

**Survey, systematisation and comparison of the Master of Science
in Osteopathy training programmes by means of three schools:**

WSO – Wiener Schule für Osteopathie/Vienna School of Osteopathy, Austria

ESO – European School of Osteopathy, United Kingdom

RMIT – Royal Melbourne Institute of Technology/Division of Osteopathy, Australia

Master Thesis zur Erlangung des Grades

Master of Science in Osteopathie

an der **Donau Universität Krems**

niedergelegt

an der **Wiener Schule für Osteopathie**

von **Dr. Astrid Hörtl**

Wien, Juni 2009

Betreut von Mag. Katharina Musil

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handed in

at the **Wiener Schule für Osteopathie**

by **Dr. Astrid Hörtl**

Vienna, June 2009

Supervised by Mag. Katharina Musil

Eidesstattliche Erklärung

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ABSTRACT

Throughout the world, various schools and institutions provide a large number of different osteopathic trainings. To facilitate the mobility of osteopathic practitioners there have been efforts in recent years to standardise university degrees worldwide. The integration of osteopathic training into the university system has provided osteopaths with the opportunity to access public research funding. It has allowed for focused attention on refining the scope of practice through clinical trials and basic research and has assisted in raising the credibility of the Osteopathic profession in general.

With the possibility to graduate from various osteopathy schools with the same title „Master of Science in Osteopathy“ it would be beneficial to determine the international recognition levels of these qualifications and to compare the education delivered by these various schools. Therefore the aim of this paper is to draw a survey, systemise and compare the Master of Science in Osteopathy programmes by means of three different Schools: The Wiener Schule für Osteopathie (WSO – Vienna School of Osteopathy) in Vienna/Austria, the European School of Osteopathy (ESO) in Maidstone/United Kingdom and the Royal Melbourne Institute of Technology (RMIT) in Melbourne/Australia.

A literary review was completed on the Master of Science Degree and the Master of Science in Osteopathy Degree in Austria, the UK and Australia. Subsequently the political and legal status of the osteopathy profession and the current status of academic and professional recognition of osteopathy in Austria, the UK and Australia were reviewed. For more details and the latest updates, the Schools and legal institutions were contacted. All information was systemised and comparisons were drawn.

Osteopathy is an emerging profession but is currently not yet recognised legally in every country. In the United Kingdom and in Australia it is recognised by law, whereas this is not the case in Austria. To assist in providing a greater understanding of the current national and international situation of the Masters Degrees and the Master of Science in Osteopathy Degrees, the guidelines for these study programmes were described in the first section. The establishment of international guidelines and standards in osteopathic training would assist in improving worldwide recognition of the profession. This would allow for greater international academic and professional mobility

and would encourage the important interchange and advancement of osteopathic knowledge. Such international recognition would be of great benefit to osteopathy students, teachers, the Schools and patients, and would ultimately assist in the development and legalisation of osteopathy in countries where this is currently not the case.

In the last part of the thesis, the political and legal status of the osteopathy profession was examined. Masters degree recognition issues and the professional registration requirements in Europe, Austria, the UK and Australia were also illuminated.

The results of the present study show that whilst there are commonalities between the Master of Science in Osteopathy Degrees provided by the three Schools there are also some significant differences. Major differences are evident in the training structure, the length of the course programme, the entry requirements, the costs of the training and the number of teachers provided. Recognition of the Masters Degree underlies very different requirements and is not standardised between countries.

There are general (but varied) guidelines, frameworks and laws existing for the Master of Science and Master of Science in Osteopathy programmes. Although not currently existing, the introduction of a common core course structure could facilitate international mobility of Osteopathic students and teachers and warrant a minimum of quality standards worldwide. The establishment of standardised osteopathy course structures and certification worldwide could ultimately enhance the delivery of osteopathic services to patients and ensure the achievement of increased patient safety and well-being - the crucial role and aim of all health professions.

P r e f a c e

During my medical studies at the Medical University of Vienna, I studied abroad for one semester in Perugia/Italy and towards the end of my studies also completed an elective in Wollongong/Australia. Realising how much I could enhance my personal and professional skills, develop my personality, broaden my mind and gain experience by studying abroad, I attempted to organise to complete part of my osteopathic training overseas. However, the process of investigating the feasibility and recognition of study time abroad proved most difficult and very unsatisfying. In my first case of overseas study, the approval process between the University in Perugia and the University in Vienna was most difficult, with both Universities seeming to interpret the definitions of the European Credit Transfer System (ECTS) quite differently. This resulted in completely different work loads for the same number of ECTS points. Nevertheless, despite all difficulties I persisted and managed to complete my study time abroad, which was a most important and beneficial experience for me.

Later on, as the Master of Science in Osteopathy was introduced at the Osteopathic School in Vienna, I thought that with that Masters qualification I might be able to work as an Osteopath in Australia. The question arose: „Would the Master Degree from the Vienna Osteopathic School (WSO – Wiener Schule für Osteopathie) be recognised in Australia? Would it be recognised in any country other than Austria?“ Thus the idea for this paper was born.

A c k n o w l e d g e m e n t s

I would like to express my gratitude to all those who helped make the completion of this thesis possible.

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TABLE OF CONTENTS

A c r o n y m s	12
I. INTRODUCTION	13
I. 1 Preliminary remarks	13
I. 2 General Introduction	14
I. 2. 1 Historical Development of osteopathy	14
I. 2. 2 Osteopathy today	14
I. 2. 3 Problem outline	17
I. 3 Problem and Hypothesis	19
I. 4 Methods and Material	19
II. SURVEY, SYSTEMATISATION AND HISTORY OF THE SCHOOLS AND “MASTER OF SCIENCE IN OSTEOPATHY” TRAINING PROGRAMMES	21
II. 1 Wiener Schule für Osteopathie – WSO, Vienna, AUSTRIA / Danube-University- Krems – DUK, Krems, AUSTRIA	21
II. 2 European School of Osteopathy – ESO, Maidstone, UK	22
II. 3 Royal Melbourne Institute of Technology – RMIT, Melbourne, Australia	25
III. INTERNATIONAL AND NATIONAL GUIDELINES FOR THE MASTER OF SCIENCE DEGREE, CORE CURRICULUM	27
III. 1. Guidelines for Masters Degrees in general	27
III. 1. 1. An Overview	27
III. 1. 2. Higher education and the implementation of the Bologna Process	29
III. 1. 3. AUSTRIA – Masters Degree Guidelines	32
III. 1. 4. UK – Masters Degree Guidelines	40
III. 1. 5. AUSTRALIA – Masters Degree Guidelines	45
III. 1. 6. Results and Discussion	47
III. 2. Guidelines for Master of Science in Osteopathy	52
III. 2. 1. Educational Model for Osteopathic Education - OSEAN	52
III. 2. 2. World Health Organisation - WHO	54
III. 2. 3. Forum for Osteopathic Regulation in Europe - FORE	56
III. 3. Results and Discussion	62

IV. COMPARISON OF THE OSTEOPATHIC SCHOOLS AND THE “MASTER OF SCIENCE IN OSTEOPATHY” TRAINING PROGRAMMES..... 64

IV. 1 General information on the Training programmes 65

 IV. 1. 1 WSO 65

 IV. 1. 2 ESO 65

 IV. 1. 3 RMIT 66

 IV. 1. 4 Results and Discussion 66

IV. 2 Admission Regulations/Requirements, Introductory course 67

 IV. 2. 1 WSO 67

 IV. 2. 2 ESO 67

 IV. 2. 3 RMIT 68

 IV. 2. 4 Results and Discussion 69

IV. 3 Structure of the Training Programmes 70

 IV. 3. 1 WSO 70

 IV. 3. 2 ESO 71

 IV. 3. 3 RMIT 72

 IV. 3. 4 Results and Discussion 73

IV. 4 Training Aims 74

 IV. 4. 1 WSO 74

 IV. 4. 2 ESO 74

 IV. 4. 3. RMIT 75

 IV. 4. 4 Results and Discussion 75

IV. 5 Duration of the programme 75

 IV. 5. 1 WSO 75

 IV. 5. 2 ESO 75

 IV. 5. 3 RMIT 75

 IV. 5. 4 Results and Discussion 76

IV. 6 Course Instructors 76

 IV. 6. 1 WSO 76

 IV. 6. 2 ESO 76

 IV. 6. 3 RMIT 76

 IV. 6. 4 Results and Discussion 77

IV. 7 Practical training 77

 IV. 7. 1 WSO 77

 IV. 7. 2 ESO 78

 IV. 7. 3 RMIT 78

 IV. 7. 4 Results and Discussion 79

IV. 8 Training costs 79

 IV. 8. 1 WSO 79

 IV. 8. 2 ESO 79

 IV. 8. 3 RMIT 80

 IV. 8. 4 Results and Discussion 81

IV. 9 Exams, Certificates (Titles, Diplomas, Academic Degrees), Credit points and ECTS (European Credit Transfer System) points 81

 IV. 9. 1 WSO 81

IV. 9. 2 ESO	82
IV. 9. 3 RMIT	83
IV. 9. 4 Results and Discussion	84
IV. 10 Quality management	85
IV. 10. 1 WSO	85
IV. 10. 2 ESO	86
IV. 10. 3 RMIT	88
IV.10. 4 Results and Discussion	89
V. POLITICAL AND LEGAL STATUS OF THE OSTEOPATHIC PROFESSION IN EUROPE, AUSTRALIA AND WORLDWIDE.	90
V. 1 Bodies representing the interests of osteopathy	90
V. 1. 1 Lobbies, Federations, Associations and Legal Foundations representing osteopathy	90
V. 1. 1. 1 Europe	90
V. 1. 1. 2 Austria	95
V. 1. 1. 3 UK	96
V. 1. 1. 4 Australia	97
V. 1. 2 Worldwide Representatives of Osteopathic Interests	98
V. 3 Results and Discussion	99
VI. RECOGNITION OF THE DEGREE AND REQUIREMENTS FOR REGISTRATION - ACADEMIC RECOGNITION AND PROFESSIONAL RECOGNITION	101
VI. 1 Austria	105
VI. 2 UK	107
VI. 3 Australia	112
VI. 4. Results and Discussion	116
VII. SUMMARY	118
VII. 1 Conclusion and Discussion	120
VII. 2 Critical Reflections/Contemplation of the Thesis/Ideas for further Thesis	122
VIII. BIBLIOGRAPHY	123
VIII. 1 Literature References	123
VIII. 2 Laws, Decrees, Guidelines, Frameworks	129
VIII. 3 Personal Communications	132
VIII. 4 Websites	132

IX. GLOSSARY	134
X. APPENDIX.....	139
X. 1 Appendix Part 1: Index of Addresses and Contact Persons	139
X. 1. 1 Addresses, Contacts and Training locations of the WSO	139
X. 1. 2 Addresses, Contacts and Training locations of the ESO	139
X. 1. 3 Addresses, Contacts and Training locations of the RMIT – Division of Osteopathy	140
X. 1. 4 Further Addresses and Contact details	141
X. 2 Appendix Part 2: Index of Tables	143
X. 3 Appendix Part 3.....	145
X. 3. 1 Lists of the teaching staff at the 3 schools.....	145

Acronyms

AOA	American Osteopathic Association/Australian Osteopathic Association
AQF	Australian Qualification Framework
AUQA	Australian Universities Quality Agency
BSc	Bachelor of Science
CAM	Complementary and Alternative Medicine
CIDO	Collège International d'Ostéopathie
D.O.	Diplom-Osteopath (=Licensed Osteopath)
DUK	Danube University Krems (Donau Universität Krems)
E.F.O.	European Federation of Osteopaths
ECTS	European Credit Transfer System
ENIC	European Network of Information Centres
ESO	European School of Osteopathy
FHEQ	Framework for higher education qualifications
FORE	Forum for Osteopathic regulation in Europe
GATS	General Agreement on Trade Services
GOsC	General Osteopathic Council
HPCB	Healthcare Professionals Crossing Borders
JAOA	Journal of the American Osteopathic Association
LMD	Licence, Master, Doctorate (=Bachelor, Master, Doctorate in France)
MSc	Master of Science
NARIC	National Academic Recognition Information Centre
NOOSR	National Office of Overseas Skills Recognition
OEGO	Österreichische Gesellschaft für Osteopathie/Austrian Society of Osteopathy
OIA	Osteopathic International Alliance
OSEAN	Osteopathic European Academic Network
PhD	lat... Philosophiae Doctor
QAA	Quality Assurance Agency
RMIT	Royal Melbourne Institute of Technology
TM	Traditional Medicine
UK	United Kingdom
WHO	World Health Organisation
WOHO	World Osteopathic Health Organisation
WSO	Wiener Schule für Osteopathie

I. Introduction

I. 1 Preliminary remarks

This paper is a survey, systematisation and comparison of the Master of Science in Osteopathy programmes by means of three different providers: The Wiener Schule für Osteopathie (WSO – Vienna School of Osteopathy) in Vienna/Austria, the European School of Osteopathy (ESO) in Maidstone/United Kingdom and the Royal Melbourne Institute of Technology (RMIT) in Melbourne/Australia.

The main components for comparison are course admission regulations and requirements, the aim and structure of the training programme, duration of the programme, the number of course instructors provided, practical training requirements, training costs, examination standards, certificate levels, the value of credit points/ECTS points and the overall quality management of the course.

In order to gain a greater understanding of the current national and international standards of Masters Degrees in Osteopathy, the guidelines for Masters Degrees in general and for Masters of Science in Osteopathy Degrees are outlined.

Furthermore the political and the legal status of the osteopathic profession as well as the recognition of the degree and the registration requirements in Europe, Austria, the UK and Australia were illuminated.

It should be noted that it is not the aim of this paper to provide an analysis of the quality nor a rating of the three Schools and their training courses. The scope of this paper is not in any way to judge or grade the programmes compared.. The order of the Schools listed and presented is completely random and in no way represents a quality ranking.

As training programmes, laws, decrees, rulings and institutions are time related, particularly in the emerging profession and field of osteopathy, this paper shows the situation in the year 2008-2009. When necessary, exact information concerning the date is provided in the paper respectively in the footnote.

I. 2 General Introduction

I. 2. 1 Historical Development of osteopathy

About 130 years ago Dr. Andrew Taylor Still (1828-1917) founded the field of osteopathy in the US. Dr. Still undertook extensive study and subsequently developed his treatment concept. When Dr. Still saw that his principles were successful he was encouraged to teach it to others. In 1892 he opened the American School of Osteopathy in Kirksville. William Garner Sutherland (1873-1954) a student of Dr. Still has extended the osteopathic concept and founded the craniosacral osteopathy.

In 1917, J.M. Littlejohn who had undergone the Osteopathic training at Kirksville and become the first dean of the American School of Osteopathy, returned to Europe to open the British School of Osteopathy in London. This was the beginning of the extension of osteopathy throughout Europe.¹

I. 2. 2 Osteopathy today

The following paragraph describes the legal and educational situation of osteopathy today.

LEGAL SITUATION

Osteopathy is an emerging profession throughout the world. Every country has different requirements and a different way of licensing or registering osteopaths and osteopathic physicians.² In addition osteopathy as being an internationally emerging profession is at variable stages of educational and practical evolution and standards in the different countries. In Europe regulations are still diverse but Great Britain, Belgium, France, Finland, Portugal, Island and Malta legally recognise osteopathy as a profession in its own right. In the European Economic Area (EEA) osteopathy is statutorily regulated in only 4 of the 30 countries.

