

Overview of Chiropractic Education

Chiropractic Programmes

1. At the time of reporting there are six education providers in the UK approved to offer GCC recognised chiropractic degrees. These are:
 - Health Sciences University (formally AECC University College)
 - London South Bank University
 - McTimoney College of Chiropractic
 - Teesside University
 - University of South Wales (Welsh Institute of Chiropractic)
 - Coventry University
2. Coventry University's new chiropractic degree programme was formally approved by the Privy Council on 16 January 2025 following the Council's decision to recognise the new programme at its December 2024 meeting. Coventry University expect to recruit to the Foundation Year of the programme in September 2025 and Year One of the MChiro programme in September 2026.
3. Over the past year, the GCC Council has approved four new satellite degree programmes. These include full-time and part-time programmes at Health Sciences University's new London campus, full-time provision at McTimoney College's Madrid campus, and part-time provision at McTimoney College's Ulster campus.
4. At the time of reporting there were 1,551 chiropractic students on approved programmes across all the years, a decrease of 32 students compared to the same time last year.

Setting and Maintaining Standards

5. From September 2024 every student studying an approved UK degree programme in chiropractic is studying against the new Education Standards (2023).
6. In November 2024, the GCC Education Committee agreed a five-year strategy to enhance clinical placements for chiropractic students across the UK. The strategy's primary goal is to provide a framework that supports the consistent delivery of high-quality clinical placements, aligning them across the UK's chiropractic education landscape. It also aims to promote meaningful engagement from the profession, increase integration with the broader healthcare sector, and foster innovation in placement models to meet future demands.

Annual Monitoring Reviews

7. All providers reported student continuation and completion data well above the OfS B3 metrics threshold. Additionally, where formal progression data was available, it also exceeded the OfS threshold.
8. The annual monitoring form tasked providers to reflect on the key strategic challenges facing chiropractic education specifically and their higher education institutions generally, and how these challenges may impact the delivery of chiropractic education. Challenges included:

Student Recruitment

All institutions identified student recruitment as a significant challenge, attributing this to factors such as the rising cost of higher education, the impact of the UK's withdrawal from the EU, increasing living expenses, and growing competition from new providers. In response, institutions are adopting targeted marketing and engagement strategies to attract prospective applicants.

Staffing

The recruitment and retention of suitably qualified staff, particularly for senior or leadership roles, was highlighted as a strategic priority. The limited national pool of chiropractors with educational experience presents ongoing difficulties. To address this, some institutions are developing teaching academies aimed at enhancing internal capacity and attracting new educators.

Financial Challenges

Institutions noted financial pressures linked to increasing operational costs, particularly in maintaining high-quality clinical facilities. Although chiropractic programmes have been relatively resilient, concerns remain around workforce planning and the absence of contingency arrangements for staff shortages. Diversification of course offerings, the introduction of flexible study modes, and the expansion of satellite programmes are among the strategies being employed to ensure financial sustainability.

