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Revised standards of education and training

Information for education providers – implementation and compliance assessments (2026-27 academic year)



Purpose of the webinar

To help education providers understand revisions, implementation requirements, and compliance assessments.

You should gain an understanding of the actions you need to take to comply with our revised SETs requirements.

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Agenda

1. Introduction to the SETs
2. Timeline of activities
3. Our top tips
4. Revisions to the SETs
5. How we recommend you consider change
6. Demonstrating compliance
7. Q&A

Introduction to the SETs



Education providers are properly organised to deliver education and training



Set out how education providers ought to prepare learners for professional practice



Need to work for any education provider and model of learning, and are outcome focussed

- Mobilisation and research
- Listening and gathering insights
- Formulating proposals with our stakeholders
- Consultation
- Consultation analysis and finalising changes

Timeline

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September 2026

Publication

Mailing

2026-27 AY

Support for education providers

New education providers assessed via approval process

September 2027

Effective date

All education providers and programmes must meet

2027-28 AY

Compliance exercise commences

All programmes assessed via approval process

November 2027

All education providers return a declaration

By August 2028

All education providers have established a revised ‘baseline’

August 2030

Compliance exercise concludes



Our top tips for approaching your review

- Identify a central lead within your institution, and how you will work collectively to consider the revised standards and make any changes needed
- Start your work early, so you have the time needed to make any changes
- Use the information we have provided to understand the revised standards
- Keep records of your internal assessment, decision making and any changes made, to help with your compliance submission to the HCPC
- Attend one of our webinars
- Reach out to your key contact for any specific help or support



Revisions to address

Four new standards, *seven* revision themes

- All the detail is available here
- You should focus on our revised requirements – **not** all requirements in our revised standards
- Understanding the context – you meet the current version of the SETs
- Focused at the institution level wherever possible

Revision theme – equality, diversity and inclusion

Our revisions

- EDI requirements now apply across the whole organisation and its programmes
- The focus has moved beyond specific requirements for applicants and learners

Compliance focus

- How organisational strategies and policies support EDI
- How those organisational commitments are reflected in programme design and delivery

Key takeaway: Providers must be able to demonstrate how EDI is embedded in strategy, policy and programme delivery

Revision theme – monitoring, evaluation, enhancement and feedback

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Our revisions

- Stronger focus on quality, safety and fairness
- Requirement that providers actively enhance provision, not just monitor it
- Broader approach to external scrutiny, complaints and feedback

Compliance focus

- How quality, safety and fairness are monitored and improved
- How programmes receive effective external challenge
- How feedback, complaints and appeals are considered and acted upon

Key takeaway: Providers must demonstrate continuous improvement rather than collecting feedback and monitoring

Revision theme – safety, inclusivity, and support

Our revisions	Compliance focus
• Requirements now apply across all learning environments • Inclusivity is explicitly recognised • Learner conduct, character and health are considered in relation to wider safety	• Safe, inclusive and supportive learning environments • Inclusive practice-based learning opportunities • Processes for managing concerns about conduct, character and health

Key takeaway: Safety, inclusivity and support must be considered for everyone involved in programmes, not only learners and service users

Revision theme – admissions mechanisms

Our revisions	Compliance focus
• Greater emphasis on fairness throughout admissions • More flexibility through recognition of prior learning and experience • Clearer focus on admitting learners who can participate safely and meet professional standards	• How admission requirements are set and applied fairly • How prior learning and experience are assessed • How external contributors are involved in admissions where relevant

Key takeaway: The focus is on fair, proportionate and consistent decision-making.

Revision theme – programme design, delivery and assessment

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Our revisions

- Learners must understand the role of the HCPC
- Assessment expectations must be clearly communicated and monitored
- Programme design must be informed by evidence, reflective practice and appropriate external reference points

Compliance focus

- How assessment and progression requirements are communicated
- How external reference points inform programme development
- How evidence and reflective practice drive programme enhancement

Key takeaway: Programmes must be evidence-informed, current and clearly understood by learners

Revision theme – involvement of stakeholders

Our revisions

- Service users and carers must have meaningful involvement in design, delivery and evaluation
- Learners must have meaningful involvement in design and evaluation