In Great Britain, osteopathy was made an officially recognised part of the healthcare sector in 1995.³

In Belgium the practice of osteopathy has been legalized by law in 1999 but the full regulation of the vocational field of osteopathy is not yet completed. (by 12.03.2009).⁴

¹ www.wso.at/international version, www.osteopathy.org.uk, www.osteopathic.com.au, www.oego.org

² "Osteopathic degrees Overseas", JAOA, Vol 107, No 1, Jan 2007

³ www.oego.org

⁴ www.oego.org

In Germany osteopathy is not recognized by law. Osteopaths are practicing under the 'Heilpraktiker'- Law.⁵

In Switzerland osteopathy is regulated by law in 8 of the 26 cantons. (The 8 cantons are BE (Bern), BS (Basel-Stadt), FR (Freiburg), GE (Genf), JU (Jura), SO (Solothurn), SZ (Schwyz), VD (Waadt)). There are strong efforts to develop national criteria for the practice of osteopathy.^{6 7}

In all the remaining European countries there are currently no legal regulations for the practice of osteopathy.⁸

Austrian law allows only medical doctors to work as primary healthcare practitioners. Osteopathy is considered therefore, to be a part of allied (or complementary) healthcare. Osteopaths not concurrently registered as medical doctors are legally prohibited from taking prime care responsibility for patient care. This point of law is of little practical restriction to osteopathic practice, because osteopaths who practice exclusively manual therapy rarely replace the patients doctor in the provision of general health care.⁹

In Australia and New Zealand osteopathy is recognized as a profession. In Australia it has been a recognised profession for 30 years.¹⁰ Osteopathic practice is only permitted for osteopathic practitioners who have completed the Masters degree and have been registered by government. In Australia there are separate registration procedures for each of the six States and two Territories. Osteopaths are registered under the Osteopathic Act of 2001 in each jurisdiction except Western Australia, Queensland and Victoria where osteopathy are separately registered.¹¹

EDUCATIONAL SITUATION

In most of the countries osteopathic practitioners have a basic medical training (e.g. MD, physiotherapists,...) and take additional courses in osteopathy after completing their medical training, meaning that some are physicians whilst others are not. That is the case e.g. in Austria, France, Germany and Switzerland. And other countries, including the UK, Canada,

⁵ www.oego.org

⁶ www.oego.org

⁷ List of the regulated professions in Switzerland, Liste des professions réglementées en Suisse, Confédération Suisse, Département fédéral de l'économie DFE, 14.01.2009

⁸ www.oego.org

⁹ Osteopathic degrees Overseas, JAOA, Vol 107, No 1, Jan 2007

¹⁰ www.osteopathic.com.au

¹¹ www.oialliance.org

Australia and New Zealand osteopathic practitioners are trained in osteopathic principles and manipulative treatment but are not physicians.¹²

In the United States practitioners of osteopathy are the only one who, from the beginning of their education, are integrating the full spectrum of medicine, including osteopathic manipulative treatment.¹³

In Great Britain, the D.O. training follows its own curriculum (mostly a four-year, whole-day course) with a university degree and an additional optional Master degree.¹⁴

The majority of the other European schools of osteopathy (in Belgium, France, Germany etc) offer part-time training requiring a completed education in a medical profession (like Physiotherapy or Physician). Full-time courses are an exception. Most of these training courses conclude with the graduate title D.O. which, in Europe, stands for “Diplom-Osteopath” (licensed osteopath).¹⁵

In Austria, part-time osteopathic education is offered to students having completed studies as a physician, dentist and physiotherapists. The Austrian Society for Osteopathy (OEGO – Österreichische Gesellschaft für Osteopathie) is aiming since 1995 to gradually achieving academic recognition for osteopathy in Austria.¹⁶

Efforts have been made for a number of years now to standardise osteopathic education and professional work on a European level, in order to ensure high-quality training in osteopathy and greater safety for patients. Some European Schools, WSO among them, are part of the “Osteopathic European Academic Network (OSEAN)” and strive to standardise the academic level so as to ultimately achieve university standards for osteopathic education. Step by step osteopathy is attaining acknowledgment throughout Europe.¹⁷

In Australia there are three universities in Sydney and Melbourne that offer a five-year training programme in osteopathy that completes with a Master degree.¹⁸ Australia and New Zealand have developed an osteopathic profession that is mostly integrating English and American features.¹⁹ Graduates of Australian training programmes in osteopathy are not

¹² Osteopathic degrees Overseas, JAOA, Vol 107, No 1, Jan 2007

¹³ Osteopathic degrees Overseas, JAOA, Vol 107, No 1, Jan 2007

¹⁴ Osteopathic degrees Overseas, JAOA, Vol 107, No 1, Jan 2007

¹⁵ Osteopathic degrees Overseas, JAOA, Vol 107, No 1, Jan 2007

¹⁶ www.oego.org

¹⁷ www.osean.com - osteopathic education

¹⁸ www.oego.org

¹⁹ www.woho.org

recognized as physicians nor do they have medical or surgical practice rights.²⁰ Most of the health insurers in Australia recognize and reimburse Osteopathic treatments.²¹

I. 2. 3 Problem outline

Throughout the world there are reams of different Osteopathic trainings. To facilitate the worldwide mobility of osteopathy practitioners there have been efforts in recent years to standardise university degrees into a system of 3 levels: Bachelor, Master and Doctor or PhD. In Europe this has been undertaken within the framework of the Bologna-Process since 1999.²² Integration into the university system has provided osteopaths with the opportunity to access public research funding, has raised the credibility of the profession, and has focused attention on refining the scope of practice through clinical trials and basic research.

With the possibility to graduate from various osteopathy schools with the same title "Master of Science in Osteopathy" it could be beneficial to determine the international recognition levels of these qualifications and to compare the education delivered by these various schools. Furthermore osteopathy is only recognised legally in some countries. In striving to make possible a training system that follows at least partly international standards or that contributes to the development of international guidelines and standards, it is important to survey and compare a selection of osteopathy Schools and their current osteopathic training programme standards.

International recognition and the development of international guidelines and standards in the field of osteopathic training would make worldwide mobility possible, allowing for students to complete part of their osteopathic training abroad in another school and also providing for an easier professional migration throughout the world. This would be of great benefit for students and teachers of osteopathy and the Schools. It would allow students and teachers to gain enormously in experience and would facilitate the important exchange and increased flow of knowledge between osteopathy Schools worldwide. Ultimately, international standardisation of osteopathy training programmes and treatment guidelines would be of most benefit to patients themselves.

²⁰ Osteopathic degrees Overseas, JAOA, Vol 107, No 1, Jan 2007

²¹ www.oego.org

²² Akademischer Grad, Version 02.03.2009, Holger B, Wikipedia

Therefore, the aim of this paper is to draw a survey and systematisation of the Master of Science training programmes in osteopathy from 3 different schools:

- Wiener Schule für Osteopathie (WSO – Vienna School of Osteopathy) in Vienna/Austria, in collaboration with the Danube University-Krems (DUK) in Krems/Austria
- European School of Osteopathy (ESO) in Maidstone/United Kingdom, in collaboration with the University of Greenwich
- Royal Melbourne Institute of Technology (RMIT), Division of Osteopathy, in Melbourne/Australia

And subsequently to work out and compare the differences and similarities of the programmes.

These three Schools have been chosen because:

-The WSO is the only School in Austria providing such a complete Osteopathic training programme as the "Master of Science in Osteopathy". It was chosen also because it is the School where the author has undergone her Osteopathic training.

-The ESO is the only osteopathic school in the UK offering the complete Master of Science in Osteopathy training programme. The UK was also the first European country where osteopathy was introduced.²³

-The RMIT has the longest tradition in osteopathic training programmes in Australia and provides the complete Master of Science in Osteopathy training programme.²⁴

In addition there are teachers from the ESO and the RMIT teaching at the WSO, thus the Schools are already in contact or even cooperating and therefore the outcomes of this thesis could be more useful for the Schools and could also be used in cooperation. The School in the UK and in Australia have been chosen as well because osteopathy is legally recognized as a profession in both countries which is currently not the case in Austria. Working out the commonalities and differences between the Schools could help in the legalisation process of osteopathy in Austria.

The United States of America and its Osteopathic training have not been taken into the comparison, although the United States of America is a leading nation for the development of osteopathy, because there is no Master of Science in Osteopathy but only the Doctor of Osteopathic Medicine.²⁵ The Osteopathic training is combined with the Western Medical

²³ See I.2.1 Historical Development of osteopathy

²⁴ www.rmit.edu.au – Division of osteopathy

²⁵ See I.2.1 Historical Development of osteopathy

Training and mainly restricted to Structural Techniques and not covering osteopathy in its entirety. Therefore the foundation of osteopathy training in the USA varies significantly and could not be used in comparisons undertaken in this thesis.²⁶

I. 3 Problem and Hypothesis

What Master of Science in Osteopathy programmes are available at the WSO, ESO and RMIT? Do these programmes differ? How do they differ?

The Master of Science in Osteopathy training programmes are currently not subject to any international guidelines. Nor is the occupational image “osteopathy” regulated uniformly all over the world. Different occupational groups with different training standards use the term “osteopathy”. Therefore, differences in the training programmes “Master of Science in Osteopathy” are to be expected at the different schools selected for comparison

I. 4 Methods and Material

The websites of the three Osteopathic schools and the Osteopathic associations were accessed and all the relevant information compiled. Where further information was required, which was not provided by the University or Schools webpage, personal communication was attempted to resolve the omission. A review of the literature was conducted. The search of the literature was conducted through the World Wide Web using the names of the Schools and cross-referencing to Osteopathic associations named on the site. Other search terms were MSc, Master of Osteopathy, Master of Science in Osteopathy, osteopathy training, and Doctor of Osteopathic Medicine. Further literature was found in the libraries of the Schools. Articles were retrieved in copy format from the library at the ESO.

This paper is a descriptive and comparative qualitative survey.

Source of information for this paper are:

- Webpage of the schools
 - www.wso.at

²⁶ Doctor of Osteopathic Medicine, Wikipedia, by 23.04.2009

- www.eso.ac.uk
- www.rmit.edu.au/osteopathy
- Webpages of osteopathic associations²⁷
- Research at the libraries of the schools
- Research through the World Wide Web:
main keywords:
 - Master of Science in/+ osteopathy
 - Master of +/... osteopathy
 - osteopathy Training / Training courses /Training programmes
- Information booklets and leaflets from the schools
- Personal contacts (via telephone, e-mail or in person) with the course offices and training heads
- Personal contact with the Osteopathic organisations (via telephone, e-mail or in person)
- Existing papers or reviews on a similar subject
- Webpages of legal institutions:
 - Federal Ministry of Science and Research

For further detailed listings of sources see the bibliography and the appendix at the end of the paper.

²⁷ see Appendix: Websites

II. Survey, Systematisation and History of the Schools and “Master of Science in Osteopathy” training programmes

II. 1 Wiener Schule für Osteopathie – WSO, Vienna, AUSTRIA / Danube-University- Krems – DUK, Krems, AUSTRIA

The school was founded in 1991 by Bernard Ligner D.O. and Raphaël van Assche in cooperation with the Collège International d’Osteopathie (C.I.D.O.) in St. Etienne (France). It was the first school of osteopathy in Austria. Furthermore, it is the only osteopathic training institution in Austria offering such a complete training in osteopathy.

Since 1991, about 250 osteopaths have graduated from Vienna School of Osteopathy. Currently there are about 400 students on different levels of education at WSO.²⁸

The School is aiming to provide osteopathy in its full spectrum with a broad range of concepts and techniques. This is possible through cooperation with other schools in Europe and the U.S. and an international team of experienced course instructors from Austria, France, UK, Belgium, USA and Australia.

The Master of Science part-time degree is provided by the WSO in collaboration with the state-controlled Danube University-Krems (DUK). It has been validated by the Federal Ministry of Science and Research and is part of the Department of Clinical Medicine and Biotechnologies (under the direction of Prof. Doz. Dr. Dieter Falkenhagen) at the Centre of Chinese Medicine and Complementary Medicine (under the direction of Dr. Andrea Dungal-Zauner). Tutorial Coordinator is Prim. Dr. Andreas Kainz.²⁹

The Master of Science in Osteopathy training course is available since the academic year 2005/2006 at the WSO. It is 3 semesters of duration. All participants become students of the DUK.

“The School aims at:

- Providing a solid, high-quality training course corresponding to the international standard and concluding with the graduate title D.O. (Diplom-Osteopath).
- Teaching all areas of osteopathy.
- Employing lecturers distinguished by their high professional competence and long-standing experience.
- Safeguarding the recognition of WSO by the European institutions being currently established in order to enable the Viennese graduates to follow post-graduate courses abroad.

²⁸ WSO/DUK Folder, 2008, http://www.wso.at/ULG_0708.pdf (25.05.08)

²⁹ WSO Folder

- Offering post-graduate courses on specific osteopathic approaches and techniques.
- Providing more detailed information on osteopathy in Austrian professional circles.
- Co-operating with other schools in Europe and the U.S., thereby establishing contact with current developments in osteopathy and participating in joint international projects.”

(www.wso.at, international version)³⁰

Course locations are:³¹

- Wiener Schule für Osteopathie, A-1130 Wien, Frimbergg. 6
- Dungal Biotrainings-Zentrum, A-3571 Gars am Kamp, Hauptplatz 58
- The European School of Osteopathy, Boxley House, Maidstone Kent, ME 14 3DZ
- Donau-Universität-Krems, Dr. Karl-Dorrek-Str. 30, A-3500 Krems

II. 2 European School of Osteopathy – ESO, Maidstone, UK

In the UK there are a number of different opportunities to study osteopathy. There are full-time training programmes over four/five years and mixed-mode training over five years. All osteopathic training courses must be accredited by the General Osteopathic Council.

The ESO was originally founded in Paris in 1951 as Ecole Francaise d’Ostéopathie by Paul Geny, D.O. In 1957 the school was strengthened through the influence of British Osteopaths: Thomas G Dummer, Parnell Bradbury, Denis Brookes and Colin Winer. Thomas Dummer rewrote the School’s curriculum, a revision which was completed in 1961.

Because of the legal situation in France, the School moved to London, UK in 1965. Mr. Dummer took over as Principal for the School, which remained academically autonomous and independent although taking lodgings with the British College of Naturopathy and osteopathy (BCNO) at Frazer House in London. At that time the course was a 5-year part-time course, designed for State Registered Physiotherapists, and lectured in French.

During the period 1969 to 1971, the School had been relocated to Maidstone, Kent and changed its name to Ecole Européenne d’Ostéopathie. The School established its own separate identity, with the incorporation of a company limited by guarantee: the osteopathy Education and Research Limited, registered as a Charity and trading as the European School of osteopathy.

In addition to the French speaking part-time course, the ESO established in 1974 a four year undergraduate full-time course lectured in English. Those two courses were delivered until 1992 when the French speaking lectures finally phased out. (The French course was

³⁰ www.wso.at - international version

³¹ for detailed contact information see appendix

transferred back to French and officially opened as the Collège International d'Ostéopathie in St. Etienne by Thomas G Dummer and Jean Pierre Barral.)

By the year 1981 the School moved to new premises that were opened by John E Upledger, D.O.

In 1982, the full-time programme was, for the first time, inspected and accredited by the General Council and Register of Osteopaths (GCRO) – the oldest and largest of the UK osteopathy Registering and Professional Bodies (est. 1936; in 1998 it became the General Osteopathic Council, the UK Governing Body of osteopathy) at that time and reaccredited in the years 1988 and 1993.

In October 1993 the course was validated as a BSc General Degree with Honours by the University of Wales. The validation was backdated to include the students involved in Year 2 of the programme, so that the first graduated in July 1996.

In 1994 the University of Greenwich validated the Master of Science part-time degree in osteopathy. This Masters programme operated in collaboration with the Department of Chemical and Life Sciences of that University

In May 1995 the University of Wales approved an arrangement between the ESO and the Collège International d'Ostéopathie (CIDO, St. Etienne, France) that enabled students of the first 2 years to follow the curriculum at the CIDO and then transfer to Maidstone and join the ESO Year 3 degree cohort. This franchise phased out with the final recruitment into Year 1 in September 2003 after the legislative changes in France that legalized to practise as an osteopath in France.

As the popularity of the training increased, the ESO purchased an additional building, the Boxley House. This is now the academic site and houses the administration, and the original site has become mainly the teaching clinic.

In 1993, the Osteopaths Act received the Royal assent and led to the establishment of the General Osteopathic Council (GOsC), an overarching professional accrediting body.

In 2000, the BSc Honours Degree in osteopathy was awarded Recognized Qualification (RQ) status by the Privy Council, the RQ status was renewed in 2003. As a consequence, graduates of this programme were eligible for membership of the GOsC.

The Quality Assurance Agency, on behalf of the General Osteopathic Council, as part of the Recognised Qualification (RQ) process undertook a standard Annual Monitoring Review of the BSc programme in March 2007. The purpose of this was to check progress on the achievement of the conditions attaching to the last full RQ renewal. The outcome of the Review was satisfactory. Also during the year the School received formal notice that the

Privy Council had accepted the recommendation of the GOsC that the School's RQ status be renewed for a further five years to 31 December 2011.

In 2002, the School validated a postgraduate full-time MSc osteopathy Programme with the University of Wales (which is being phased out until 2010).

In May 2006, both the full-time undergraduate programme (BSc) and the MSc osteopathy part-time programme were revalidated by the University of Greenwich.

During the 1960s and 1970s the School's curriculum had been influenced by many respected DOs, so that by the 1980s it included: General Osteopathic Treatment (Littlejohn / Wernham), Specific Adjusting Techniques (Bradbury / Dummer), Soft - Tissue Techniques, Articular Techniques, High Velocity Low Amplitude Thrust Techniques, Functional Techniques, Muscle Energy Techniques, Neuro - Muscular Techniques (Lief), Ventral Techniques, Lymphatic Techniques, Visceral Manipulation (with Chapman's Reflexes), osteopathy in the Cranial Field and Balanced Ligamentous Tension.

The new full-time MSc osteopathy Degree validated by the University of Greenwich began in January 2007 with 12 enrolled students - 9 from European Union countries (including the United Kingdom) and 3 from overseas - and will proceed to Part 2 of the programme in 2007-8. Although interest has been high in the programme for 2007-8 this has not translated into firm applications. It has therefore been decided to suspend the programme temporarily pending a review on alternative methods of delivering the programme. There are five remaining students in the latter stages of the MSc programme validated by the University of Wales.³²

The ESO is:³³

A Partner College, and affiliated with, the University of Greenwich;

Affiliated with the University of Wales;

Accredited by the General Osteopathic Council;

A member of the Council of Osteopathic Educational Institutions;

A member of the Council of Validating Universities;

A member of the Osteopathic European Network of Osteopathic Institutions;

A member of the Osteopathic International Alliance.