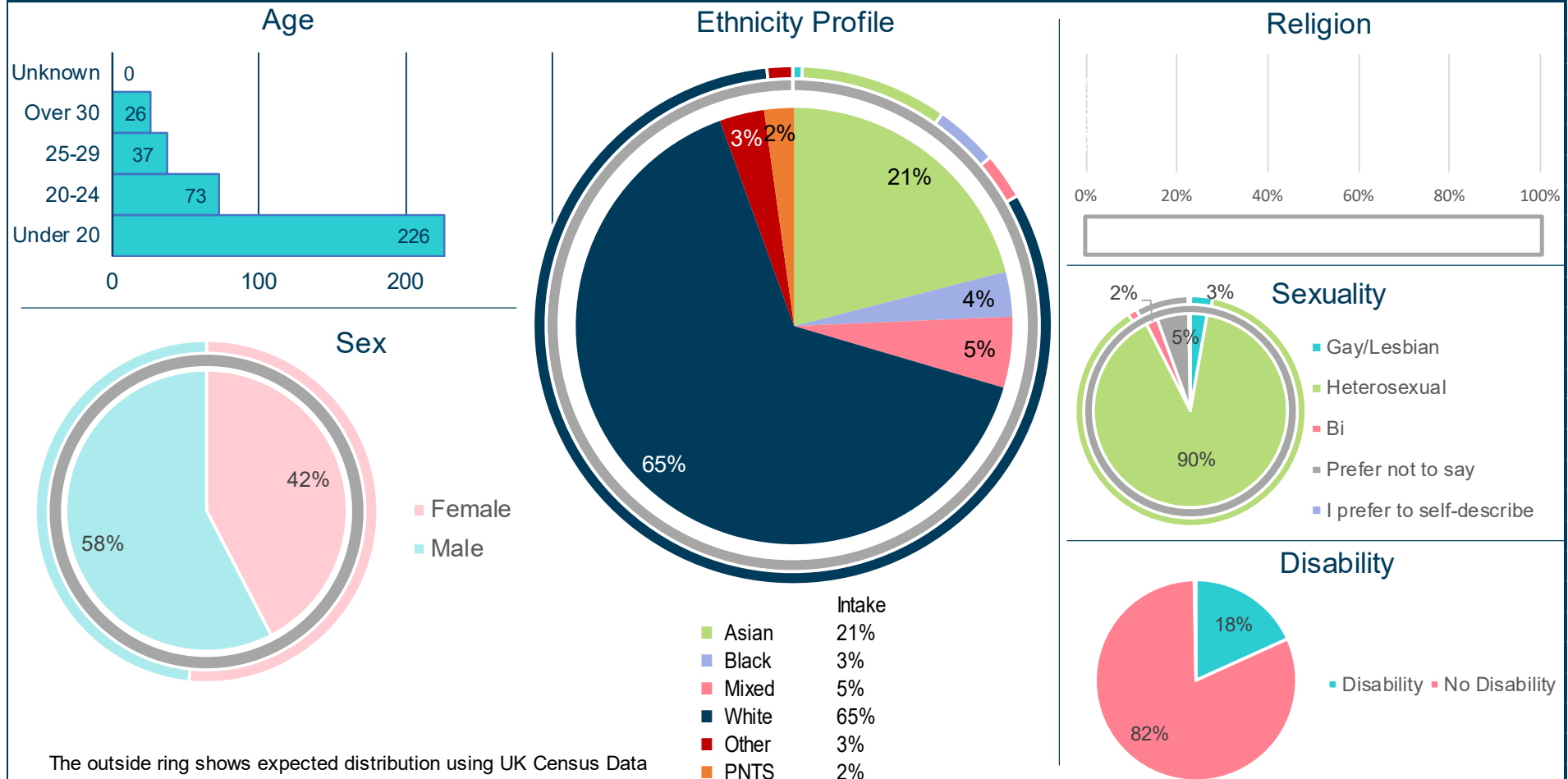
Technological Advancement and Artificial Intelligence

Technological innovation, including digital simulation, virtual reality, and artificial intelligence, presents both opportunities and challenges for chiropractic education. While these tools can enhance learning, their integration requires significant institutional investment and staff development. AI use, in particular, raises concerns about academic integrity and over-reliance by students. Institutions are revising policies to support appropriate and responsible use while safeguarding critical thinking and clinical decision-making skills.

9. As part of the annual monitoring process, the GCC also met with students from all recognised programme providers to discuss various issues. For the third consecutive year, feedback from students was overwhelmingly positive.