Compliance focus

- How service users and carers and learners contribute
- How their contribution influences programme quality and development

Key takeaway: We are interested in meaningful involvement and impact, not simply representation

Revision theme – partnerships and resourcing

Our revisions	Compliance focus
• Formal partnership arrangements must be in place with all delivery partners • Partnerships must support collaboration and joint evaluation • Staffing requirements are linked more clearly to safe and effective programme delivery	• Partnership arrangements and governance • Collaborative working and joint evaluation • Staff capability, qualifications and experience

Key takeaway: Partnerships must evidence active collaboration rather than simply contractual arrangements

New standards

Staff wellbeing

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

- Support the wellbeing of staff and others involved in programme delivery
- Providers should consider how institutional and programme-level wellbeing arrangements support effective education and training

Ethical and appropriate use of technology

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

- Ensure the use of technology in learning, teaching and assessment is appropriate, ethical and regularly reviewed
- Providers should consider how expectations, including for AI, are determined, communicated to learners and educators, and reviewed

New standards

Meaningful learner feedback

5.6 Learners receive timely and meaningful feedback to empower and enable them to have an active role in their own development

- Learners receive timely and meaningful feedback that supports their development
- Providers should consider how feedback enables learners to take an active role in their learning and progression

Educator digital capability

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

- Educators build and maintain knowledge and skills in current technologies and digital tools
- Providers should consider how educators are supported to develop digital capability relevant to both education and professional practice

Considering internal change and reporting to the HCPC

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Understand your current position:

- You may already be delivering our revised requirements
- If you are, you do not need to make changes
- You **will always** need to report your approach to us, to demonstrate how you meet our revised requirements

Review each HCPC revision theme / new standard

Consider your current approach

Consider if changes are needed

Make changes if required

Keep records so you can report back to us

Considering internal change and reporting to the HCPC

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Case study example 1

- New HCPC requirement – service users and carers must be involved in programme design, delivery, and evaluation
- Existing education provider approach – service users and cares are involved in these three areas
- Change required – none
- Reporting to HCPC – demonstrate how service users and carers are involved in these three areas

Case study example 2

- New HCPC requirement – formal partnerships arrangements are in place with delivery partners, to ensure effective collaboration and joint evaluation
- Existing education provider approach – there are formal partnership arrangements in place with all delivery partners, which ensure effective operational collaboration
- Change required – develop partnership arrangements to enable joint evaluation
- Reporting to HCPC – demonstrate how your partnership arrangement enable effective collaboration and joint evaluation

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Demonstrating compliance

Compliance review – getting the balance right

- Recognise there is regulatory burden
- Our aim to get the balance right – the least we need to discharge our statutory public protection duties

This means we will focus on our revisions – not asking you to map in detail to the revised SETs

You may not need to make changes to address all of our revisions

Revised SETs build on the current SETs, which education providers meet

Revisions are needed for public protection

Compliance activities – stages

Compliance declaration

- Provides early assurance that revisions have been considered and relevant changes made
- Drives accountability by providers formally declaring that they have reviewed and where needed made changes

Updated institution baseline

- Light touch review and submission of key policy / process level approaches
- Enable us to understand context when making assessments

Full assessment of compliance

- Demonstration of how our revisions are addressed
- Enables us to assess whether revisions have been complied with, and set regulatory requirements where they have not

*If you are in performance review in this academic year (2026-27) **do not** address changes through this assessment*