³² www.eso.ac.uk/history

³³ Annual report and financial statements for the year ended 31st August 2007, ESO

II. 3 Royal Melbourne Institute of Technology – RMIT, Melbourne, Australia

Australia celebrated 100 years of osteopathy in 2007. Since the 1970s Osteopaths are formally trained in Australia. Today there are three universities in Melbourne and Sydney offering osteopathic medical courses.

The RMIT has the longest tradition in osteopathic training programmes. The faculty of Health Sciences at the RMIT offers a double Bachelor of Science – Clinical Science/Master of Health Science – osteopathy degree course. The Course is of five years duration and is taught mainly at RMIT's Bundoora Campus in Melbourne's northern suburbs.

RMIT has the longest running osteopathic programme in Australia with the first students graduating in 1990. The first Master course was introduced prior to 1996. The RMIT osteopathic programme is recognised by the profession as being the premiere clinical programme in Australia and New Zealand. The RMIT Osteopathic Teaching Clinic has been in operation for over 15 years and sees over 250 patients a week

The Course has a large practical component, with much learning taking place in the teaching Clinics at Bundoora and in the City. Students observe treatments and learn Clinic management skills, progressing in the 3rd, 4th and 5th years to treating clinic patients under the supervision of qualified practitioners. Upon successful completion of the course, graduates will be eligible to register as Osteopaths in all Australian States and New Zealand when registration is enacted.

The Division of osteopathy offers students the opportunity to study a variety of undergraduate, postgraduate, degree, tertiary and higher education Osteopathic programmes and courses at campuses throughout Victoria, Australia at the Melbourne and Bundoora campuses.³⁴

Osteopathy degrees:

- Bachelor of Applied Science (Complementary Medicine – osteopathy Streams). To practise as an Osteopath the Master of Osteopathy must also be completed.

Postgraduate Degrees by Research:

- Master of Osteopathic Science by Research
- Doctor of Philosophy (PhD) in Osteopathy

³⁴ RMIT University, osteopathy Webpage, www.rmit.edu.au

Postgraduate Degrees by Coursework:

- Master of Osteopathy³⁵

Osteopathy graduates are employed in a variety of sectors.

Competition for places at RMIT for osteopathy is very strong, with a ratio in excess of eight applicants for every place offered. Students need to demonstrate a strong commitment to joining this profession. Students are advised to research extensively into a career in osteopathy by reading books and papers on the subject from the school or local library; talking to a careers teacher/counsellor; contacting the professional association (Australian Osteopathic Association); contacting a local osteopath; and attending RMIT Open Day. Successful applicants usually have a basic knowledge of osteopathy and have visited or talked to an osteopath or osteopathic student.

The Masters programme, in combination with the Bachelor of Applied Science (Complementary Medicine–osteopathy) programme, is a first professional qualification in osteopathy. (Subject to accreditation by the Osteopathic Registration Boards)

Accreditation means graduates can register to practice in all States and Territories without sitting further examinations.

Graduates are entitled to become members of the Australian Osteopathic Association, the professional body representing 80% of practicing osteopaths in Australia.

Dr. Ray Myers is Head of the Division of osteopathy at the RMIT and Programmes Leader. Clinical Coordinator is Dr. Kirstie Fernandes and Ms Anna Bazzano is the Academic Administration Coordinator.

³⁵ RMIT University, osteopathy Webpage, <http://www.rmit.edu.au/browse;ID=i7nwryl5wfua>

III. International and national guidelines for the Master of Science Degree, Core Curriculum

The following part of the paper is a survey and systematisation of international and national guidelines for the Master of Science Degree in general and the Master of Science in Osteopathy that are currently existing or in development.

One major problem in developing international or European-wide training regulations is the current differences and the absence of legal regulations of osteopathy in many countries and vice versa. But academic recognition is a necessary first step and one step forward for achieving professional recognition.

There are several associations and institutions all aiming to develop education and practice standards for osteopathy to be able to ensure the highest possible level of quality in osteopathy and to achieve university standards for osteopathic education which is already the case in some few countries like e.g. UK and Austria. This, in turn, is one step to the legal recognition of the osteopathic profession in the countries where this is not yet the case. For further information on the different associations and institutions, and a better understanding of their field of activity see part V. - Political and legal status of the osteopathic profession in Europe, Australia and Worldwide - of this paper. Furthermore part VI of this thesis is about the legal recognition of the degree and the academic and professional recognition of osteopathy.

III. 1. Guidelines for Masters Degrees in general

III. 1. 1. An Overview

The Masters degree is at most universities the second degree that can be acquired through a scientific training programme, after the Bachelors degree. In Europe this notation has been introduced within the Bologna Process (June 1999), which aims to create a common European academic area. Its introduction should be completed by 2010.³⁶ It can be acquired after a one or two year part-time or full-time study programme. Requirements for the Master degree

³⁶ The official Bologna Process website 2007-2009, www.bologna2009benelux.org/

training programmes are a bachelor degree or a degree from a traditional single cycle training programme.

In Austria the Master Degree is conferred by public and private universities, colleges of higher education and private providers (until 2010 only). There are different categories of Master programmes: by research, by coursework, consecutive or non-consecutive. However they cannot strictly be differentiated. Since 2006 only the English title ‘Master’ is allowed to be conferred.³⁷

In Great Britain, the Masters training programme usually takes one to two years full-time. Admission to the programmes is restricted. The university shall be responsible for the acceptance of students and recognition of previous study times. There are two types of Masters: The Taught Master and the Research Master. The Taught Master consists of a certain amount of courses and a dissertation, while the Research Master consists mainly in research and only a few mandatory courses. The amount of the thesis of the Research Master is between the amount of the Taught Masters Thesis and the thesis of a PhD study programme.³⁸

Some Masters in science and engineering are awarded after a four to five years lasting consecutive study course, an extended undergraduate programme.³⁹

In Australia the Masters Degree usually requires a two years full-time study after a Bachelors degree (an honours degree is sometimes required). There are three different forms of the Masters degree: by coursework, by research and professional. The first consists predominantly in courses, the second includes the writing of a major thesis and the third involves projects completed at the workplace. The courses are mainly delivered by universities and a limited number of other registered providers.⁴⁰

There is no generally admitted list of the equivalence of Masters Degrees throughout the world. At European level there is the tendency until 2010 to get more standardized and comparable academic programmes through the Bologna process. But comparing the systems internationally there are huge differences.

The following paragraphs III.1.2., III.1.3., III.1.4., III.1.5. are a survey of the general Master Degree Guidelines existing in Europe, Austria, the UK and Australia. This survey is drawn in order to get a better understanding of the guidelines that exist for Master of Science degrees

³⁷ Universities Act 2002

³⁸ The framework for higher education qualifications in England, Wales and Northern Ireland - January 2001

³⁹ The framework for higher education qualifications in England, Wales and Northern Ireland - January 2001

⁴⁰ Australian Qualification Framework, www.aqf.edu.au

and what parts should be included in such a training programme. And in the end, to be able to make a comparison with the currently existing Guidelines for Master of Science in Osteopathy degrees and the currently existing Master of Science in Osteopathy Training programmes provided by the three Schools. This part is followed by chapter III.2. that draws a survey of the so far existing guidelines for Master of Science in Osteopathy.

III. 1. 2. Higher education and the implementation of the Bologna Process

The primary aim of the Bologna process is to create a European Higher Education Area (EHEA) based on international cooperation and academic exchange for European and international students and staff.

„The envisaged European Higher Education Area will

- facilitate mobility of students, graduates and higher education staff;
- prepare students for their future careers and for life as active citizens in democratic societies, and support their personal development;
- offer broad access to high-quality higher education, based on democratic principles and academic freedom.” (Bologna process, Official Website 2007-2009)

Most of the reforms are about organizing the degrees in a 3 cycle system to making them readable and comparable. The 46 currently participating countries are developing national qualification frameworks (by 2010) that are compatible with the framework of qualifications for the European Higher Education Area, adopted in May 2005 by Ministers of the Bologna Process and are defining learning outcomes for each of the 3 cycles.

Qualification frameworks are intended to eventually help learners, developers of the higher education programmes and the national competent authorities.

In addition the Bologna reforms are about fair recognition of foreign higher education qualifications in accordance with the Council of Europe/UNESCO Recognition Convention. Furthermore the reforms are about the standards and guidelines for quality assurance in the European Higher Education Area.

It is also planned to promote the European Higher Education to increase its international attractiveness (under the title of “Strategy for the European Higher Education Area in a global setting). For that purpose all Bologna countries should designate an organisation having the responsibility for the coordination for the world-wide promotion of their higher education systems and institutions.

The Bologna process is guided by bi-annual Bologna ministerial conferences, in which a balance of the progress done since 1999 is drawn, sometimes key elements are added to the Bologna process and priorities are set for the following years. The last meeting that took place in Leuven and Louvain-la-Neuve in April 2009 was aiming to establish the priorities for the European Higher Education Area until 2020. They highlighted in particular the importance of lifelong learning, widening access to higher education, and mobility. By 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad.⁴¹

“The goal of a European Higher Education Area in which students, staff and holders of qualifications are able to move freely cannot be reached through measures of higher education policy alone. This important goal equally depends on facilitating the granting of visas and on facilitating social security coverage, as well as on the granting of work permits for staff. While these measures are outside the competence of Ministers responsible for higher education, they are within the competence of the governments of the Bologna countries. All Bologna countries commit themselves to work within their respective governments for decisive progress in this area by 2010.”(European Higher Education in a Global Setting. A Strategy for the External Dimension of the Bologna Process, Bologna Process)⁴²

One primary result of the Bologna Process was the definition of a higher education system composed of three cycles. At the Bergen Conference in May 2005 the European Minister responsible for Higher Education adopted an overarching framework for qualifications in the EHEA comprising three cycles, including national contexts and the possibility of intermediate qualifications. Furthermore they decided upon a descriptor, the Dublin descriptor, for each cycle based on learning outcomes and competences, and credit ranges in the first and second cycle. Ministers committed themselves to elaborating national frameworks for qualifications compatible with the overarching framework for qualifications in the EHEA by 2010, and to having started work on this by 2007.⁴³

The Bergen-Declaration is defining a rough framework for these 3 cycles:

1. cycle: 180-240 ECTS credits, usually designated as Bachelor
2. cycle: 90-120 ECTS credits (minimum 60), usually designated as Master
3. cycle: requires independent research, designated as Doctor or PhD, no ECTS indication, 3-4 years full-time employment is supposed

⁴¹ Bologna Process, The Official Website 2007-2009

⁴² European Higher Education in a Global Setting. A Strategy for the External Dimension of the Bologna Process, Bologna Process

⁴³ The framework of qualifications for the European Higher Education Area, EHEA

The designation of the academic degree stays open and has no influence on the compatibility of the framework.⁴⁴

The following presents the Dublin descriptor for second cycle (= Master degree) qualifications: The outcomes of a Master Degrees programme should meet the expectations of the Dublin Descriptors in order to be awarded the Master title.

Qualifications that signify completion of the second cycle are awarded to students who:

45

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

The complete set of the Dublin descriptors can be found in the Appendix, as “Shared ‘Dublin’ descriptors for Short Cycle, First Cycle, Second Cycle and Third Cycle Awards,

A report from a Joint Quality Initiative informal group, 18 October 2004, Draft 1 working document on JQI meeting in Dublin on 18 October 2004”, including as well as a chart showing the differences between first, second and third cycle qualifications.

The legal measures necessary for the projected changes are prepared by the ministries and the parliament, whereas the realization of the aims of the Bologna Declaration lies with the individual higher education institutions and all their staff and students.⁴⁶

⁴⁴ The official Bologna Process Website 2007-2009, www.bologna2009benelux.org

⁴⁵ Shared ‘Dublin’ descriptors for Short Cycle, First Cycle, Second Cycle and Third Cycle Awards, A report from a Joint Quality Initiative informal group (contributors to the document are provided in the Annex). 18 October 2004, Draft 1 working document on JQI meeting in Dublin on 18 October 2004

⁴⁶ The official Bologna Process Website 2007-2009, www.bologna2009benelux.org

Since the growing developments in the EHEA, interest in that processes are rising worldwide. Some countries, among them Australia, Canada, New Zealand and the United States, have drawn reports and started initiatives in view of the Bologna process.⁴⁷ In Australia, opinions on the alignment of the Australian framework of higher education and the Bologna process differ.⁴⁸

In parallel to the Bologna Process that is taking place on a European wide level, there is an international development concerning higher education taking place through the General Agreement on Trade Services (GATS).⁴⁹ But this process is not as advanced as the Bologna process and it is little known about the consequences such an international process would have on the quality of the higher education in general and for every single country.⁵⁰ For more information on GATS and the higher education visit: http://www.aic.lv/rec/Eng/new_d_en/gats/HE_GATS.html.

III. 1. 3. AUSTRIA – Masters Degree Guidelines

The following paragraph draws a survey of the Master Degree Guidelines as defined by the Federal Act on the Organisation of the Universities and their studies (Universities Act 2002) and the Master Degrees provided by the Danube University Krems (DUK). The ‘University Act 2002’ is integrating itself into the reform process of European universities, initiated by the Bologna Declaration in June 1999.⁵¹ ⁵² All policies of the Universities Act 2002 concerning continuing higher education studies are applying to the DUK.⁵³

In the following when only “Universities Act 2002” is used, it refers always to the Federal Act on the Organisation of the Universities and their studies.

⁴⁷ For further information visit: Bologna process, The official website 2007-2009, European Higher Education in a global context, www.ond.vlaanderen.be/hogeronderwijs/bologna/actionlines/global_context

⁴⁸ For more details refer to: Bishop, J.- The Bologna Process and Australia: Next Steps. Australian Government. Department of Education, Science and Training, April 2006; AVCC Response to Discussion Paper (The Bologna process and Australia: Next Steps), May 2006.; Young, I., - Bologna - Opportunities and Challenges. National Summit on Bologna, Canberra, September 2006.; Jackson, R., - Bologna Process and Australia: The Next Steps National Summit on Bologna, Canberra, September 2006.

⁴⁹ Per Nyberg, European Cooperation in the light of GATS, Quality assurance and recognition: The importance of the Lisbon Convention, UNESCO Global Forum 17-18 October 2002

⁵⁰ Per Nyberg, European Cooperation in the light of GATS, Quality assurance and recognition: The importance of the Lisbon Convention, UNESCO Global Forum 17-18 October 2002

⁵¹ www.bologna-berlin2003.de

⁵² See also Austria, State of Implementation of the Bologna Objectives, Autumn 2003, published by the Bologna follow-up contact point, Federal Ministry of Education, Science and Culture

⁵³ Website of the DUK, <http://www.donau-uni.ac.at/de/universitaet/ueberuns/gesetz/index.php>

"3.2.2 University Training Courses and University-Level Courses

University training courses are the main form of further education within the university sector. The senate of the university in question decides on the range of further-education courses at the university, and it may establish internationally customary Master's degrees, whenever the university training courses are comparable to the respective Master study courses with regard to admission conditions, material content and scope. In all other cases, the title "Akademischer ..." or "Akademische ..." (Academic ...) together with an attribute characterizing the contents of the university training course may be awarded, provided that the university training course in question comprises a minimum of 60 ECTS credits." (Universities Act 2002)

The University for Further Education Krems (Universität für Weiterbildung Krems) is explicitly in charge of further education at the university level, especially in the form of university training courses. Its aim is not to provide customary degree programmes.⁵⁴

The Universities Act 2002 defines "Master's degrees" as degree programmes which serve to deepen and extend academic and artistic preliminary vocational training, building on the foundation provided by a bachelor's degree programme.

Beside, according to the Universities Act 2002 there are non-degree Master studies. Non-degree programmes" mean continuing education courses and individual courses in academic subjects. The structure of these courses is not according to the structure of university courses defined in the Bologna process.

The Master studies provided at the Donau University Krems are such courses of continuing education. The amount of work for degree Master studies is defined with a minimum of 120 ECTS points. For the non-degree Master studies there are no such regulations. Admission requirements, the amount of work, scope, standards and the requirements need to be comparable with the admission requirements, the amount of work, scope, standards and the requirements with corresponding Master study programmes in other countries.⁵⁵

By exploring the Masters Studies provided by the Danube University Krems further, the question arises if these non-degree Masters Studies allows the student to proceed to a doctoral study as does the degree Master Studies programmes.

⁵⁴ Website of the Danube University Krems, Austria, www.donau-uni.ac.at

⁵⁵ Federal Act on the Organisation of the Universities and their Studies (Universities Act 2002)

“§ 64 (4) General eligibility for admission to doctoral studies shall be deemed to be established by proof of successful completion of a relevant diploma or Master’s degree programme, Fachhochschule diploma or Master’s degree programme, or other equivalent programme at a recognised domestic or foreign post-secondary educational institution. In the event that equivalence has been established in principle and only certain supplementary qualifications are required for full equivalence, the rectorate shall be entitled to tie the determination of equivalence to examinations sat during the respective doctoral degree programme.”(Universities Act 2002)

The question arises if the university courses at the DUK are “equivalent programmes”, as the courses are not relevant diploma or Master’s degree programmes, Fachhochschule diploma or Master’s degree programmes.

