2019 Standard / Essential Element		2025 Draft Standard / Essential Element	Summary of Revisions
1. Scope		1. Scope, Stakes, and Intended Audience	Expanded to include explicit reference to stakes and target audience. Clarifies how the scope and stakes relate to the consequences for participants and stakeholders.
2. Organizational Structure, Responsibilities, and Resources		2. Organizational Structure, Responsibilities, and Resources	Largely consistent structure but with updated terminology ('certificate provider' changed to 'ABC provider'). Refined and reorganized provisions for legal structure, program design, SME roles, and financial support. New emphasis on documentation of qualifications and evaluation responsibilities.
	2.1	2.1 Legal Structure	Terminology updated from 'certificate provider' to 'ABC provider' to increase clarity and consistency throughout the document.

Note: A heading has been added to each Essential Element for ease of navigation. |
	2.2	2.2 Responsibilities of the ABC Provider	Combined under 2.2 in 2025 version. Restructured for clarity, now explicitly outlining responsibilities for eligibility and completion criteria.
	2.3		
	2.4	2.3 Program Scope Limitation	No substantive change. Improved language consistency and format clarification.
	2.5	2.4 Financial Resources	No substantive change. Improved language consistency and format clarification.
	2.6	2.5 Program Design and Delivery	No substantive change. Improved language consistency and format clarification.
	2.7	2.6 Content Development Policy and Process	No substantive change. Improved language consistency and format clarification.
	2.8	8.1 Program Evaluation	Moved to new Standard 8.0 Quality Assurance and Continuous Improvement. Refined to require evidence of ongoing program evaluation and responsive actions. Introduces expectation for interval-appropriate review frequency.

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3. Policies and Procedures		**3. Policies and Procedures**	**Clarified required public disclosures (e.g., summative assessment process and statistics). Reorganized to separate publicly available information, operational procedures, conduct codes, and accessibility requirements.**
	3.1	3.2 Operational Policies and Procedures	Expanded to clarify required policies, procedures, and quality assurance methods. Greater specificity around delivery and documentation.
	3.2	3.1 Publicly Available Information	Reorganized and revised to better align with transparency expectations. Substantive changes include clearer guidance on public information and removing reference to target audience, which was folded into eligibility requirements.
	3.3	3.3 Participant Conduct Codes	No substantive change. Improved language consistency and format clarification.
	3.4	3.4 Fairness and Accessibility	No substantive change. Improved language consistency and format clarification.
4. Management of Program Records, Documents, and Materials		**4. Management of Program Records, Documents, and Materials**	**Focus on improved language consistency. Expansion to include legal requirements under program security.**
	4.1	4.1 Record-Keeping Responsibilities	No substantive change. Improved language consistency and format clarification.
	4.2	4.2 Record System and Documentation Requirements	No substantive change. Improved language consistency and format clarification.
	4.3	4.3 Accuracy and Currency of Records	No substantive change. Improved language consistency and format clarification.
	4.4	4.4 Record Retention and Disposal	No substantive change. Improved language consistency and format clarification.
	4.5	4.5 Confidentiality and Security of Participant Information	No substantive change. Improved language consistency and format clarification.
	4.6	4.6 Security of Program Materials and Data	Expanded focus on legal requirements.

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4.7	4.7 Confidential Information Disclosure Policy	No substantive change. Improved language consistency and format clarification.
5. Development, Delivery, and Maintenance of Education/Training	**5. Development, Delivery, and Maintenance of Education/Training**	**Updated to clarify expectations for aligning education/training with needs analysis, enhance the role of qualified individuals in content development and delivery, and introduce a continuous improvement process tailored to the program's scope and stakes.**
5.1	5.1 Needs Analysis Process	Expanded the purpose of the needs analysis to include support for summative assessment(s).
5.2	5.2 Needs Analysis Scope and Depth	Expanded to encompass the program's stakes. Clarified expectations for high- vs. low-stakes programs.
5.3	5.3 Program Content	Clarified linkage to needs analysis and outcome alignment.
5.4	5.4 Alignment of Program Design	No substantive change. Improved language consistency and format clarification.
5.5	5.5 Instructional Design Methods	No substantive change. Improved language consistency and format clarification.
5.6 5.7	5.6 Content Development	Combined under 5.6 in 2025 version. Expanded expectations around SMEs and qualifications.
5.8	5.7 Program Delivery	No substantive change. Improved language consistency and format clarification.
5.9	5.8 Qualified Instructors	No substantive change. Improved language consistency and format clarification.
5.10 5.11 5.12	8.2 Evaluation of Operational Management 8.3 Evalution of Program Design	5.10, 5.11, and 5.12 restructured and moved to new Standard 8.0 Quality Assurance and Continuous Improvement under 8.2 and 8.3 into a broader, outcomes-focused approach that emphasizes using feedback and data to continuously improve training content, delivery methods, and instructor performance. Rather than specifying annual reviews, the revised standard allows for interval-appropriate evaluations aligned with the program's scope, purpose, and stakeholder needs.

