learners' conduct, character and health.	3.4 The ongoing conduct, character and health of learners is considered, managed and, where required, addressed by the education provider, to maintain the safety of service users, carers, and others involved in the programme.	More specificity has been added to the standard to clarify the purpose of the standard and the expected actions by the education provider. The wording of the standard has also been reframed to emphasise the relation between service user safety and assessment of a learner's conduct, character and health, and there has been an addition of 'others involved in the programme' to the standard is to include other learners, staff, and learners themselves. This also aligns with the changes we made in 2022 to the standards of conduct, performance and ethics, which emphasised the relationship between registrants' health and character to safe practice.

Existing standard	Revised Standard	Changes to the standard
3.17 There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users.	3.5 Learners are supported to identify and raise concerns about the safety and wellbeing of service users.	Wording has been changed to make the standard more outcome focused, but there is no change to the requirement itself.
	<i>Admissions</i>	
2.1 The admissions process must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.	4.1 The admissions process is fair, transparent, and accessible, and enables the applicant, education provider, and others involved to make informed decisions about admissions to programmes.	The word 'choice' has been replaced with 'decisions' to better reflect the structured nature of admissions processes, and that there may be multiple decisions. There has also been an addition of 'and others involved' to be inclusive of different models of learning, such as apprenticeships, where the body making admissions decisions may not solely be the education provider. The addition of 'fair, transparent and accessible' to the standard makes these concepts more explicit as requirements.
2.6 There must be an appropriate and effective process for assessing applicants' prior learning and experience.	4.2 Applicants' prior learning and experience is assessed to support fair admissions decisions across all entry routes.	Wording has been changed to make the standard more outcome focused, and to strengthen expectations for recognition of prior learning, which creates flexibility for different models of learning. The addition of 'fair' to the standard makes this concept more explicit as a requirement.

Existing standard	Revised Standard	Changes to the standard
2.3 The admissions process must ensure that applicants have a good command of English. 2.4 The admissions process must assess the suitability of applicants, including criminal conviction checks. 2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements.	4.3 There are fair, appropriate, and effective admissions requirements covering health, conduct, character, criminal conviction checks, and English language proficiency, to ensure learners can safely participate in programmes and meet professional standards.	Three previous standards have been merged to reduce duplication within the standards. The addition of 'fair' 'appropriate' and 'effective' makes these concepts more explicit as requirements.
	<i>Communication and information</i>	
5.8 Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.	5.1 Learners and practice educators have the practical and academic information they need to be appropriately prepared for practice-based learning.	The standard now specifies that practical and academic information is needed to support preparedness for practice-based learning.
3.18 The education provider must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.	5.2 The education provider effectively communicates the role of the HCPC to learners and ensures that learners, educators and others are aware that only successful completion of an approved programme may lead to eligibility for admission to the Register.	The standard includes an expectation for education providers to communicate the role of the HCPC to learners.

Existing standard	Revised Standard	Changes to the standard
4.11 The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory and must have associated monitoring processes in place.	5.3 The education provider identifies, sets and clearly communicates expectations for attendance, including which parts of programmes require mandatory attendance, and monitors attendance to ensure learners are fully engaged in essential learning activities.	The standard improves clarity for what we expect related to mandatory attendance and monitoring. Wording has also been changed to make the standard more outcome focused.
6.4 Assessment policies must clearly specify requirements for progression and achievement within the programme.	5.4 Assessment requirements for progression and achievement across programmes are clearly set, communicated, and monitored.	The standard improves clarity for what we expect for assessment requirements for progression and achievement, specifically that they are communicated and monitored, and wording has been changed to make the standards more outcome focused.
<i>No existing standard</i>	5.5 Appropriate and ethical use of technology in learning, teaching, and assessment is identified, embedded, clearly communicated to learners and educators, and regularly reviewed to support alignment with current practice.	This is a new standard
<i>No existing standard</i>	5.6 Learners receive timely and meaningful feedback to empower and enable them to have an active role in their own development.	This is a new standard