Universities courses are defined by law (Universities Act 2002 §51 (2)) as courses for further education. Therefore the federal ministry of science and research presumes that there can be equivalency that justifies admission to a doctorate study with a degree of a so-called Master study. Though the decision rests with the university. The decision depends on the university if admission to a doctorate study is provided with a degree of a university study courses provided by the DUK. ⁵⁶

The discussion upon the equivalency of Master and non-Master degree programmes is not finished yet. Further meetings need to be awaited for further results.

Admission to a degree programme requires the following:

- 1 • the general university entrance qualification;
- 2 • the specific university entrance qualification for the chosen study course;
- 3 • knowledge of the German language;
- 4 • proof of artistic aptitude in case of arts studies;
- 5 • proof of aptitude for physical/motor skills when wishing to follow a teacher training programme for the subject physical education (Leibeserziehung) and for the study course of sports science (Sportwissenschaften).⁵⁷

General entrance qualifications for Master degree programmes:

⁵⁶ Email answer from the Federal Ministry of Science and Research, Request upon the difference between degree and non-degree Master studies, BMWF

⁵⁷ Universities Act 2002

“Admission to a master’s degree programme is conditional on the successful completion of a relevant bachelor’s degree programme, Fachhochschule bachelor’s degree programme or other equivalent programme at a recognised domestic or foreign post-secondary educational institution. Eligibility for admission shall be deemed to be established by proof that this condition is met.”(Federal Act on the Organisation of the Universities and their Studies (Universities Act 2002), 64. (5) General university entrance qualifications)

The required work output of completed studies at a post-secondary educational institution amounts to a minimum of 180 ECTS credits (corresponds to a minimum three-year duration of studies)

For doctoral programmes it is necessary to have completed a relevant Master's degree programme or diploma programme or an equivalent.

Whenever an applicant has obtained a foreign admission title, its equivalency to one of the aforementioned Austrian admission titles must be reviewed. In many cases, equivalency has been determined by multilateral and/or bilateral agreements, such as, for example, for a major part of the secondary school-leaving certificates of European states on the basis of the Convention on the Recognition of Qualifications Concerning Higher Education in the European Region (“Lisbon Recognition Convention”) of 1997. In all other cases, equivalency must be decided on a case by case basis; if necessary, supplementary examinations may be required as an admission condition.

Specific university qualification means that in addition to the general university entrance qualification, proof must be given that the study-specific admission requirements are met, including the right to immediate admission to a degree programme, as they exist in the country issuing the document that is proof of the general university entrance qualification. If, for example, the existence of a limit on the number of students (numerus clausus) is an admission requirement for a specific degree programme, an applicant having a secondary school-leaving certificate from that state must prove the existence of a limit on the number of students in order to be admitted to the respective degree programme in Austria. As far as Austrian secondary school-leaving certificates are concerned, supplementary examinations may have to be taken for specific subjects in the degree programme, in accordance with the University Entrance Qualification Degree (Universitätsberechtigungsverordnung).

The senate is entitled to establish that unacceptable study conditions would prevail if all foreign and stateless applicants were admitted without any restriction, on account of the proportion between teachers and students. In such a case the senate may establish and

announce restrictions on the admission of foreign and stateless applicants. EU and EEA citizens and certain other groups of persons, for example refugees or applicants under a mobility programme, are exempt from such regulations.

For every further semester, for which study activities are planned, the university must receive the notification of continuation of enrolment (Fortsetzungsmeldung).⁵⁸

The tuition fee fixed within the applicable regulations must be paid for every semester in order to render the admission valid.

The rectorate is responsible for all decisions on admission.⁵⁹

The curriculum:⁶⁰

A curriculum must be drawn up and announced for the degree programmes that a university sets up. The senate must create a commission with decision-making powers for this purpose. The curriculum is the central document of every degree programme. It governs, in particular, the qualification profile and the structure of the programme (which may consist of different stages, for example), as well as the examination subjects and the courses required prior to taking an examination, other achievements (always defining the scope of the achievement in ECTS credits) and the way in which examinations must be taken.

The scope of a degree programme must be indicated exclusively in terms of the credits established under the European Course Credit Transfer System (ECTS) and not in semesters. This system is an important mobility-promoting instrument.

ECTS is an important information tool. Its original purpose was cross-border mobility, i.e. providing the home institution with the most precise information possible on the range of studies offered at those foreign institutions where a specific section of the studies was taken, but also giving specific information on the extent to which the student in question met the requirements of the foreign institution.

In consequence, every institution participating in ECTS presents

- 1 • in detail the range of its courses for all or certain degree programmes (a general overview) and
- 2 • the workload of a specific student (specific information in individual cases).

⁵⁸ Universities Act 2002

⁵⁹ Universities Act 2002

⁶⁰ Universities Act 2002

Essential components of ECTS are the information package, i.e. a precise break-down of the range of courses, the credits (1 academic year = 60 credits, with the decisive factor being the workload of an average student with hours in attendance and all other work items in connection with a course) and the transcript of records, which is a confirmation of the courses and examinations taken and the credits earned.

The workload must comprise:

- 1 • for bachelor's degree courses – 180 ECTS credits;
- 2 • for Master's degree courses – a minimum of 120 credits;
- 3 • for doctoral studies – a minimum of 120 ECTS credits (if the workload comprises a minimum of 240 ECTS credits, the programme can be designated as doctoral programme for the “Doctor of Philosophy”, and the academic title “Doctor of Philosophy”, abbreviated “PhD” may be awarded);
- 4 • for diploma programmes – 240 to 360 ECTS credits.

Examinations and Scientific Work:

The examination regulations for the individual curricula must be laid down by the responsible collegial board. This includes, in particular, regulations concerning the method and purpose of examinations and the way in which they are organised. As a result, the universities have adequate leeway in designing examinations.

The final examinations are the bachelor's, Master's or diploma examination, as well as oral examinations for the doctorate (Rigorosum). Moreover, a minimum of two bachelor's theses must be written in the course of the degree programme. For the Master's degree programme and for the diploma programme a Master's thesis or a diploma thesis is required, and for doctoral programmes a doctoral thesis is a requirement; this must be an independent scientific or artistic piece of work. For university training courses ending in a Master's degree, a Master's thesis or a comparable achievement is required.

As a matter of principle, examinations with a negative grade can be repeated three times. When an examination is repeated for the third time, it must be taken before a commission. The statute of every university must determine whether and how many additional examinations are admissible.

A negative result at the last admissible repetition of an examination leads to the exclusion from studying at the university at which that last repetition of the examination took place. It is admissible to resume the same study programme at another Austrian university. It is also

possible at all times to change to another course at the same university. Successfully passed examinations may be taken into account for the new studies in any event.

Examinations that were taken in the course of other studies or at another recognized Austrian or foreign post-secondary educational institution, a higher vocational school, a Higher Institute for the Training of Teachers and Instructors, another recognized Austrian educational institution, where admission requires the general university entrance qualification, or which were taken at the end of a university-level course, must be recognized by way of official notification, to the extent that they are equivalent to the examinations required by the curriculum. The examinations taken for a subject at an Austrian university or at a university in the European Union or the European Economic Area must be recognized for the same subject in the respective programme of another Austrian university in any event if the ECTS credits are the same or deviate from each other only slightly. Recognitions may be laid down in general in the curriculum or be granted by way of official notification in individual cases. This is important mainly for participating in mobility programmes. Analogous arrangements as for examinations apply to scientific and artistic theses.

There are several multilateral and bilateral agreements on the recognition of examinations.

University Degrees:

Upon successful completion of everything required by a particular curriculum, the relevant university degree is awarded by way of a written official notification promptly, at the latest, though, within one month after satisfaction of the requirements. The official notification must indicate, in particular, the completed study programme and the university degree and the legal basis.

“The curriculum of a university continuing education course may specify master’s titles in normal international use for the respective subject for award to the graduates of such courses if the admission requirements, scope and standards are comparable to those of like master’s programmes in other countries.” (Federal Act on the Organisation of the Universities and their Studies (Universities Act 2002), 58. (1) Academic titles of graduates of continuing education courses)

“The results of examinations and assessments of academic papers or art master’s or diploma submissions shall be evidenced by certificates. Consolidated certificates may be issued.” (Federal Act on the Organisation of the Universities and their Studies (Universities Act 2002)75. (1) Certificates)

For the purpose of supporting international mobility of graduates, students are entitled to be issued a Diploma Supplement pursuant to Article IX.3 of the Lisbon Recognition Convention, in connection with the official notification of being awarded the university degree.

The Diploma Supplement aims at promoting transparency in higher education and at facilitating academic and professional recognition, as well as at allowing an informed assessment of the qualifications obtained. It is designed to be of benefit for the persons concerned, employers and educational institutions.

The Diploma Supplement is not a curriculum vitae, it is not a substitute for the original qualification or a transcript. It is not an automatic guarantee for the recognition of completed studies.

The Diploma Supplement is designed to provide a description of the nature, level, context, content and status of the studies attended and successfully completed by the individual named on the original official notification awarding the degree to which this supplement is appended. It should be free from any value judgments, equivalence statements or suggestions about recognition. It should provide information on the following eight sections, which are a combination of general statements on the specific degree programme and the results of the specific graduate:

- information identifying the holder of the qualification;
- information identifying the qualification;
- information on the level of the university degree;
- information on the contents and the results achieved;
- information on the function of the qualification;
- additional information;
- certification of the Supplement;
- information on the Austrian higher education system.

Holders of a university degree awarded by a recognized Austrian or foreign post-secondary educational institution may carry these degrees in their original form in Austria. In this context, “Mag.,” “Dr.” or “Dipl.-Ing.” (“DI”) must be put in front of the name, while the other university degrees must be indicated after the name. In the case of foreign university degrees, the position in connection with the name derives from the regulations and/or customs prevailing in the home country. University degrees from an EU country (including contracting states of an accession treaty) or an EEA country may also be entered in abbreviated form in public documents.

If an Austrian university degree is urgently needed for the exercise of a certain professional activity – i.e. if the activity falls under an area with statutory regulations and the professional recognition pursuant to EU law does not apply – holders may apply to a university with subject-matter competence for nostrification of their foreign university degree. The nostrification procedure is not a degree programme but an administrative procedure which is regulated in detail in the university statutes. In a few exceptional cases (e.g. regarding many students from Italy or Croatia) bilateral agreements, instead of nostrification, allow equivalency to be established by the Federal Ministry of Education, Science and Culture."⁶¹

Diploma and Master's dissertations:

81. (1) The preparation of diploma or Master's dissertations shall form part of studies for diploma or Master's degrees. In the case of studies with a particularly strong vocational orientation it is permissible to provide for another equivalent means of demonstrating proficiency in place of the diploma or Master's dissertation. This may not take the form of a written examination. Detailed regulations for the supervision and assessment of diploma and Master's dissertations shall be established by university statutes, and those governing the topics by the respective curricula. The assignments for diploma or Master's dissertations shall be so chosen that it is reasonable to expect a student to complete them within six months. A number of students may jointly address a topic provided that the performance of individual students can be assessed. In the event that treatment of a topic requires the use of financial or material resources furnished by a university organisational unit assignment of the topic is only permissible if notice of the intention to assign it is given to the head of that unit and he/she does not prohibit it within one month on grounds of potential significant interference with the unit's teaching and research activities. ⁶²

III. 1. 4. UK – Masters Degree Guidelines

The higher education qualifications provided by universities and colleges in England, Wales and Northern Ireland are at five levels. These are the Certificate, Intermediate, Honours, Masters and Doctoral levels in ascending order. ⁶³ In the 2008 edition of the FHEQ the levels

⁶¹ Higher Education in Austria, Ingrid Wadsack, Heinz Kasparovsky, Juli 2004, Federal Ministry of Education, Science and Culture.

⁶² Federal Act on the Organisation of the Universities and their Studies (Universities Act 2002)

⁶³ The framework for higher education qualifications in England, Wales and Northern Ireland, January 2001, Quality Assurance Agency for Higher Education

are identified by numbers from 4-8, with the Masters level being equivalent to a level 7 qualification.⁶⁴

The framework for higher education qualifications in England, Wales and Northern Ireland gives a description of the five qualification levels. But it is not the purpose of the framework to dictate the internal organisation of academic programmes. However the award of a degree would only be justified if the expectations of the relevant qualification descriptor have been met or exceeded.⁶⁵

“Institutions should ensure that:

- the outcomes required for each of their qualifications are specified clearly;
- achievement of those outcomes is demonstrated before a qualification is awarded; and
- assessment procedures that permit compensation or condonation are not applied in a way that might allow a qualification to be awarded without achievement of the full outcomes being demonstrated.”⁶⁶

The following paragraph is the description of the Master level as specified in the framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ), August 2008.

Descriptor for a higher education qualification at level 7: Master's degree

“The descriptor provided for this level of the framework is for any master's degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 7 qualifications, including postgraduate certificates and postgraduate diplomas.

Master's degrees are awarded to students who have demonstrated:

- * a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice

⁶⁴ For details about FHEQ levels and their relationship with FQ-EHEA levels see the Glossary

⁶⁵ The framework for higher education qualifications in England, Wales and Northern Ireland, January 2001, Quality Assurance Agency for Higher Education

⁶⁶ The framework for higher education qualifications in England, Wales and Northern Ireland, January 2001, Quality Assurance Agency for Higher Education

* a comprehensive understanding of techniques applicable to their own research or advanced scholarship

* originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline

* conceptual understanding that enables the student:

o to evaluate critically current research and advanced scholarship in the discipline

o to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

* deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

* demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

* continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

* the qualities and transferable skills necessary for employment requiring:

o the exercise of initiative and personal responsibility

o decision-making in complex and unpredictable situations

o the independent learning ability required for continuing professional development.⁶⁷

⁶⁷ The framework for higher education qualifications in England, Wales and Northern Ireland, August 2008, Quality Assurance Agency for Higher Education

“39 Much of the study undertaken for master's degrees will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.

40 Master's degrees are awarded after completion of taught courses, programmes of research or a mixture of both. Longer, research-based programmes may lead to the degree of MPhil. The learning outcomes of most master's degree courses are achieved on the basis of study equivalent to at least one full-time calendar year and are taken by graduates with a bachelor's degree with honours (or equivalent achievement).

41 Master's degrees are often distinguished from other qualifications at this level (for example, advanced short courses, which often form parts of continuing professional development programmes and lead to postgraduate certificates and/or postgraduate diplomas) by an increased intensity, complexity and density of study. Master's degrees - in comparison to postgraduate certificates and postgraduate diplomas - typically include planned intellectual progression that often includes a synoptic/research or scholarly activity.

42 Some master's degrees, for example in science, engineering and mathematics, comprise an integrated programme of study spanning several levels where the outcomes are normally achieved through study equivalent to four full-time academic years. While the final outcomes of the qualifications themselves meet the expectations of the descriptor for a higher education qualification at level 7 in full, such qualifications are often termed 'integrated master's' as an acknowledgement of the additional period of study at lower levels (which typically meets the expectations of the descriptor for a higher education qualification at level 6).

43 First degrees in medicine, dentistry and veterinary science comprise an integrated programme of study and professional practice spanning several levels. While the final outcomes of the qualifications themselves typically meet the expectations of the descriptor for a higher education qualification at level 7, these qualifications may often retain, for historical reasons, titles of Bachelor of Medicine, and Bachelor of Surgery, Bachelor of Dental Surgery, Bachelor of Veterinary Medicine or Bachelor of Veterinary Science, and are abbreviated to

MBChB or BM BS, BDS, BVetMed and BVSc respectively.” (The framework for higher education qualifications in England, Wales and Northern Ireland, August 2008)⁶⁸

In the UK postgraduate Master programmes can either be taught degrees, research degrees or a mixture of both. The taught Master programmes include Master of Science (MSc), Master of Arts (MA), and Master of Laws. The research Master is a degree awarded for the completion of a thesis (it is a shorter version of the PhD), it includes Master of philosophy and Master of Letters (MLitt).

“The FHEQ is designed to meet the expectations of the Bologna Declaration, and align with the overarching Framework for Qualifications of the European Higher Education Area (FQ-EHEA). QAA has verified that “The framework for higher education qualifications in England, Wales and Northern Ireland” (FHEQ) is compatible with the qualifications framework set up through the Bologna Process - the Framework for Qualifications of the European Higher Education Area (FQ-EHEA).⁶⁹ The FQ-EHEA contains a set of overarching descriptors of the generic outcomes of qualifications that signify completion of each of the three main cycles of the framework. These descriptors are commonly known as the 'Dublin descriptors'. The national frameworks of participating countries in the Bologna Process are expected to align with the Dublin descriptors. The qualification descriptors of the FHEQ are consistent with the Dublin descriptors.”⁷⁰

The Credit Issues Development Group has written “Higher Education Credit Framework for England” which is intended to be a reference for those institutions wishing to introduce or consolidate their use of credits. It should be linked to the framework of higher education qualifications in England, Wales and Northern Ireland.⁷¹

„The framework and guidance importantly note that: institutions' decision-making processes regarding academic standards and quality should, and will, remain properly and entirely the responsibility of each autonomous institution. Further, while all learning may be expressed in

⁶⁸ The framework for higher education qualifications in England, Wales and Northern Ireland, August 2008, Quality Assurance Agency for Higher Education

⁶⁹ For further details see: Verification of the compatibility of The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) with The framework for qualifications of the European higher education area (FQ-EHEA), <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/selfcertification09/default.asp>

⁷⁰ Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education in England, August 2008, produced by Credit Issues Development Group (CIDG), published by Quality Assurance Agency for Higher Education (QAA)

⁷¹ Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education in England, August 2008, produced by Credit Issues Development Group (CIDG), published by Quality Assurance Agency for Higher Education (QAA)

terms of credit values, not all credit can, or will, necessarily be accumulated towards a specific programme or award, and each higher education institution will determine what credit it will accept for purposes of accumulation or transfer. The application of these national guidelines on credit will remain a matter for individual institutions to decide on at their discretion“.⁷²

The FQ-EHEA sets the range of ECTS credits typically associated with the completion of the second cycle qualifications: 60-120 ECTS credits. However, for many awards a range of 90 and 120 ECTS credits is more typical.