2019 Standard / Essential Element	2025 Draft Standard / Essential Element	Summary of Revisions
6. Development, Conduct, and Evaluation of Assessments	6. Development, Conduct, and Evaluation of Summative Assessment(s) leading to the Issuance of Pass/Fail Decision(s)	**Renamed for clarity. Greater emphasis on validation aligned to stakes, required blueprinting, and rationale for assessment weightings. More detailed expectations for summative assessment use and maintenance.**
6.1	6.1 Establishment of Validity	Distinguishes validation rigor by program stakes. Removed specified Job Task Analysis requirement for high stakes. Introduced structured options.
6.2	6.2 Linkage to Learning Outcomes	Improved blueprint structure and rationale expectations.
6.3 6.4	6.3 Selection and Purpose of Tools	Combined under 6.3 in 2025 version. Expanded list of assessment types. Ensures link to intended outcomes.
6.5	6.4 Maintenance of Assessment Content	Refines the requirement for periodic review. Adds stake-sensitive expectations.
6.6	6.5 Delivery Method of the Summative Assessment	New examples clarify delivery method by program stakes. Amended language to clarify this is a minimum requirement, not comprehensive.
6.7 6.8	6.6 Establishment of Pass/Fail Decision	6.7 and part of 6.8 combined under 6.6 in 2025 version. Terminology modernized. Clarifies standard-setting method.
6.8	6.7 Documentation of Scoring Methodology	6.8 split between 6.6 and 6.7 in 2025 version. Clarifies alignment and documentation.
6.9	6.9 Performance-based Summative Assessments(s)	Expanded guidance for calibration and rater consistency.
6.10	6.8 Comparability of Forms	Clarified expectations around content and difficulty balance.
6.11	6.10 Score Reporting	Clarified feedback expectations by assessment type. Clarified minimum feedback and optional subscore guidance.
6.12	6.11 Interpretation of Assessment Results	No substantive change. Improved language consistency and format clarification.

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6.13 6.14	6.12 Maintenance of the Summative Assessment(s) 6.13 Evaluation of Assessments	Language modernized. Reaffirmed periodic evaluation requirement. Removed minimum reporting requirements. This consolidation reinforces the expectation that programs use aggregate data and item-level metrics to monitor assessment effectiveness and support program improvement.
6.13 6.14	8.4 Evaluation of Assessment(s)	6.13 and 6.14 restructured and moved to new Standard 8.0 Quality Assurance and Continuous Improvement under 8.4 requiring a quality assurance process that combines periodic reporting of assessment outcomes and item performance. Offers guidance of ways to evaluate items that are more inclusive that only item analysis.
7.Issuance, Verification, and Use of Certificates	**7.Issuance, Verification, and Use of Certificates**	**Updated to strengthen expectations for fairness, accessibility, and transparency in certificate issuance and use, with clearer requirements for verification procedures, revocation policies, and appropriate representation of the credential. Added description of what constitutes a certificate (originally found in 7.2).**
7.1	7.1 Certificate Issuance Requirements	No substantive change. Improved language consistency and format clarification.
7.2 7.3	7.2 Certificate Content Specifications	7.2 split between the Standard description and 7.3 in 2025 version. Modernized content expectations, added signatory requirements.
7.4	7.3 Certificate Holder Verification	No substantive change. Improved language consistency and format clarification.
7.5	7.4 Certificate Ownership and Revocation Policy	Refined authority language. Modernized terminology.
7.6	7.5 Use and Representation of Certificates	Improved clarity around public representation and prohibited practices.