Existing standard	Revised Standard	Changes to the standard
	<i>People and partnership:</i>	
	<i>Programme staff</i>	
3.11 An effective programme must be in place to ensure the continuing professional and academic development of educators, appropriate to their role in the programme. 5.7 Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.	6.1 All educators undertake regular and effective learning and development which is appropriate to their role, learners' needs, and the delivery of learning outcomes.	Two previous standards have been merged to reduce duplication within the standards. This change consolidates expectations regarding educator development into one standard, which supports consistency across all learning environments.
6.7 The education provider must ensure that at least one external examiner for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.	6.2 There is effective external scrutiny of programmes including at least one appointed person who has the appropriate professional experience and qualifications relevant to the programme.	The standard strengthens expectations for effective external scrutiny and shifts away from Higher Education Institution-focused language to promote inclusive recruitment of appropriate people. The standard does not reference individuals being on the relevant part of the Register, which is also not a requirement of the current standard. Previous framing may have caused confusion about our requirements, and so this change has simplified our requirement and made the standard more outcome focused.

Existing standard	Revised Standard	Changes to the standard
	<i>Learners and service users</i>	
3.7 Service users and carers must be involved in the programme.	6.3 Service users and carers are actively and meaningfully involved in the design, delivery, and evaluation of programmes contributing to their quality, effectiveness and relevance to health and care practice.	The standard builds on the previous version of the standard by clarifying where service users must be involved, specifying their meaningful role in design, delivery and evaluation, and places service user and carer experiences as central to meeting the standard. The standard strengthens the previous version of the standard and sets higher expectations that are reflective of what is required now and in the future, making sure that learners are prepared to meet professional standards.
4.10 The programme must include effective processes for obtaining appropriate consent from service users and learners.	6.4 Appropriate consent is obtained from service users and carers, in ways that uphold their rights and reflect ethical practice.	Service user and carer consent has been separated from learner consent, which were included together in the previous standard. This specifically supports service user and carer rights, which aligns with the standards of conduct, performance and ethics and the standards of proficiency relating to dignity and autonomy.
	6.5 Appropriate consent is obtained from learners, in ways that uphold their rights and maintain their safety in all settings.	Learner consent has been separated from service user and carer consent, which were included together in the previous standard. This specifically supports learner rights and protects learners, which aligns with the standards of conduct, performance and ethics and the standards of proficiency relating to dignity and autonomy.

Existing standard	Revised Standard	Changes to the standard
3.8 Learners must be involved in the programme.	6.6 Learners are actively and meaningfully involved in the design and evaluation of programmes, contributing to their quality, effectiveness, and continuous improvement.	The standard builds on the previous version of the standard by clarifying where learners must be involved, specifying their meaningful role in the design and evaluation. The standard strengthens the previous version of the standard and set higher expectations about learner involvement.
3.15 There must be a thorough and effective process in place for receiving and responding to learner complaints. 6.6 There must be an effective process in place for learners to make academic appeals.	6.7 The education provider receives and responds effectively to complaints, feedback, and learner requests for academic appeals.	Two previous standards have been merged to reduce duplication within the standards. The standard has an expanded scope to include other forms of feedback, and that complaints and feedback can be provided by any party. The standard also emphasises effective responses to complaints, feedback and learner requests for academic appeals.

Existing standard	Revised Standard	Changes to the standard
	<i>Programme establishment</i>	
1.1 The Council normally expects that the threshold entry routes to the Register will be the following. Bachelor's degree with honours for: • biomedical scientists (with the Certificate of Competence awarded by the Institute of Biomedical Science, or equivalent); • chiropodists / podiatrists; • dietitians; • occupational therapists; • operating department practitioners; • orthoptists; • paramedics; • physiotherapists; • prosthetists / orthotists; • radiographers; and • speech and language therapists. Foundation degree for hearing aid dispensers. Master's degree for: • arts therapists; • clinical scientists (with the Certificate of Attainment awarded	7.1 The academic level of the programme is appropriate to support learners in achieving the standards of proficiency and delivering safe and effective practice, in keeping with the normally expected threshold entry routes stated in the Appendix.	The standard now emphasises that the academic level of a programme must support learners in achieving the standards of proficiency and practising safely. This improves the application of the standard and promotes greater clarity and flexibility, particularly for apprenticeship and non-traditional routes. This change makes the standard more outcome focused. The list of 'normally expected' qualifications has been moved to an appendix to simplify the standard.