For Integrated masters degrees comprising 480 credits, 120 credits are at level 7, which equates to 60 ECTS credits at second level cycle. More typically Masters qualifications have a minimum total of 180 credits equate to 90 ECTS credits. For each of these Master degrees, 120 of the UK credits (60 ECTS credits) must be at level 7 and the outcomes must meet the expectations of the Dublin descriptor at the second cycle level.⁷³

III. 1. 5. AUSTRALIA – Masters Degree Guidelines

In Australia, the Australian Qualifications Framework (AQF), a unified system of national qualifications, is describing the guidelines for Master degrees. The new guidelines for the Bachelor, Masters and Doctoral degree qualifications were ratified by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) on 27 July, 2001. They are released in the AQF Qualifications Handbook.⁷⁴

The following is the description of the Master degree guidelines as specified in the Australian Qualification Framework:

CHARACTERISTICS GUIDELINE

“Characteristics of learning outcomes at this level include the mastery or overview of the relevant field of study or area of professional practice and the emphasis may range from the acquisition or enhancement of specific professional or vocational skills and knowledge,

⁷² Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education in England, August 2008, produced by Credit Issues Development Group (CIDG), published by Quality Assurance Agency for Higher Education (QAA)

⁷³ Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education in England, August 2008, produced by Credit Issues Development Group (CIDG), published by Quality Assurance Agency for Higher Education (QAA)

⁷⁴ Australian Qualifications Framework (AQF), Website, <http://www.aqf.edu.au>

usually undertaken in a combination of coursework and research, through to the acquisition of in-depth understanding in a specific area of knowledge which is usually undertaken through research.

A graduate of a Master's degree programme is able to:

- provide appropriate evidence of advanced knowledge about a specialist body of theoretical and applied topics;
- demonstrate a high order of skill in analysis, critical evaluation and/or professional application through the planning and execution of project work or a piece of scholarship or research
- demonstrate creativity and flexibility in the application of knowledge and skills to new situations, to solve complex problems and to think rigorously and independently.”

PATHWAYS GUIDELINE

“Entry to the Masters degree is based on evidence of a capacity to undertake higher degree studies in the proposed field. There is a wide range of entry pathways, varying according to the programme methodology and the discipline involved. Predominantly research-based programmes normally have a research pre-requisite whereas predominantly coursework-based programmes may be accessed more broadly.

Typical programmes and entry pathways:

the typical *coursework* Masters degree programme comprising coursework, project work and research in varying combinations, may be entered from a Bachelor degree, a Bachelor Honours degree or a Graduate Diploma. Coursework Masters degrees are often structured in a three to four semester nested arrangement with the Graduate Certificate (one semester) Graduate Diploma (a further semester) and Masters degree (a further two semesters);

the typical *research* Masters degree programme comprising at least two-thirds research with a substantial, often externally assessed thesis outcome, entered from a Bachelor Honours degree or Masters preliminary year, a research-based Graduate Diploma or equivalent research experience;

a *professional* coursework Masters degree programme, which may involve a work-based project, specifically designed for entry on the basis of a relevant qualification and professional experience or extensive relevant professional experience.

Because of the range of entry pathways and methodologies the duration of Master degree programmes varies. However, most Masters degrees require the equivalent of two years of

study post the three year Bachelor degree or one year of study post the Bachelor Honours degree or four year (or longer) Bachelor degree.” (Australian Qualification Framework, AQF)
75

III. 1. 6. Results and Discussion

The Bologna Process launched in June 1999 aims at reforming the structures of the higher education system to create a “European Higher Education Area (EHEA) based on international cooperation and academic exchange that is attractive to European students and staff as well as to students and staff from other parts of the world.” (Bologna Process, The Official Website 2007-2009). Every signatory country committed itself to reform its own higher education system in order to create overall convergence at European level. The Bologna process has grown from 29 countries in 1999 to 46 countries in 2009. According to the Bologna Declaration, the following objectives have to be attained by 2010 in order to establish the European area of higher education and to promote the European system of higher education world-wide:

- **Adoption of a system of easily readable and comparable degrees**
- **Adoption of a system essentially based on two main cycles, undergraduate and graduate**
- **Establishment of a system of credits**
- **Promotion of mobility**
- **Promotion of European co-operation in quality assurance**
- **Promotion of the necessary European dimensions in higher education**

Austria and the UK are both participating in the Bologna process. All three countries, Austria, the UK and Australia have signed and ratified the Lisbon Recognition Convention aiming to further fair recognition of qualifications. With the development of the EHEA, the worldwide interest in these activities is rising. In Australia, the Brisbane Communiqué initiative was launched in April 2006, in which 27 countries of the Asian-Pacific Region agreed to cooperate on the recognition and quality of education and training not least to compare education systems with international developments, to ensure transparency and mutual recognition between countries’ education systems.^{76 77}

⁷⁵ AQF (Australian Qualifications Framework) Website, <http://www.aqf.edu.au/bmdguide.htm>

⁷⁶ Website of the Australian government, Department of Education, Employment and Workplace Relations, Brisbane Communiqué initiative, www.brisbanecommunique.deewr.gov.au

⁷⁷ For further information visit: Bologna process, The official website 2007-2009, European Higher Education in a global context, www.ond.vlaanderen.be/hogeronderwijs/bologna/actionlines/global_context

The legal measures necessary for the projected changes are prepared by the ministries and the parliament, whereas the realization of the aims of the Bologna Declaration lies with the individual higher education institutions and all their staff and students.⁷⁸

All countries in the UK have already by now completed the process, they were supposed to complete until 2010. The QAA has verified that the framework for higher education qualifications in England, Wales and Northern Ireland is compatible with the framework for qualifications of the European Higher Education Area.⁷⁹

The FQ-EHEA comprises 3 cycles in the qualification. Furthermore the Dublin descriptor was composed specifying for each cycle based on learning outcomes and competences, and credit ranges in the first and second cycle.

The FQ-EHEA sets the range of ECTS credits typically associated with the completion of the second cycle qualifications: 60-120 ECTS credits. However, for many awards a range of 90 and 120 ECTS credits is more typical.

In the end of that part a table drawing a comparison of the Masters degrees qualification frameworks respectively Universities act of the European higher education area, Austria, the UK and Australia is introduced. Facts that are comparable were included in the table, but due to differences in wording overall Masters degrees descriptions were not included.

The descriptor of Masters degrees from the FHEQ in the UK can be compared in regard to the content with the characteristics guidelines of the Masters degrees from the AQF in Australia and the definition of a Masters degree in the Universities Act 2002 in Austria. Notwithstanding the differences in wording of the descriptions of the Masters degrees they are generally similar and overall tendencies are comparable. For a detailed comparison of that matter a more detailed qualitative research would be required.

Guidelines existing on the recognition of the degree as well as guidelines for the Masters thesis are described in the Universities Act 2002, but are not mentioned in the qualification framework of the EHEA, the UK or Australia. Therefore there is no comparison possible on that subject at that stage of the thesis. (See chapter VI. for more information on the recognition of the degrees).

⁷⁸ The official Bologna Process Website 2007-2009, www.bologna2009benelux.org

⁷⁹ For details upon the Verification of the compatibility of The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) with The framework for qualifications of the European higher education area (FQ-EHEA), see the Website of the QAA

Table 1: Comparison of the Masters degrees qualification frameworks of the European higher education area, the UK and Australia and the Universities act 2002 of Austria

	FQ-EHEA	Austria		UK	Australia
		Degree Master studies	Non-degree Master courses (like the MSc in Osteopathy at the DUK)		
Qualification framework/Act	The framework for qualifications of the European higher education area (FQ-EHEA)	Federal Act on the Organisation of the Universities and their Studies (Universities Act 2002)		The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ)	Australian Qualifications Framework (AQF)
Qualification descriptor	Dublin Descriptors			Qualification descriptor of the FHEQ	
Qualification framework/act and the Bologna Declaration		The 'University Act 2002' is integrating itself into the reform process of European universities, initiated by the Bologna Declaration in June 1999		The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) is compatible with the qualifications framework set up through the Bologna Process - the Framework for Qualifications of the European Higher Education Area (FQ-EHEA)	
Notation of the Masters Degree	Second cycle qualification			Level 7 qualification (Masters level)	
Type of the Masters degree				- taught degrees - research degrees or - a mixture of both.	- <i>coursework</i> Masters degree programme - <i>research</i> Masters degree programme - <i>professional coursework</i>

					Masters degree programme
Credits		The scope of a degree programme must be indicated exclusively in terms of the credits established under the European Course Credit Transfer System (ECTS)		all learning may be expressed in terms of credit values	There is no uniform national credit system used within Australia
Credits for the Masters Degree	60-120 ECTS credits , with a minimum of 60 credits at the level of the 2nd cycle	Degree Master studies: a minimum workload of 120 ECTS credits	Non-Degree Master studies: do not have any such regulations	Masters qualifications have a minimum total of 90 ECTS credits , From which 60 ECTS credits must be at level 7	
Length of the Masters degree programme				The learning outcomes of most master's degree courses are achieved on the basis of study equivalent to at least one full-time calendar year . Some master's degrees comprise an integrated programme of study spanning several levels where the outcomes are normally achieved through study equivalent to four full-time academic years . The final outcomes of the qualifications themselves meet the expectations of the descriptor for a higher education qualification at level 7 in full, but the studies also include a study period at level 6.	Most Masters degrees require the equivalent of two years of study post the three year Bachelor degree or one year of study post the Bachelor Honours degree or four year (or longer) Bachelor degree. Coursework Masters degrees are often structured in a three to four semester nested arrangement with the Graduate Certificate (one semester) Graduate Diploma (a further semester) and Masters degree (a further two semesters)
Admission		General entrance qualification:	Admission requirements, the	- a bachelor's degree with honours or equivalent	- research-based programmes normally have a research pre-

<p>requirements for Masters degrees</p>		<p>“Admission to a master’s degree programme is conditional on the successful completion of a relevant bachelor’s degree programme, Fachhochschule bachelor’s degree programme or other equivalent programme at a recognised domestic or foreign post-secondary educational institution. Eligibility for admission shall be deemed to be established by proof that this condition is met.”(Universities Act 2002), 64. (5) General university entrance qualifications)</p>	<p>amount of work, scope, standards and the requirements need to be comparable with the admission requirements, the amount of work, scope, standards and the requirements with corresponding Master study programmes in other countries The rectorate is responsible for all decisions on admission.</p>	<p>achievement.</p>	<p>requisite - coursework-based programmes may be accessed more broadly. programmes and entry pathways: - <i>coursework</i> Masters degree programme: a Bachelor degree, a Bachelor Honours degree or a Graduate Diploma - <i>research</i> Masters degree programme: a Bachelor Honours degree or Masters preliminary year, a research-based Graduate Diploma or equivalent research experience - <i>professional</i> coursework Masters degree programme: a relevant qualification and professional experience or extensive relevant professional experience</p>
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III. 2. Guidelines for Master of Science in Osteopathy

Looking throughout the world of osteopathy there are few attempts of building European or international standards for Osteopathic Education. The most concrete proposal is coming from the OSEAN which presents an Educational model for Osteopathic Education.⁸⁰ The Forum for Osteopathic Regulation in Europe (FORE) has launched a “Framework for Standards of Osteopathic Education & Training (EFSOET)”.⁸¹ And the World Osteopathic Health Organisation (WOHO) and the Osteopathic International Alliance (OIA) are planning to present “Guidelines for Basic Training and Safety for Osteopathic Practitioners.”⁸² More details are following in the next three paragraphs.

III. 2. 1. Educational Model for Osteopathic Education - OSEAN

The Osteopathic European Academic Network (OSEAN) is in favour of a full-time osteopathy training programme for persons with no prior medical training, but part-time courses should be available for other health professionals wishing to do the training for osteopathy, or for students in countries where osteopathy is not yet legalized and a previous education is needed to practice osteopathy. “Based on their prior medical training, students of these conversion courses should reach the same level of excellence and the same academic degree as graduates from full time courses. Five years is regarded as a suitable minimum duration for this type of programme.” “The level of a Masters degree is regarded as the academic equivalent of this pursued level of excellence.”(www.osean.com, OSEANs vision of Osteopathic Education).

The most appropriate way for the OSEAN to assure the highest possible quality would be the cooperation with Universities to provide a degree validated programme at an MSc level.⁸³

The WSO and the ESO are both members of the OSEAN and are both already cooperating with universities.⁸⁴

⁸⁰ www.osean.com

⁸¹ www.forewards.eu

⁸² Foresight Newsletter, January – March 2007, Forum for Osteopathic Regulation in Europe, foresecretariat@osteopathy.org.uk, www.forewards.eu, 2007

⁸³ Homepage of the OSEAN, www.osean.com

⁸⁴ Members of the OSEAN.pdf, see Appendix

OSEAN - Educational Model ⁸⁵

The following model depicts a proposed model for Osteopathic Education with parallel steps for part-time and full-time curricula.

Table 2: Educational Model for Osteopathic Education, OSEAN ⁸⁶

Mode of Attendance		Mode of Attendance
FULL TIME		PART TIME
A :Levels (3) BAC Science BAC + PSC Maturity/equivalent	ENTRY REQUIREMENTS	MD, Physiotherapist or equivalent
	PRE-CLINICAL LEVEL	
2 Years Minimum	Level 1 - Level 2 240 credits	1 Year Minimum
	Award: HE Diploma in Health Science	
	CLINICAL LEVEL (+ Level 2 end) Level 3 + Research preparation (Protocol & Presentation) 240 credits	
2 Years Minimum	+ Research preparation (Protocol & Presentation) 240 credits	3 Years Minimum
	Award: BSc (Hons) Osteopathy Academic Qualification (not Professional)	
	PROFESSIONAL YEAR	
	including: Research Clinical Placements Advanced Courses Level M 180 credits	
1 Year Minimum	Clinical Placements Advanced Courses Level M 180 credits	1 Year Minimum
	Award: Professional and Academic Qualification Post-graduate Diploma in Osteopathy (PGDO) or Master of Science in Osteopathy (MSc. Ost)	

⁸⁵ Homepage of the OSEAN, www.osean.com

⁸⁶ Source: www.osean.com

III. 2. 2. World Health Organisation - WHO

The WHO is carrying out a number of core functions as: articulating policy and advocacy positions; producing guidelines and practical tools; developing norms and standards; managing information.⁸⁷

The increasing international importance of osteopathy within the health care system is shown by the interest of the World Health Organisation (WHO). The WHO and the OIA have been assigned by the WHO to develop a factsheet until 2004, with the title 'Guidelines for Basic Training and Safety for Osteopathic Practitioners'. The purpose of the guidelines is to improve patient safety through reaching a consensus on educational standards internationally.⁸⁸

In February 2007 osteopathy and osteopathic physicians came together with WHO officials, Government representatives and other healthcare professionals to ensure that the guidelines reflect the standards required to practise osteopathy safely and competently.

Following the 3 days of meeting there was agreement that osteopathy should be a degree programme of at least 4 years duration, including 1000 hours clinical training.

“Whilst only advisory, it is expected that the guidelines will have some influence over the development of the profession globally, particularly regarding the recognition and regulation of osteopathy. Currently the WHO Secretariat is finalising the guidelines before formal publication at the end of this year or early next. The WHO guidelines will also be subject to discussion at the next FORE meeting.”⁸⁹

The WHO is facilitating the integration of Traditional and Complementary/Alternative Medicine (TM/CAM) into the national health care system by helping member States to develop their own national policies on TM/CAM. Furthermore it is producing guidelines for TM/CAM by developing and providing international standards, technical guidelines and methodologies for research into TM/CAM therapies and products. In addition the WHO is stimulating strategic research into TM/CAM by providing support for clinical research projects on the safety and efficacy of TM/CAM. And it is managing information by acting as clearinghouse to facilitate information exchange on TM/CAM.