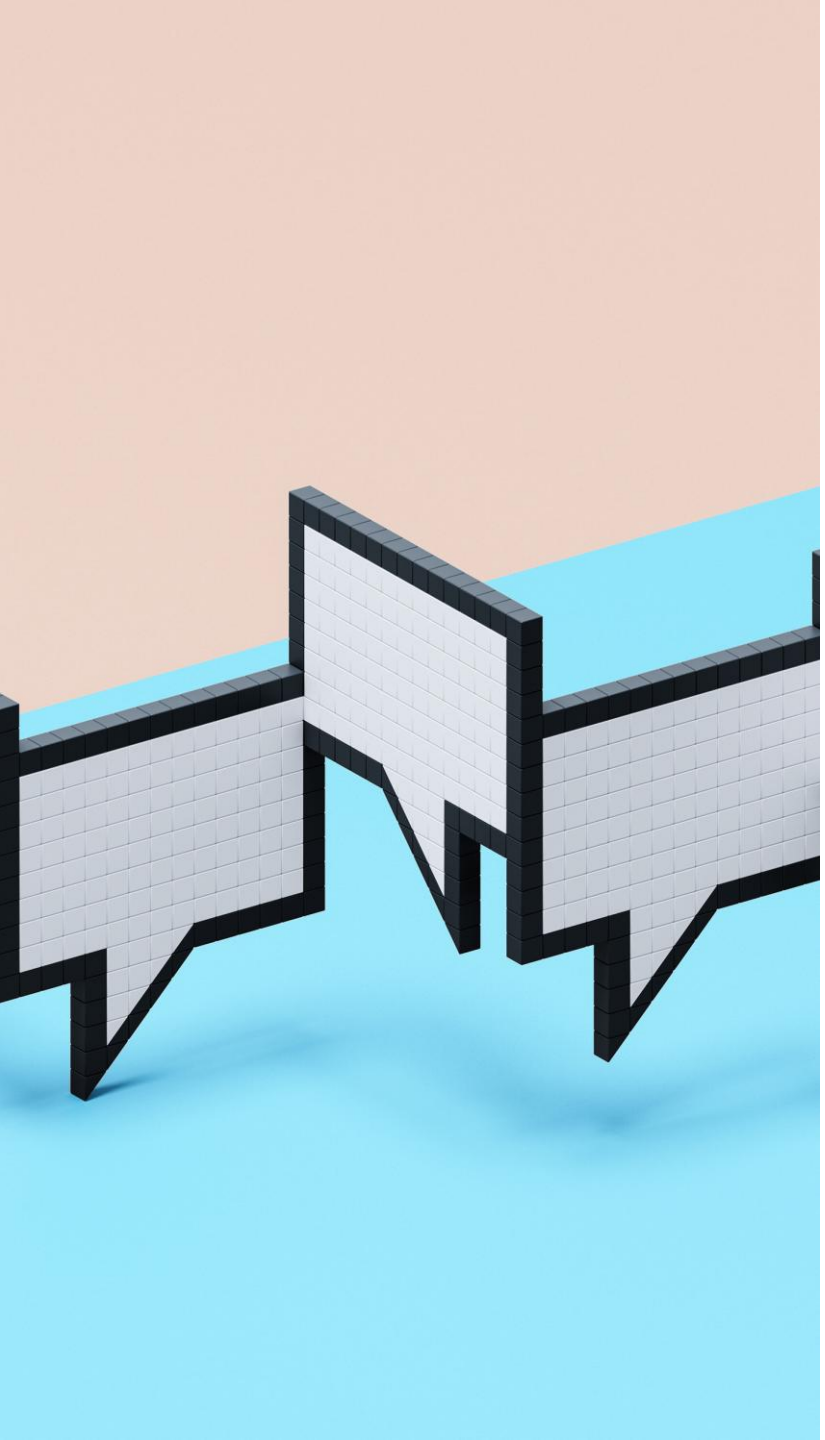
Phasing for compliance review

Next performance review (PR)	2027-28	2028-29	2029-30	2030-31	2031-32
Date you must meet revised SETs	September 2027				
Return declaration	From September to end of November 2027				
Updated institution baseline	Through PR	Through any other assessment in 2027-28, or standalone submission if required			
Compliance assessment	Through PR			Through standalone review in 2027-28, 2028-29, or 2029-30*	

Not additional activity

- PR for first three years will have Part A (normal self-reflection) and Part B (SETs revisions)
- Standalone review will be equivalent to Part B
- PR for 2030-31 and 2031-32 will be Part A only

**Phasing for 2030-31 and 2031-32 PR providers tbc – will communicate to these providers likely in early 2027*



Key messages

1. You must meet the revised SETs from September 2027
2. Work as an organisation to deliver your review and changes
3. Focus on revisions, using our guidance and information
4. Keep records to help with your compliance assessment
5. Contact us if you have any questions or need further support

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Q&A

Contact us

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**education providers that offer programmes to learners based across the country*