Existing standard	Revised Standard	Changes to the standard
by the Association of Clinical Scientists, or equivalent (pdf)); • forensic psychologists (with the award of the British Psychological Society qualification in forensic psychology, or equivalent); • health psychologists (with the award of the British Psychological Society qualification in health psychology, or equivalent); • occupational psychologists (with the award of the British Psychological Society qualification in occupational psychology, or equivalent); and • sport and exercise psychologists (with the award of the British Psychological Society qualification in sport and exercise psychology, or equivalent). Professional doctorate for clinical psychologists. Professional doctorate, or equivalent for: • counselling psychologists; and • educational psychologists		

Existing standard	Revised Standard	Changes to the standard
2.7 The education provider must ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored. 3.14 The programme must implement and monitor equality and diversity policies in relation to learners.	7.2 The programme is informed by principles of equality, diversity and inclusion and relevant strategies and policies are effectively implemented, monitored and reviewed across the programme.	These standards have been replaced to move the focus from specifics for applicants and learners, to require that programmes are informed by principles of EDI. This builds on the requirement in revised SET 2.2, to ensure strategic intent is translated to operational impact through programmes.
3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme and must be accessible to all learners and educators.	7.3 The resources to support learning in all settings are effective and appropriate to the delivery of the programme and are accessible to all learners and educators.	Wording has been changed to make the standard more outcome focused, but there is no change to the requirement itself.
3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.	7.4 There is sufficient availability and capacity of practice-based learning for all learners throughout the programme.	Wording has been changed to make the standard more outcome focused, but there is no change to the requirement itself.

Existing standard	Revised Standard	Changes to the standard
	<i>Programme establishment</i>	
2.2 The selection and entry criteria must include appropriate academic and professional entry standards.	7.5 The selection and entry criteria are appropriate to the level and content of the programme and are fairly applied in admission decisions.	The addition of 'fairly applied' to the standard makes the concept more explicit as a requirement. Changes also improve clarity about selection and entry criteria by focusing on their appropriateness to the level and content of the programme, making the standard more outcome focused.
	<i>Programme design:</i>	
	<i>Learning outcomes and assessment</i>	
4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register. 4.2 The learning outcomes must ensure that learners understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.	8.1 The learning outcomes effectively integrate the requirements for professional practice as defined in our standards of conduct, performance and ethics and standards of proficiency for the relevant part of the Register.	Two previous standards have been merged to reduce duplication within the standards.
6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register. 6.2 Assessment throughout the programme must ensure that learners demonstrate they are able to meet the	8.2 Assessments ensure that those who successfully complete the programme demonstrate they can meet our standards of conduct, performance, and ethics and meet our standards of proficiency for the relevant part of the Register.	Two previous standards have been merged to reduce duplication within the standards.

Existing standard	Revised Standard	Changes to the standard
expectations of professional behaviour, including the standards of conduct, performance and ethics.		
4.6 The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes.	8.3 Learning and teaching methods are appropriate to the effective delivery of the learning outcomes.	Wording has been changed to make the standard more outcome focused, but there is no change to the requirement itself.
5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.	8.4 The structure, duration, and range of practice-based learning enables learners to develop the knowledge, skills and experience required to achieve the learning outcomes and to meet our standards for admission to the Register.	The standard clarifies expectations about learner outcomes from practice-based learning to clarify the intention of the standard and is more outcome focused.
6.5 The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes.	8.5 Assessment methods are appropriate and effective for measuring the learning outcomes.	The wording in this standard has been changed to make it more outcome focused, but there is no change to the requirement itself.
6.3 Assessments must provide an objective, fair and reliable measure of learners' progression and achievement.	8.6 Assessments are fair and provide an objective and reliable measure of learners' progression and achievement.	The standard has been moved from institution to programme level as there are some profession specific considerations that may be needed for this standard. Wording has also been changed to make the standard more outcome focused.