⁸⁷ WHO, Traditional Medicine Strategy 2002-2005, www.who.int

⁸⁸ Mayer J., Die Osteopathische Medizin im Aufwind, 2004, *Manuelle Medizin* 6, p.425-426, Springer Verlag

⁸⁹ Foresight Newsletter, January – March 2007, Forum for Osteopathic Regulation in Europe, foresecretariat@osteopathy.org.uk, www.forewards.eu

osteopathy is considered as a form of TM/CAM.⁹⁰

The current development in that field demands that the WHO activities in this area are extended and increased.

The WHO's framework for action is to review the status of TM/CAM globally, and outline the WHO's own role and activities in TM/CAM. The framework aims at enabling TM/CAM to play a far greater role in reducing excess mortality and morbidity, especially among impoverished populations. The strategy incorporates four objectives:

- “1. Policy — Integrate TM/CAM with national health care systems, as appropriate, by developing and implementing national TM/CAM policies and programmes.
2. Safety, efficacy and quality — Promote the safety, efficacy and quality of TM/CAM by expanding the knowledgebase on TM/CAM, and by providing guidance on regulatory and quality assurance standards.
3. Access — Increase the availability and affordability of TM/CAM, as appropriate, with an emphasis on access for poor populations.
3. Rational use — Promote therapeutically sound use of appropriate TM/CAM by providers and consumers.

Implementation of the strategy will initially focus on the first two objectives. Achieving the safety, efficacy and quality objective will provide the necessary foundation for achieving the access and rational use objectives.”⁹¹

^{xx} TM therapies include medication therapies — if they involve use of herbal medicines, animal parts and/or minerals — and nonmedication therapies — if they are carried out primarily without the use of medication, as in the case of acupuncture, manual therapies and spiritual therapies.

WHO therefore defines traditional medicine as including diverse health practices, approaches, knowledge and beliefs incorporating plant, animal, and/or mineral based medicines, spiritual therapies, manual techniques and exercises applied singularly or in combination to maintain well-being, as well as to treat, diagnose or prevent illness.

⁹⁰ WHO – Traditional Medicine Strategies 2002-2005, Geneva, Switzerland, WHO 2002

⁹¹ WHO – Traditional Medicine Strategies 2002-2005, Geneva, Switzerland, WHO 2002

III. 2. 3. Forum for Osteopathic Regulation in Europe - FORE

Framework for Standards of Osteopathic Education & Training (EFSOET) was ratified at the meeting of FORE on the 14th June 2008. It was launched at a formal reception during the French EU Presidency.⁹²

The FORE contributed as well to the development of the WHO basic training guidelines in osteopathy which were due to be published in 2008, but have now been delayed.⁹³

The FORE presents in the EFSOET a listing of topics that should be studied in an osteopathic training programme. The following shows that list:

“i) Scientific and professional underpinning studies:

- Anatomy (gross, functional, integrated, applied, neurological, embryological, histological)
- physiology
- pathology
- neurology/neuroscience
- nutrition
- biochemistry
- peripheral and spinal biomechanics
- principles and philosophy of osteopathy
- palpatory skills and diagnosis
- osteopathic procedures (full range including structural, myofascial and functional)
- interpretation of clinical laboratory techniques
- exercise physiology
- pharmacology
- psychology/psychosomatics
- sociology
- clinic observation
- information and communications technology (ICT) skills
- emergency support skills/first aid
- health studies and other healthcare systems.

ii) Research studies:

- Critical analysis

⁹² www.forewards.eu (by 22.10.2008)

⁹³ Email answer from Sarah Eldred, FORE

- evidence in practice
- research methodology (quantitative and qualitative)
- research ethics
- dissertation/research paper.

iii) Clinical/professional studies:

- Differential and clinical diagnosis and clinical problem solving
- clinical methods and procedures
- case history-taking
- communication skills
- professional ethics
- clinical dietetics
- ergonomics
- gynaecology and obstetrics
- paediatrics and osteopathic care of children
- rheumatology
- orthopaedics and trauma
- osteopathic care of the elderly
- radiological diagnosis and clinical imaging
- dermatology
- osteopathic sports care
- applied clinical osteopathy (full range of osteopathic procedures, including structural, myofascial and functional)
- osteopathic evaluation and patient management (including reflective practice)
- professional practice management (including medico-legal issues and business issues)
- case analysis studies.

iv) Osteopathic clinical practice:

- Closely supervised clinical practice in suitable clinical environment(s) where effective tutoring, monitoring and student assessment can take place.” (EFSOET, FORE) ⁹⁴

Furthermore the FORE defines in its EFSOET some key characteristics for osteopathic graduates. These are the following:

“26. Graduates in osteopathy should be able to demonstrate the qualities of an autonomous

⁹⁴ EFSOET - FORE

patient-focused practitioner who is caring, empathetic, reflective, trustworthy, professional, confident, inquiring, integrative and competent, and who has a high level of practical skills and problem-solving ability. They should possess a highly developed knowledge and clinical ability to integrate multiple factors in taking a comprehensive overall approach to the health needs of the individual, and should exhibit the responsible professional attitudes consistent with being a healthcare practitioner.

27. On the path to developing these characteristics, competent students will have developed core knowledge, understanding and skills, as indicated below, in order to inform patient evaluation and management and to be safe and competent practitioners on graduation.

The outcomes provided in the sections below describe the general expectations of the osteopathic graduate. More detailed capabilities that need to be demonstrated to become registered as an osteopath in a particular country are provided by specific national standards based on the European Framework for Standards of Osteopathic Practice (EFSOP)¹¹.

Knowledge and understanding

28. Graduates will demonstrate a knowledge and understanding of:

Patient-focused care

- the importance of placing patients at the centre of osteopathic care in a therapeutic partnership with the osteopath where they are informed about and contribute to decisions taken about their care.
- the appropriate professional attitude and behaviour consistent with being a healthcare practitioner.

The principles and scientific basis of osteopathy

- osteopathic history and philosophy and its distinctive perspective on healthcare.
- the reciprocal relationship of structure and function that underpins the osteopathic approach to healthcare.
- the relative and absolute contra-indications of osteopathic treatment modalities.
- the range of complexity implicit in the social and psychological contexts of health, and the influence these may have on osteopathic treatment outcomes.
- the role of osteopathic intervention in assisting adaptation of structure and function during disease or periods of ill health.
- principles of health promotion and preventative care.
- the normal structure and function of the major body systems and how they interrelate and vary between individuals.
- the normal changes in structure and function during the stages of growth, development,

maturity, reproduction and ageing.

- how and why structure and function may be compromised and how this may be recognised.
- pharmacology, main categories of drugs used, and their beneficial and adverse effects.
- principles of nutrition and dietetics.
- the application to osteopathy of relevant principles and theories from biomechanics, physics, exercise physiology/science and ergonomics.
- the principles of paediatrics relevant to the safe and effective osteopathic care of children.
- the limitations of medical and osteopathic treatment modalities.

Professionalism

- the appropriate professional attitude and behaviour consistent with being a healthcare practitioner.
- legislation and ethical principles relevant to the practice of osteopathy, and the consequent obligations on the practitioner.
- professional codes of conduct relevant to the practice of osteopathy.
- the ethical principles, values and moral concepts inherent in the practice of osteopathy.
- their own strengths and shortcomings as practitioners, the need to seek help and advice when appropriate, and the need to enhance their skills through self-reflection and continued professional development.
- the principles, safety concerns and relevant national legislative considerations associated with osteopathic care during pregnancy and childbirth.
- the current role played by osteopathy in healthcare nationally and the development of osteopathy in Europe and internationally.
- the context of healthcare delivery today, including the functioning of national healthcare systems and the contribution of other therapies.
- the significance and responsibilities associated with professional registration / regulation
- Interprofessional collaboration.

Skills

29. Graduates will demonstrate the skills necessary to:

Patient-focused care

- act in the patient's best interests.
- integrate relevant high quality research evidence into their approach to diagnosis, treatment and giving advice to patients.
- respect the privacy and dignity of patients, and ensure that patient confidentiality is preserved.

- maintain a professional and rational approach to the osteopathic care of the individual, providing sound justification for decisions and actions.
- make an appropriate risk analysis in determining the most effective and appropriate therapeutic intervention for the benefit of the patient.
- listen effectively to patients.
- be aware of and be sensitive to cultural differences, and avoid prejudicing patient's care due to personal attitudes and beliefs.
- ensure that patients are fully informed in a manner that is understandable for the individual and involve patients in decisions about their care.

Personal and transferable skills

- effectively manage time and resources, and prioritise clinical care.
- draw on a range of verbal and non-verbal skills to relate to patients empathetically.
- communicate effectively by written, electronic and oral means with patients, colleagues and other healthcare practitioners.
- gather, interpret and prioritise effectively large amounts of information, and formulate effective plans and act decisively as a result.

Professionalism

- practise autonomously and work as part of a team.
- organise and manage their practice environment and its human, financial and physical resources.
- manage appropriately their own health and schedule so that it does not impact adversely on patient care.
- recognise that osteopathy is an evolving profession and contribute to its effective representation and development.

Osteopathic examination and diagnostic skills

- take and record a case history which may be clearly understood by others and meet medico-legal requirements.
- sensitively conduct relevant medical and osteopathic clinical examination to assist in the assessment of the patient's physical and mental state.
- determine fine static and dynamic changes in tissues and joint movement by the appropriate use of observation, palpation and motion analysis.
- interpret relevant orthopaedic, neurological and other clinical tests.
- make appropriate referrals for radiographic and other clinical imaging examinations, such as Magnetic Resonance Imaging (MRI), and laboratory tests, and interpret the results of these.

- formulate a differential diagnosis and treatment plan from an osteopathic perspective, dealing appropriately with clinical uncertainty.
- apply effective strategies for clinical reasoning and problem-solving, and use appropriate professional judgement in making decisions.
- make appropriate referrals for and interpret the results of commonly used clinical investigations.
- formulate a prognosis and communicate this effectively to patients.

Osteopathic treatment and management skills

- treat patients safely and effectively, drawing upon an extensive range of osteopathic manual and other techniques.
- identify relative and absolute contra-indications to osteopathic treatment.
- determine when referral of a patient may be required, and effectively manage this referral.
- critically evaluate the risks and outcomes of clinical interventions and treatment, and, where appropriate, use this information to modify the osteopathic care of patients.
- research, audit, monitor and evaluate the outcomes and processes that constitute good osteopathic practice.
- critically interpret research and incorporate it into their own practice.
- advise patients regarding appropriate lifestyle choices including the basis of a healthy diet, appropriate exercise, rest and preventative measures.” (EFOSET, FORE) ⁹⁵

In addition the EFSOET gives also directives for the key elements of a Master’s programme:

“36. Key considerations in designing a Master's programme in osteopathy would be:

- the depth and breadth of the programme of study. This may be achieved by including specific additional Master's level topics or by extending topics already included at bachelor's level. Such topics might include specialist areas of clinical practice, advanced research, development for an educational environment, business and management development, and health policy and strategy development, for example.
- for integrated programmes (as above) the masters’ components should be integrated within the whole programme. This does not preclude earlier parts of a Master's programme being taught together with a corresponding bachelor's programme. For example, the first two years may have modules that are mostly common to both types of programme.
- an appropriate amount of study and assessed work at Master's level that is sufficient to

⁹⁵ EFSOET - FORE

meet the Master's criteria in a particular country. It is suggested that this would require at least the equivalent of one academic year of assessed study at Master's level, and would include a minimum of 90 European Credit Transfer System (ECTS) credits at the second cycle (M) level in the Framework for Qualifications of the EHEA13.

- an emphasis on the application of osteopathy in the professional context.”⁹⁶

For further information see also V. 1.1.1. FORE.

III. 3. Results and Discussion

There are general guidelines, rulings and laws for Master of Science programmes from the respective countries as well as the frameworks from the EHEA that should be considered or developed in every member country until 2010, in order to get European wide standards in academic training. After profound research there is currently no declaration or frameworks existing on a worldwide basis like the Bologna Declaration in Europe. First steps have been taken by the GATS, but opinions about those developments are controversial.

Currently there is only one model specifically for Osteopathic education existing which has been elaborated by the OSEAN. However the “OSEAN recognizes the existing standard that is proposed by the “WHO Guidelines on basic training and safety in osteopathy””. (Homepage of the OSEAN, www.osean.com)

The FORE has presented some guidelines in the EFSOET that are meant to be a guide for national associations for developing osteopathic training standards. Those standards are not meant to overrule any national laws. The guidelines include the topics that an osteopathic training should include as well as the key features that as osteopathic Master programme should include.⁹⁷

The WHO (with the OIA and the WOHO) is developing guidelines for osteopathic training and education but there have been no definitive results yet.

It would be desirable for the future development of osteopathy worldwide to get a core curriculum and core guidelines for the training programmes which are common to all

⁹⁶ EFSOET - FORE

⁹⁷ Website of the FORE, www.forewards.eu

Osteopathic Schools, but always giving the Schools enough freedom for individuality in order not to constrain osteopathic development and diversity.

A common core structure could facilitate international mobility of Osteopathic students and teachers, warranting a minimum of quality standards, being crucial in a health profession for the patient safety. International mobility and the interexchange of knowledge are key features for the further development of the profession.

IV. Comparison of the Osteopathic schools and the “Master of Science in Osteopathy” training programmes

The criteria for comparison of the Osteopathic Schools and the Master of Science in Osteopathy training programmes were chosen first of all referring to the six primary objectives of the Bologna process⁹⁸ and secondly referring to the main features that the different osteopathic institutions and associations are emphasising on for the future development of osteopathy.

The six objectives of the Bologna process are:

- Adoption of a system of easily readable and comparable degrees
- Adoption of a system essentially based on two main cycles
- Establishment of a system of credits
- Promotion of mobility
- Promotion of European cooperation in quality assurance
- Promotion of the European dimensions in higher education

Criteria for comparison of the Osteopathic Schools and the Master of Science in Osteopathy training programmes are the following:

- General information on the Training programmes
- Admission Regulation/Entry Requirements/Application
- Structure of the Training programmes
- Training aims
- Duration of the programme
- Course instructors
- Practical Training
- Training Costs
- Exams, Certificates (Titles, Diplomas, Academic degrees), Recognition, ECTS (European Credit Transfer System) points
- Quality Management

⁹⁸ First Report on the State of Implementation of the Objectives of the Bologna Declaration in Austria 2001, Austrian Federal Ministry of Education, Science and Culture, Vienna, http://www.bologna-berlin2003.de/pdf/Austria_alt.pdf

Each chapter is followed by a summary of the results of the review and a comparative discussion.

IV. 1 General information on the Training programmes

IV. 1. 1 WSO

The WSO in cooperation with the DUK is the only osteopathic school in Austria offering the complete MSc in Osteopathy training programme. The Master training programme is available since the academic year 2005/2006. It is 3 semester of duration.

The MSc course includes:

- 340 training hours in 3 semesters
- 1 course abroad in Maidstone/UK
- 410 practical training hours
- 3 supervisions
- 3 exams
- write and defend the masterthesis, graduation with diploma

90 ECTS points are accredited for the MSc programme⁹⁹

IV. 1. 2 ESO

The ESO is the only osteopathic school in the UK offering the complete MSc in Osteopathy training programme.¹⁰⁰

It offers 2 different types of Master programmes: The Master of Science in Osteopathy and the Integrated Master Degree which includes an undergraduate programme and the Master degree.

The MSc training programme provides¹⁰¹.

- Continuing professional development that is both stimulating and accessible.
- The enhancement of the principles and practice of osteopathy.
- Opportunity to reflect upon and improve practice life, by the provision of a structured programme of assessment and mentorship.
- The skills to pursue a piece of original research of commensurate standard.

⁹⁹ WSO/DUK Folder 2007/2008 Universitätslehrgang, http://www.wso.at/ULG_0708.pdf (25.05.08)

¹⁰⁰ www.eso.ac.uk

¹⁰¹ www.eso.ac.uk

- The enhancement of the UK standing of osteopathy in line with the spirit of the Bologna declaration.

The ESO is aiming to recruit a minimum of 15 students for the MSc programme. There has been considerable interest in the MSc programme but registrations to the programme have been less numerous.¹⁰²

The Integrated Master of Osteopathy a new Master programme was launched by the ESO during the writing of this thesis. It replaces the previously existing BSc.(Hons.) degree programme in osteopathy that will no longer be running¹⁰³

IV. 1. 3 RMIT

The Master of osteopathy programme in combination with the Bachelor of Applied Science (Complementary Medicine - osteopathy) is a first professional qualification in osteopathy and subject to accreditation by the Osteopathic Registration Board.¹⁰⁴

The RMIT offers 2 different types of Master programmes for osteopathy. The Master of Osteopathy, a postgraduate degree by coursework and the Master of Osteopathic Science, a postgraduate degree by research.¹⁰⁵

IV. 1. 4 Results and Discussion

Osteopathy is an emerging profession throughout the world. The WSO and the ESO are the only school in Austria respectively in the UK to provide an entire professional osteopathic training leading to the Master degree.¹⁰⁶¹⁰⁷

While the WSO and the ESO offer one training programme that includes both theoretical as practical training, the RMIT offers 2 different types of Master of Osteopathy training programmes: one training programme done by coursework and the second one by research.