Appendix A – Equality, Diversity and Inclusion characteristics of student intake

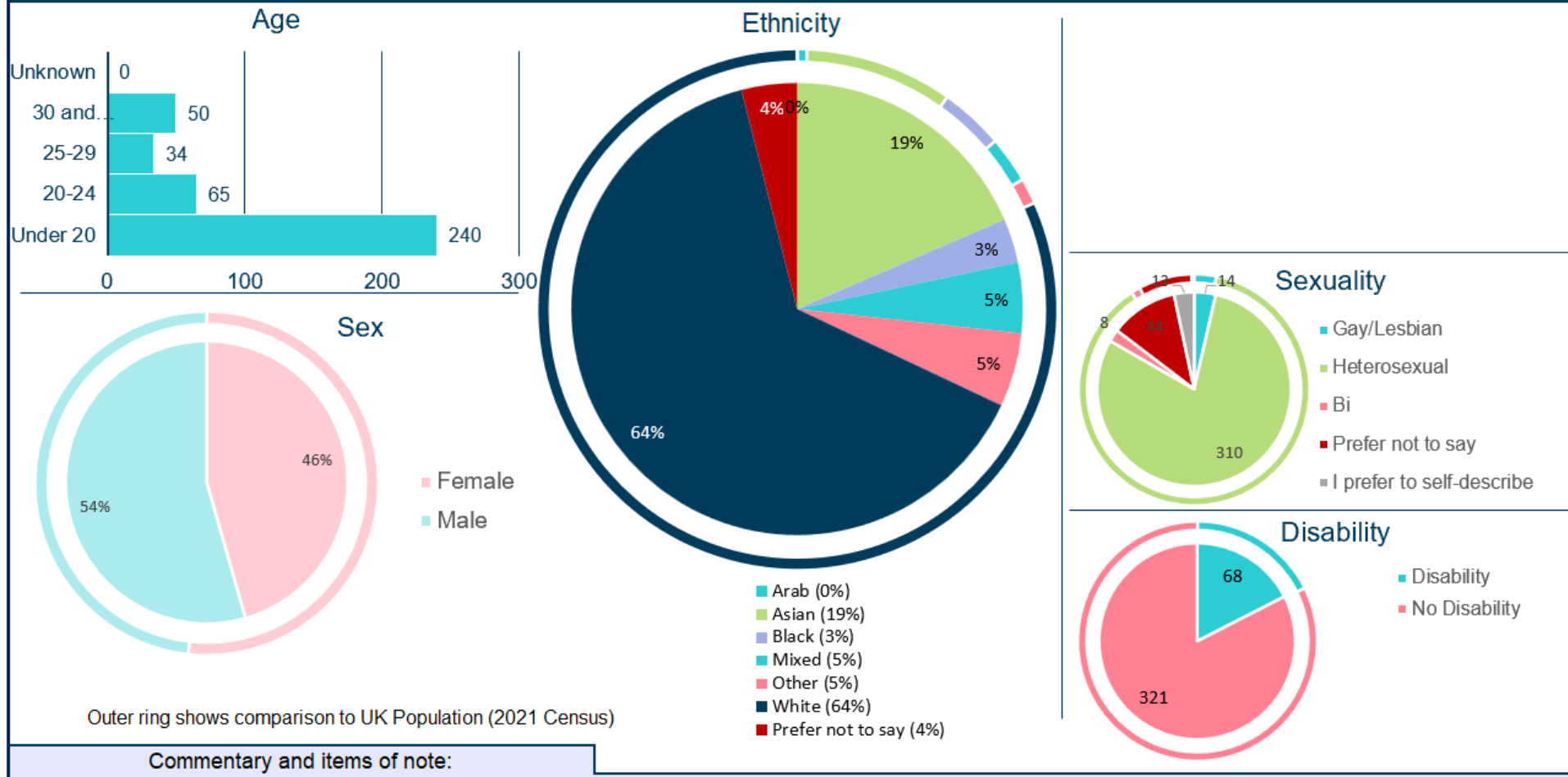
Diversity of Chiropractic Student Intake - 2022/23 Entry



Commentary and items of note:

Across the intake, Asian and Mixed Ethnicity individuals were over represented when compared to the UK population (in 21/22 they reflected UK population). Age, Sex, Sexuality, and Disability distributions all remained within two percentage points of the previous year's data. No religion/belief data was collected.

Diversity of Chiropractic Student Intake - 2023/24 Entry



Commentary and items of note:

Ethnicity data from McTimoney College Madrid has been coded as "other" due to UK-centric question wording.