Existing standard	Revised Standard	Changes to the standard
	<i>Content and structure</i>	Heading amended to support changes to 8.10
4.3 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.	8.7 Relevant external reference points are used to ensure the programme reflects the philosophy, core values, skills and knowledge base of current members of the profession.	The standard has been strengthened by replacing 'curriculum guidance' with 'external reference points' which acknowledges the different reference points that may be reflected within programmes. The wording has been reordered to emphasise the role of the external reference points informing the programme content in an outcome focused way.
4.4 The curriculum must remain relevant to current practice.	8.8 The curriculum is regularly reviewed and updated to ensure it remains responsive to developments in professional practice and continues to prepare learners for safe and effective practice.	Wording has been changed to make this standard more outcome focused, but there is no change to the requirement itself.
4.5 Integration of theory and practice must be central to the programme. 5.1 Practice-based learning must be integral to the programme.	8.9 Practice-based learning and the integration of theory and current practice are central to the programme.	Two previous standards have been merged to reduce duplication within the standards.
4.7 The delivery of the programme must support and develop autonomous and reflective thinking. 4.8 The delivery of the programme must support and develop evidence-based practice.	8.10 The programme design is informed by evidence and reflective practice, and supports adaptation and integration of appropriate methods and technologies.	Two previous standards have been merged to reduce duplication within the standards. The focus of the standard has been changed from programme delivery to programme design, to make the concepts of evidence-based design, and reflective practice in design, central to the design of programmes.

Existing standard	Revised Standard	Changes to the standard
	<i>Programme delivery:</i>	
	<i>Partnerships</i>	
3.5 There must be regular and effective collaboration between the education provider and practice education providers.	9.1 There are formal partnerships between the education provider and their delivery partners, that involve regular and effective collaboration and joint evaluation, which ensure the provider's responsibility for the programme.	The standard has been broadened from solely practice education providers to include all 'delivery partners'. The standard now also requires formal partnerships, to ensure there is effective collaboration and joint evaluation with all delivery partners.
	<i>Staffing</i>	
3.9 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme. 5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.	9.2 There are sufficient qualified and experienced staff in all settings to safely and effectively deliver and support the programme in a way that enables learners to achieve the standards of proficiency and prepare for practice.	Two previous standards have been merged to reduce duplication within the standards. Wording has been changed to make the standard more outcome focused, and the addition of 'safely and effectively' makes the concepts more explicit as requirements.

Existing standard	Revised Standard	Changes to the standard
3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise. 5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.	9.3 Learning is supported by educators with relevant qualifications, experience and specialist expertise, to enable learners to develop the knowledge, skills and behaviours required for safe and effective practice.	Two previous standards have been merged to reduce duplication within the standards. Wording has been changed to make the standard more outcome focused, to focus on educators being appropriately qualified and experienced to enable learners to develop for safe and effective practice.
<i>No existing standard</i>	9.4 Educators are up to date in the use of current technologies and digital tools relevant to their profession and that are used in teaching, supervision and assessment.	This is a new standard
	<i>Learning approaches</i>	
4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.	9.5 The programme includes learning with, and from, professionals and learners in other relevant professions in keeping with the principles of multi-disciplinary team working and interprofessional practice.	This standard has been moved from institution to programme level. Wording has been changed to make the standard more outcome focused, with the introduction of the wording 'in keeping with the principles of multi-disciplinary team working and interprofessional practice'. This change also aligns with the standards of proficiency relating to communication and teamwork.