¹⁰² www.eso.ac.uk

¹⁰³ www.eso.ac.uk

¹⁰⁴ Website of the RMIT, Division of osteopathy, www.rmit.edu.au

¹⁰⁵ Website of the RMIT, Division of osteopathy, www.rmit.edu.au

¹⁰⁶ Website of the WSO, www.wso.at

¹⁰⁷ Website of the ESO, www.eso.ac.uk

Concluding from the overview on the Master Degree Guidelines these 2 different types of training programmes both leading to a Master degree are not existing in Austria and in the UK, but only in Australia.

IV. 2 Admission Regulations/Requirements, Introductory course

IV. 2. 1 WSO

At the WSO admitted to the Training Courses for austrian and international students are:

- Physicians (Medical Doctors), Dentists, Physiotherapists, (Ergotherapists and midwives were also admitted until 2008) or students having completed an internationally comparable training¹⁰⁸ and in addition a basic osteopathic training with a minimum 1100 teaching units over a period of at least 4 years.¹⁰⁹
- Graduates of a full-time training course in osteopathy with a minimum of 4500 teaching units in at least 4 years and with practical experience of at least 3 years. *

*Subject to the acceptance of the senat of the Danube University-Krems¹¹⁰

Starting of the course is each year in autumn. The admission is effected basically through qualifications and the chronological order of the registration. Afterwards a personal interview is held. After obtaining the application and the interview, the applicant gets informed if he is fulfilling all entry requirements. He then obtains the notification for a university place. The applicant must then register online at the Donau-Uni-Krems and receives the registration number (Student ID).^{111 112}

IV. 2. 2 ESO

Admission requirements at the ESO are:¹¹³

- All candidates must be fluent in both written and spoken English.
- Candidates are expected to provide at least one of the following:
 - * A formal qualification in osteopathic training is sufficient to allow entry to practice life. E.g. Diploma in osteopathy, BSc in osteopathy etc.

¹⁰⁸ WSO/DUK Folder 2007/2008 Universitätslehrgang, http://www.wso.at/ULG_0708.pdf (25.05.08)

¹⁰⁹ WSO/DUK Folder 2007/2008 Universitätslehrgang, http://www.wso.at/ULG_0708.pdf (25.05.08)

¹¹⁰ WSO/DUK Folder 2007/2008 Universitätslehrgang, http://www.wso.at/ULG_0708.pdf (25.05.08)

¹¹¹ WSO/DUK Folder 2007/2008 Universitätslehrgang, http://www.wso.at/ULG_0708.pdf (25.05.08)

¹¹² Application form – WSO, see Appendix for Bewerbungsbogen Universitätslehrgang Osteopathie MSc

¹¹³ Website of the ESO, www.eso.ac.uk

* Membership for at least 2 years of a statutory osteopathic professional body, thereby permitting osteopathic practice. E.g. in the UK, membership of the General Osteopathic Council.

Additionally, in order to satisfy entry requirements, each student must be working within an established osteopathic practice for at least 2 days per week. (An established practice will be one that has been in operation for at least 6 months if the osteopath has been working alone, or at least 2 years if the osteopath is working as an assistant. The practice will generate for the student a minimum of 10 patients per week of which 1 will be a new patient.)¹¹⁴

IV. 2. 3 RMIT

At the RMIT the Bachelor of Applied Science (Complementary Medicine—osteopathy) is the standard entry requirement for the Master of Science in Osteopathy training programme.¹¹⁵

Students who have completed another programme and claim equivalence to the Bachelor of Applied Science (Complementary Medicine—osteopathy) would be required to pass a clinical competence examination and other examinations as deemed necessary, to establish that they were at an equivalent standard to articulating RMIT students.

Applications for postgraduate coursework programmes are accepted twice a year. Due by:

10th November each year (Semester 2)

31st May each year (Semester 2/Midyear entry)

But applications will be accepted until all places have been filled. Applicants are encouraged to lodge their application early. Application for Overseas students is continuous. The Application is done directly via the Application Form (see Appendix for Contact details).¹¹⁶

International student need to prove in addition their linguistic proficiency with one of the following certificates:

- IELTS - 6.5+ (no band less than 6.0)
- TOEFL - Paper Based = 580+ (TWE 4.5+)
- TOEFL - Computer Based = 237+ (TWE 4.5+)
- REW - English for Academic Purposes Advanced 1 & 2^{117 118}

¹¹⁴ Website of the ESO, www.eso.ac.uk

¹¹⁵ Website of the RMIT, Division of osteopathy, www.rmit.edu.au

¹¹⁶ Website of the RMIT, Division of osteopathy, www.rmit.edu.au

¹¹⁷ Website of the RMIT, Division of osteopathy, www.rmit.edu.au

¹¹⁸ RMIT Application Form, RMIT University

IV. 2. 4 Results and Discussion

The RMIT is the only of the three Schools requiring an additional examination if students have completed another programme than the Bachelor of Applied Science in Osteopathy, whereas the ESO and the WSO accept certain previous training in osteopathy or a definite previous practical experience. While the entrance requirements for the Master of Science in Osteopathy at the WSO seem to be least of all the 3 Schools, it is the only School to require a previous professional training before being able to start the Bachelor programme.

The RMIT is the only university that schedules a midyear intake aswell.

The WSO has no defined language requirements whereas the ESO and the RMIT do have a defined required linguistic proficiency.

IV. 3 Structure of the Training Programmes

IV. 3. 1 WSO

Table 3: Overview of the Curriculum at the WSO ¹¹⁹

Subjects	Number of semester periods	Teaching units	ECTS points
A. Subjects	22,67	340	50
Basic medical principles: Embryology, Physiology, Principles of Holistic Medicine, Paediatrics	2	30	4
Osteopathic Techniques: Structural Techniques, Soft-Tissue-Techniques, Cranial Techniques, Visceral Techniques, Fluid Techniques	10,30	155	24
Osteopathic diagnosis and treatment: Clinical osteopathy, Pathology, Case History, Orthopaedical Tests, Neurological Tests, Differential Diagnosis, Concept of Treatment	7	107	15
Professional Skills: Handling with patients, Scientific Work	3,33	50	7
B. Practical	27,33	410	20
Each student must work with osteopathy for at least 410 hours in an existing practice during the training course. The reflexion and analysis of that practical is done by 3 supervised treatments, written case studies and in 'reflexion' groups during the course.			
C. Masterthesis			20
Total	50	750	90

¹¹⁹ Verordnung der Donau-Universität Krems über die Einrichtung und den Studienplan (stand Mai 2005) des Universitätslehrganges „Osteopathie“ mit dem Abschluss Master of Science (Osteopathie) – MSc, 2005 / Nr. 18 vom 03. Mai 2005, Für das Rektorat Ao. Univ.-Prof. Dr. Ada Pellert, Vizerektorin für Lehre und Weiterbildung, translated by the author

One Teaching Unit equals 45 min. 750 teaching units equal 50 semester hours.

Some of the subjects can be taken partly as correspondence courses.¹²⁰

IV. 3. 2 ESO

The course programme at the ESO is divided in 2 parts. Part 1 is modular and part 2 is the dissertation. Most of the part 1 modules can be taken as free-standing entities.¹²¹

“Part 1

This part requires our students to complete a total of four modules (2 compulsory and 2 optional). The compulsory modules include: **Advanced pathophysiology & neuroanatomy (15 credits)**

Provides an update on these osteopathically essential topics **Assessed clinical practice development (75 credits)**

This interactive module allows students to develop clinical and practice based skills under the mentorship of an experienced osteopath.

The optional modules include: **Osteopathic education (15 credits)**

This is an invaluable module for any osteopath who is or wants to be actively involved in teaching.

Urogynaecological approach in osteopathy (15 credits)

Provides an insight into the part played by urogynaecological techniques in osteopathic treatment.

Advanced osteopathic integration (15 credits)

This module will enable you to develop new understandings of the integration of physiology, anatomy, biomechanics and osteopathy.

Somato-emotional Release (15 credits)

Students are guided through this interesting aspect of osteopathic healthcare that is often misunderstood or ignored. This module will provide you with totally new concepts to incorporate into your provision of osteopathic healthcare

¹²⁰ Verordnung der Donau-Universität Krems über die Einrichtung und den Studienplan (stand Mai 2005) des Universitätslehrganges „Osteopathie“ mit dem Abschluss Master of Science (Osteopathie) – MSc, 2005 / Nr. 18 vom 03. Mai 2005, Für das Rektorat Ao. Univ.-Prof. Dr. Ada Pellert, Vizerektorin für Lehre und Weiterbildung, translated by the author, see Appendix for the original

¹²¹ Msc osteopathy prospectus, ESO, www.eso.ac.uk

Part 2

Research based dissertation (60 credits)

In order to develop our students' skills to produce a research dissertation at an MSc level, included within this module is a 30 hour study programme in:

Data Processing

Statistics

Research Method

This is an ideal opportunity for those practitioners who were not required to complete any formal training in research to enhance their research capabilities.

For students who have completed a BSc or other degree requiring a research component the revision and further development of this knowledge will prove invaluable both in the present course and later.

Part 1 of the programme will be delivered in blocks of 2-3 days throughout the first year. These seminar blocks will run approximately once every month from Friday to Sunday (dependent on your selection).

Part 2 of the programme will concern the research dissertation and is completed in your own time.

The associated classroom based teaching will be run in part 1 to provide you with an early insight in to such things as critical analysis.”(Msc osteopathy prospectus, ESO, www.eso.ac.uk)¹²²

IV. 3. 3 RMIT

Table 4: Overview of the curriculum, Year 1, RMIT¹²³

YEAR 1

Course Code	Course Title	Credit Points	Pre/co requisites
REHA2119	Osteopathic Clinical Practice and Research 1	12	
REHA2120	Osteopathic Diagnosis and Technique 1	12	
MEDS2072	Clinical Medicine 1	12	
MATH2125	Research Methods – Manual Medicine	12	
REHA2121	Osteopathic Clinical Practice and Research 2	24	REHA2119
REHA2122	Osteopathic Diagnosis and Technique 2	12	REHA2120
MEDS2073	Clinical Medicine 2	12	MEDS2072

¹²² www.eso.ac.uk

¹²³ Source: www.rmit.edu.au/osteopathy

Table 5: Overview of the curriculum, Year 2, RMIT ¹²⁴

YEAR 2

Course Code	Course Title	Credit Points	Pre/co requisites
REHA2123	Osteopathic Clinical Practice and Research 3	24	REHA2121
REHA2124	Osteopathic Diagnosis and Technique 3	12	REHA2122
MEDS2074	Clinical Medicine 3	12	MEDS2073
REHA2125	Osteopathic Clinical Practice and Research 4	24	REHA2123
REHA2126	Osteopathic Diagnosis and Technique 4	12	REHA2124
MEDS2075	Clinical Medicine 4	12	MEDS2074

All courses must be successfully completed to graduate and to be eligible for registration as an osteopath (subject to external accreditation)

IV. 3. 4 Results and Discussion

The three Schools have in common that they all provide theoretical and practical osteopathic training and all three Master programmes require a dissertation at the end of the programme. The detailed comparison of the practical training follows at IV. 7. The ESO offers optional training modules where students can choose between 4 optional modules, which is not the case at the WSO nor at the RMIT.

While the programme of the RMIT and the WSO is similar, both having compulsory courses about: Clinical medicine, Osteopathic techniques, Osteopathic diagnosis and treatment and scientific research. The ESO offers advanced pathophysiology and neuroanatomy being compulsory for the clinical medicine part and offers more clinical medicine in the optional modals as Advanced Osteopathic integration. The ESO is offering like the WSO and the RMIT courses for the dissertation.

It goes beyond the aim of this thesis to make a more detailed comparison of the exact contents of the curricula of the different Schools.

¹²⁴ Source: www.rmit.edu.au/osteopathy

IV. 4 Training Aims

IV. 4. 1 WSO

The aim of the Master of Science in Osteopathy training programme at the WSO is to present a broad picture of osteopathy in every respect – from the latest state of the medical knowledge and current research, detailed medical background knowledge to specific techniques in the cranial and visceral field.

Key aspects of the programme are:

- Consolidation and Integration of the repertoire of osteopathic techniques
- Osteopathic diagnostical assessment and differential diagnosis
- Osteopathic treatment models
- Reflections upon the own practice
- Scientific working and Masterthesis^{125 126}

IV. 4. 2 ESO

The aim of the MSc programme at the ESO is to:

- Provide a formal framework for continuing professional development (which is anticipated will eventually become a requirement for all osteopaths in order to retain their state licence to practice) and, hence, provide an educational infrastructure similar to those professions that have already developed in this way.
- Enhance the scientific knowledge and skills of individual osteopaths for both practice and professional development.
- Advance understanding of the underlying principles, procedures and practice of osteopathy.
- Enable individual competences necessary for students to undertake original research of a pure or applied nature. Both the School and its partner institutions believe that it is vital for research to underpin education and inform approaches to practice in the future.
- Establish good educational practices in the teaching and clinical environment in the postgraduate study of osteopathy and enable teachers of osteopathy to formalise their skills and knowledge.

¹²⁵ WSO/DUK Folder 2007/2008, Universitätslehrgang, http://www.wso.at/ULG_0708.pdf (25.05.08)

¹²⁶ Verordnung der Donau-Universität Krems über die Einrichtung und den Studienplan (stand Mai 2005) des Universitätslehrganges „Osteopathie“ mit dem Abschluss Master of Science (Osteopathie) – MSc, 2005 / Nr. 18 vom 03. Mai 2005, Für das Rektorat Ao. Univ.-Prof. Dr. Ada Pellert, Vizerektorin für Lehre und Weiterbildung

- Inform and improve osteopathic teaching based on accumulated research findings.¹²⁷

IV. 4. 3. RMIT

Information on training aims is not available at the RMIT.

IV. 4. 4 Results and Discussion

The stated aims of the Masters training programmes of the WSO and the ESO seem very similar in content. One difference is that the ESO focuses also on osteopathic teaching practices.

The RMIT has not stated any programme aims.

The stated aims are downloaded from the respective homepages.

IV. 5 Duration of the programme

IV. 5. 1 WSO

The MSc Osteopathy training programme is a part-time training programme with a duration of 3 semesters including 750 training hours. The course takes place in block seminars. A minimum attendance of 80% is required. It is not intended to take a break during the Master of Science course.¹²⁸

IV. 5. 2 ESO

The MSc Osteopathy Degree is a full-time practice based programme that can be completed in a minimum of 1 year and a maximum of 3 years.

IV. 5. 3 RMIT

The MSc Osteopathy Degree is a 2 years full-time programme. It is the final part of a five-year pre-professional qualification. The prerequisite is the 3-year BAppSc(Complementary Medicine)-osteopathy.¹²⁹

¹²⁷ www.eso.ac.uk

¹²⁸ Postgradualer Universitätslehrgang für Osteopathie - Informationen für Interessenten, www.wso.at

¹²⁹ RMIT University Webpage, osteopathy

Table 6: Length and Type of the Master of Science in Osteopathy programmes

	Length of the programme	Type of programme
WSO	1,5 years	part-time
ESO	1-3 years	full-time
RMIT	2 years	full-time

IV. 5. 4 Results and Discussion

The ESO and the RMIT both provide a full-time programme whereas the WSO provides a part-time training programme. Even though the programme at the WSO lasts only 1,5 years whereas the training at the RMIT takes 2 years and at the ESO between 1 and 3 years.

IV. 6 Course Instructors

IV. 6. 1 WSO

The course instructors at the WSO are except lecturers in basic medical subjects all graduated Osteopaths from different countries worldwide. They all have many years of experience which goes into their training. Through this diversity the WSO provides a broad aspect of osteopathy.¹³⁰ There are more than 20 teachers teaching in the MSc programme at the WSO. Clinic tutors are not included in that listing.

IV. 6. 2 ESO

At the ESO there are in both the MSc programme in osteopathy and the Integrated Master programme more than 40 teachers teaching.¹³¹ The list of teaching staff teaching in the MSc in Osteopathy programme comprises also 19 clinic tutors.

IV. 6. 3 RMIT

At the RMIT there are more than 10 teachers teaching in the MSc programme.¹³² The information on the subject taught by each teacher was not provided.

¹³⁰ The list of teaching staff at the WSO was provided by Martina Lehner and Gudrun Matthiaschitz, Office management, WSO and can be found in the Appendix:Part 3

¹³¹ This list was provided by Dr. Paula Fletcher , BSc, PhD, from the ESO and can be found in the Appendix:Part 3

¹³² The list was provided by Dr Ray Myers (RMIT) and can be found in the Appendix:Part 3

IV. 6. 4 Results and Discussion

Comparing the listings of teachers of the Master of Science programmes one can see that the WSO has a big amount of international teachers. This might be due to the fact that osteopathy was introduced in Austria much later than in the UK and Australia therefore international teachers with long practice and teaching experience is the only way to provide a high quality education.

Comparing the number of teachers, the ESO has the biggest number of teachers, followed by the WSO, whereas the RMIT has much less. There are 11 teachers at the RMIT teaching in the MSc programme compared to more than 20 at the WSO and more than 40 at the ESO. But the listing of the teachers teaching at the ESO in the MSc in Osteopathy comprises also 19 clinic tutors, which is not the case for the list of the WSO and the RMIT. Taking this fact into account, there is approximately the same number of teaching staff in the MSc in Osteopathy programme in both the ESO and the WSO. A comparison of the number of teachers instructing in each single subject could not be drawn as the information on the taught subject could not be found out for every teacher.

