Artificial intelligence in education and training – information for education providers

We recognise the education and training sector is currently grappling with the challenges and opportunities presented by developments in technology such as artificial intelligence (AI), both in education and related to emerging areas of practice. We have produced this information to assist education providers considering their response, particularly with their alignment to regulatory standards and requirements.

There are three key areas that education providers should consider when responding to developments in this area:
- Academic integrity
- Supporting staff and learners to become AI literate
- Emerging technology within practice

Our standards

Our standards of education and training (SETs) do not explicitly mention AI. However, our standards require education providers to consider emerging areas and the impact on their provision:
- 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 (SET 3.12)
- The curriculum must remain relevant to current practice (SET 4.4)
- Assessments must provide an objective, fair and reliable measure of learners' progression and achievement (SET 6.3)
- The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes (SET 6.5)

In the 2024-25 financial year, we will commence a review of our standards of education and training (SETs). A theme we will consider within the review is emerging technologies in education, including AI. We will invite education providers and other stakeholders to respond to a consultation on changes to the SETs.

Through our standards of proficiency (SOPs) there are requirements for registrants linked to this area (which must also be delivered through education and training programmes (SET 4.1)), including that registrants:
- keep their skills and knowledge up to date (SOP 1.3)
- change their practice as needed to take account of new developments, technologies and changing contexts (SOP 13.1)

Our expectations of education providers

Education providers should proactively consider this area, linking to continued adherence with our standards in a changing environment, particularly focusing on:

- How they continue to maintain academic integrity with increased accessibility of AI technology to learners
- Supporting staff and learners to become AI literate, including the risks and benefits of AI in learning and practice
- How they cover emerging technology within practice as part of programme curricula

Education providers should also consider that there is increasing evidence of biases built in to generative AI, and consider how biases can be mitigated through their developments.

We suggest that education providers consider this area centrally, as many of the developments needed will be across the full range HCPC approved programmes they deliver, and also applicable to other professional programmes. We do recognise that at least some emerging areas of practice will be at the professional level. Accepting this, a central approach to reviewing curricula would be useful to ensure the method for considering developments is consistent.

Education providers will need to reflect on how they have developed their education and training provision in this area through their regular engagement with our performance review process. Through portfolios, we ask education providers to reflect on their "Use of technology: Changing learning, teaching, and assessment methods". Within this area, we ask for specific reflection on "how [they] are considering and managing provision with increased accessibility of artificial intelligence". Performance review is set at the institution level, and we delve into the professional level where required. This links to our advice about considering this area centrally and across the full range of professions delivered.

Through our assessments and ongoing monitoring activities, we are confident that education providers are properly organised to deliver education and training. Therefore, education providers do not need to supply anything outside of their normal interactions through performance review. We recognise that education providers are considering this area, and we do not want to add unnecessary regulatory burden where it is not required to fulfil our public protection duties. This is in line with our [approach to change](#), where education providers do not need to continually report developmental changes to us.

Sources of guidance and information

We recommend that education providers consider guidance and information produced by other organisations when developing in this area. We find that education providers who are aware of external advice and guidance are better placed to respond to emerging areas, as they consider sectoral themes and learning rather than being inwardly focused.

The following is not a finite list, but is a good starting point for education providers considering developments in this area:
- The Quality Assurance Agency (QAA) have curated a [series of resources](#) on "generative AI and the ways it can be used as a positive tool while also maintaining academic standards"

- Jisc report 'Artificial intelligence (AI) in tertiary education' – this report is "aimed at those at the start of their AI education journey, acting as a primer on what AI can do, and what to consider in order to implement it ethically"
- The Russell Group's principles on use of AI in education sets out five principles they consider important for their universities in this area
- At a professional level, professional bodies may have advice and guidance for emerging areas of practice where AI could be used, and to consider through education and training