The 2018 WFC ACC Education Conference, held 24-27 October in London, United Kingdom, resulted in the following consensus statements being developed by attendees:

1. To align with advancements in health care education, training of chiropractors should move towards the inclusion of a competency-based model of teaching and learning.
2. Competencies of chiropractic students should reflect the public’s expectations of health care providers and equip them to work inter-professionally in the fields of public health, disability and rehabilitation.
3. Chiropractic education should require demonstration of competencies to deliver skilfully constructed clinical encounters, including use of positive context, inclusion of empathic language and attentive listening.
4. Chiropractic education programs have an ethical obligation to support an evidence-based teaching and learning environment.
5. Embedded technology allows for a range of learning methods and preferences to be accommodated for all types of learners and learning styles. These should be factored into the delivery of curricula and competency assessment.
6. Modern learners in health care education encounter significant psychological challenges. Academic communities should proactively address mental health literacy, remove stigma and provide appropriate support and access to services.
7. The chiropractic community has a lifelong need for mentorship, particularly during periods of transition, notably new students, graduate to practitioner and mid-career shifts in roles and responsibilities. A range of mentorship frameworks should be developed to establish peer networks, interprofessional collaboration and greater opportunities for engagement.
8. Chiropractic educational programs should prioritize faculty empowerment through a process of continuing professional development. This may take the form of evidence-based teacher training, regular appraisal, scholarly activity and student feedback.
9. Educational providers should work collaboratively with a range of stakeholders, including professional organizations and regulatory agencies, to champion the concept of lifelong learning.
10. Public confidence in chiropractic educational standards may be enhanced by global consistency in accreditation and assessment. By meeting public expectations, the reputation of the profession may be improved as a result of a strong identity to drive cultural authority.