One could presume that the more different teachers and the more teachers with different background are lecturing at one school the broader is the bandwidth of osteopathy the school offers. On the other hand one could think that the cooperation between student and teacher can be better if the students are accompanied through the whole training by a few teachers that know the students and their level of skills and can therefore perfectly adopt the teaching.

IV. 7 Practical training

IV. 7. 1 WSO

At the WSO students have to follow 410 practical hours and do 3 supervised treatments.

Since autumn 2008 students of the 4th, 5th and 6th year of the Osteopathic treatment need to assist at „clinical afternoons“ held in a Viennese private clinic (Wiener Privatklinik), where a patient is treated by one student of the 4th, of the 5th and of the 6th year supervised by a clinic tutor, which are qualified practitioners.¹³³

The teaching clinic is at: Wiener Privatklinik, Pelikangasse 15, 1090 Vienna.

¹³³ Website of the WSO, www.wso.at

Fees for patients for one treatment are 30€. ¹³⁴

IV. 7. 2 ESO

At the ESO students have to follow the module called “Assessed clinical practice development” with an amount of 75 credits. This interactive module allows students to develop clinical and practice based skills under the mentorship of an experienced osteopath. ¹³⁵

At the ESO Clinic 3rd and 4th year students treat patients under the strict supervision of a clinic tutor, which is a fully qualified, experienced, GOsC registered osteopaths. This includes taking case histories and applying actual osteopathic treatment. ¹³⁶

The ESO Clinic is at: 104 Tonbridge Road, Maidstone, Kent ME16 8SL

Fees for patients are: £22 (24,6€) for new patients (1h20mins); £16 (17,9€) daytime and £18 (20,1€) evening for returning patients (40mins) ¹³⁷

IV. 7. 3 RMIT

The Course has a large practical component, with much learning taking place in the teaching Clinics at Bundoora and in the City. Students observe treatments and learn Clinic management skills, progressing in the 3rd, 4th and 5th years to treating clinic patients under the supervision of qualified practitioners. ¹³⁸ Students are required to do 38 weeks of clinical practice at the RMIT teaching clinic as part of the Osteopathic Clinical Practice and Research courses. In addition the clinic is also a research facility investigating the effectiveness of osteopathic care. ¹³⁹

The Teaching clinic is at: RMIT Bundoora East Campus, Building 251, Plenty Road, Bundoora. ¹⁴⁰

The Teaching clinic offers quality care for RMIT students, staff and the general public. Fees for patients are heavily discounted from those of non-teaching clinics. New patients pay \$25,

¹³⁴ Website of the WSO, www.wso.at

¹³⁵ MSc osteopathy prospectus – ESO, www.eso.ac.uk

¹³⁶ Website from the ESO - www.eso.ac.uk

¹³⁷ Website from the ESO - www.eso.ac.uk/clinic-welcome

¹³⁸ Website of the RMIT, Division of osteopathy, www.rmit.edu.au

¹³⁹ Website of the RMIT, Division of osteopathy, www.rmit.edu.au

¹⁴⁰ Website of the RMIT, Division of osteopathy, www.rmit.edu.au

Return patients: \$20. There are concessions (pension, health care card, full time students): new patients pay: \$15, Return patients: \$10.¹⁴¹

IV. 7. 4 Results and Discussion

Both the ESO and the RMIT are providing a teaching clinic where students have to work during their osteopathic training, this is not the case at the WSO. At the WSO students have to do three supervisions supervised by an Osteopath. Although since autumn 2008 students of the WSO have to do clinical afternoons in a private clinic in Vienna under the supervision of a clinic tutor.

Thus the amount of practical training was more at the RMIT and the ESO then at the WSO where only 3 supervisions were scheduled in the curriculum. Having seen the need of more practical training also the WSO has introduced practical training in a clinic. But students starting the training at the WSO do have to have a previous professional qualification and the study is only a part-time study which provides the student the possibility and the need to introduce osteopathy in the current professional practice and get the practical training in that way.

IV. 8 Training costs

IV. 8. 1 WSO

Training costs for the 3 semester part-time course are € 6.800 (including examination fees). Training fees are due by the beginning of the course. Part payment respectively at the beginning of the semesters with 3 rates (2.300, 2.300, 2.200) is possible on request.¹⁴²

If exceeding the duration of 3 semesters, the current fee for an additional semester is € 50.

Fees include training costs, fees for training manuals and the Student Service Card.

Fees do not include travel cost and board and lodging costs.¹⁴³

IV. 8. 2 ESO

Full-time programme fees for 2008-2009 are £5.850 (€ 6.554)

A thesis presentation and completion fee of £350 (€ 392) per year will be charged for students not completing within the standard programme length. If students require extra supervisory support, an additional fee will be charged.¹⁴⁴

¹⁴¹ Website of the RMIT, Division of osteopathy, www.rmit.edu.au

¹⁴² Postgradualer Universitätslehrgang für Osteopathie - Informationen für Interessenten, www.wso.at

¹⁴³ Postgradualer Universitätslehrgang für Osteopathie - Informationen für Interessenten, www.wso.at

International Student Fees for 2008-2009 for Postgraduate Programmes are: £8.900 (€ 9.971)

An international student registering for a postgraduate programme within two years of completing a degree at the University of Greenwich is eligible for a 10 per cent reduction on the postgraduate tuition fee.¹⁴⁵

IV. 8. 3 RMIT

Fees for 2008: \$30.720 (€ 18.806) total programme cost for Australian students.¹⁴⁶

\$ 41.280 (€ 25.271) total programme cost for Overseas students.¹⁴⁷

The prices quoted are total programme prices at 2008. Tuition fees are subject to annual adjustment and are not fixed for the duration of the study. Changes to fees are applied from 1 January each year.¹⁴⁸

Programmes by coursework as the Master of Osteopathy are offered on a Fee Paying Places (FPP). A limited number of coursework programmes have Commonwealth Supported Places (CSP). FPP students are required to pay the complete cost of their programme. Students offered a Fee Paying Place may be eligible for the FEE-HELP (FEE-Higher Education Loan Programme) scheme, which enables eligible fee paying students to obtain an interest-free loan up to a maximum of \$80.000 from the Commonwealth Government to pay all or part of their tuition fees.¹⁴⁹

Table 7: Fees of the Master of Science in Osteopathy training programmes

	Fees/semester (in Euro)	Total programme fees
WSO	2.267	6.800
ESO	3.277 *	6.554
RMIT	4.701	18.806

* if considering that the course is completed in 1 year

Currencies have been converted into Euro to facilitate the comparison (with the respective exchange ratio by May 2009)

¹⁴⁴ University of Greenwich, Student Information, Tuition fees 2008-2009, <http://www.gre.ac.uk/students/finance/postgrad/fees>

¹⁴⁵ University of Greenwich, Student Information, Tuition fees 2008-2009, <http://www.gre.ac.uk/students/finance/postgrad/fees>

¹⁴⁶ Website of the RMIT, Division of osteopathy, www.rmit.edu.au

¹⁴⁷ Website of the RMIT, Division of osteopathy, www.rmit.edu.au

¹⁴⁸ Website of the RMIT, Division of osteopathy, www.rmit.edu.au

¹⁴⁹ Website of the RMIT, Division of osteopathy, www.rmit.edu.au

IV. 8. 4 Results and Discussion

The training at the WSO costs 6.800 € for 3 semester part-time. Equals 2.267 € per semester. At the ESO 6.554 € for 2 – 6 semester full-time, equals 3.277 € per semester (considering that the course can be completed in 1 year time) and 18.806 € for 4 semester full-time at the RMIT, equalling 4.701 € per semester.

Comparing the entire study programmes of the universities, the training course offered by the RMIT is the most expensive. Comparing the costs per semester the costs at the RMIT are still the highest but the difference is not that big anymore. If considering that a student finishes the course in the minimum amount of time, the training at the ESO is the less expensive with a minimum required duration of 2 semesters.

IV. 9 Exams, Certificates (Titles, Diplomas, Academic Degrees), Credit points and ECTS (European Credit Transfer System) points

The following is a survey of the examinations that the different MSc in Osteopathy programmes include, the amount of credit points that are accorded to the courses and the certificates awarded after completion of it.

IV. 9. 1 WSO

Examinations in the Master of Science in Osteopathy training programme:

1. Osteopathic diagnosis and treatment (in front of the board of examinations)
2. Clinical osteopathy – Theory
3. Clinical osteopathy – Tests
4. Writing of the Thesis in English and defending the Thesis (also possible in german)¹⁵⁰

Admitted to the defence of the Thesis are only students that passed the previously mentioned examinations and whose Thesis was positively evaluated.¹⁵¹

The whole training courses end with the academic title “Master of Science (osteopathy)”. In addition, the WSO confers the title “D.O.” (“Diplom-Osteopath”). The title is attached at the

¹⁵⁰ WSO/DUK Folder 2007/2008 Universitätslehrgang, http://www.wso.at/ULG_0708.pdf (25.05.08)

¹⁵¹ Verordnung der Donau-Universität Krems über die Einrichtung und den Studienplan (stand Mai 2005) des Universitätslehrganges „Osteopathie“ mit dem Abschluss Master of Science (Osteopathie) – MSc, 2005 / Nr. 18 vom 03. Mai 2005, Für das Rektorat Ao. Univ.-Prof. Dr. Ada Pellert, Vizerektorin für Lehre und Weiterbildung

end of the name.¹⁵² Because of cross national agreements, the academic degree MSc acquired in Austria can also be held in Germany.¹⁵³

The title D.O. (diplomierter Osteopath, licenced osteopath) and the Master of Science in Osteopathy are at current time not subject to legal regulations in Austria and are therefore not recognized. The current Master of Science in Osteopathy is an irregular study at the DUK which is a university for training courses for continuing education.¹⁵⁴

The course at the WSO/DUK is accorded 90 ECTS point. 50 points for the clinical subjects, 20 points for the practical training and another 20 points for the dissertation.¹⁵⁵

IV. 9. 2 ESO

The ESO provides 2 types of Master programmes:

- The MSc in Osteopathy course at the ESO: it is accorded 180 UK credit points (equals 90 ECTS points) in total. 90 points for the 2 compulsory modules, 15 point for each of the 2 optional modules and 60 points for the dissertation.

and

- The Integrated Masters programme: it is accorded 480 UK points (equals 240 ECTS points) in total from which 120 (equal 60) are accorded for the Master part.

20 UK credits are equivalent to 10 ECTS points.¹⁵⁶

The MSc Osteopathy recruits approximately 14 students per annum. The Integrated Masters recruits approx 70 students per annum.¹⁵⁷

As regards the assessments that the students need to pass, for the MSc there are 4 taught modules. For each of these there are two assessments - these can be two 5000 word essays or one essay and a practical exam or a theory exam. There is also a mentor assessment i.e. an assessment from a senior practitioner who works with the student in their osteopathic practice.

¹⁵² Postgradualer Universitätslehrgang für Osteopathie - Informationen für Interessenten, www.wso.at

¹⁵³ WSO/DUK Folder 2007/2008 Universitätslehrgang, http://www.wso.at/ULG_0708.pdf (25.05.08)

¹⁵⁴ Verordnung der Donau-Universität Krems über die Einrichtung und den Studienplan (stand Mai 2005) des Universitätslehrganges „Osteopathie“ mit dem Abschluss Master of Science (Osteopathie) – MSc, 2005 / Nr. 18 vom 03. Mai 2005, Für das Rektorat Ao. Univ.-Prof. Dr. Ada Pellert, Vizerektorin für Lehre und Weiterbildung

¹⁵⁵ Verordnung der Donau-Universität Krems über die Einrichtung und den Studienplan (stand Mai 2005) des Universitätslehrganges „Osteopathie“ mit dem Abschluss Master of Science (Osteopathie) – MSc, 2005 / Nr. 18 vom 03. Mai 2005, Für das Rektorat Ao. Univ.-Prof. Dr. Ada Pellert, Vizerektorin für Lehre und Weiterbildung

¹⁵⁶ Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education in England, August 2008, published by the Quality Assurance Agency for Higher Education 2008, www.qaa.ac.uk

¹⁵⁷ Website of the ESO, www.eso.ac.uk

The students also have to prepare a reflective portfolio on their development through the course and present a Case History on a challenging case.¹⁵⁸

There is a Research Dissertation for which there are rigorous guidelines and a word limit depending upon the type of dissertation selected.¹⁵⁹

Regarding the Integrated Masters there are 4 years of training with a large number of assessments. Over the whole programme there are 20 modules. For each of the modules there will usually be 2 or 3 essays or small project work plus theory and or practical exams. In the 3rd and 4th years there are also clinical assessments with new and returning patients. Finally there is a Research dissertation for which there are guidelines and a word limit depending on the type of dissertation undertaken.¹⁶⁰

Graduates of the ESO must register with the General Osteopathic Council (GOsC) of the UK in order to practice in the UK.¹⁶¹

IV. 9. 3 RMIT

The title acquired at the RMIT in Australia is fully recognized by the registration board and graduates can register to practice in all the States and Territories in Australia without sitting any further examinations.¹⁶²

The course at the RMIT consists in 144 points for the Master of Osteopathy.¹⁶³

30 ECTS points are equivalent to 48 RMIT credits, 1ECTS = 1,6 RMIT credits.¹⁶⁴ 144 points equal 90 ECTS points.

Assessment is ongoing throughout the semester and may include examinations, essays/reports, oral class presentations, group projects, research projects, laboratory projects and practical assignments, Objective Clinical Examinations (OSCE) and clinical practice examinations.¹⁶⁵

¹⁵⁸ Email from Dr. Paula Fletcher , BSc, PhD, from the ESO

¹⁵⁹ Email from Dr. Paula Fletcher , BSc, PhD, from the ESO

¹⁶⁰ Email from Dr. Paula Fletcher , BSc, PhD, from the ESO

¹⁶¹ General Osteopathic Council (GOsC) Webpage, www.osteopathy.org.uk

¹⁶² RMIT Webpage, Master of osteopathy, <http://www.rmit.edu.au>

¹⁶³ RMIT Webpage, Master of osteopathy,

<http://www.rmit.edu.au/browse;ID=MC146;STATUS=A?QRY=master%20of%20osteopathy&STYPE=ENTIRE>

¹⁶⁴ Study abroad Institutions, Aarhus School of Business, Melbourne, Australia,

<http://studyabroad.asb.dk/institutions.aspx?period=66&study=&language=&type=&institution=AU0007>

¹⁶⁵ RMIT Webpage, Master of osteopathy,

<http://www.rmit.edu.au/browse;ID=MC146;STATUS=A?QRY=master%20of%20osteopathy&STYPE=ENTIRE>

IV. 9. 4 Results and Discussion

At the WSO the oral and practical exams of the Master of Science programme are held once a year at the end of the second semester in front of the examination board. After passing those examinations the student can submit the dissertation. At the ESO, for the MSc in Osteopathy, students need to pass 2 examinations for each of the 4 taught modules and in addition one mentor assessment. Furthermore a student at the ESO needs to prepare a research dissertation. For the Integrated Masters programme there is a large number of exams ongoing throughout the semester, clinical assessments and also a research dissertation in the end of the training. At the RMIT the exams are as well ongoing throughout the semester and consist in a variation of different types of exams. Comparing the examination situation at the 3 schools it seems that the MSc in Osteopathy at the WSO and at the ESO have similar examinations compared to the new Integrated Master from the ESO and the MSc in Osteopathy from the RMIT that seem to be similar. But the MSc in Osteopathy at the RMIT doesn't include the writing of a dissertation. This is subject to the Master of Osteopathic Science by Research that is also available at the RMIT.¹⁶⁶

As regards the credit points, converting all points accorded to the MSc in Osteopathy courses at the 3 Schools, the courses at the WSO/DUK, the ESO and the RMIT consist in an equivalent of 90 ECTS points. This should mean that the workload for all 3 different training programmes is the same.

At first sight it is not entirely understandable how the number of ECTS points at the WSO can be the same then at the ESO and the RMIT if the course at the WSO is only 3 semester part-time while the courses at the ESO and the RMIT are 2-6 respectively 4 semester full-time. As 1 ECTS point is defined as a workload of 25 hours. It is only understandable if one considers that a part-time university programme requires more self-study between the course units and those hours of self-study are counted in the total work load. This is also included in the definition of the ECTS which says that 1 academic year equals 60 credits, with the decisive factor being the workload of an average student with hours in attendance and all other work items in connection with a course.

¹⁶⁶ RMIT Webpage, Master of osteopathy, <http://www.rmit.edu.au>

IV. 10 Quality management

Currently the Quality Assurance in the field of Higher Education is undergoing a dynamic development throughout the world. Most active on an international basis is the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). The European Association for Quality Assurance in Higher Education (ENQA) is responsible on a European wide level.

The European Association for Quality Assurance in Higher Education (ENQA) has released standards and guidelines for Quality Assurance in the EHEA. Amongst others this documents contains European standards and guidelines for internal quality assurance within higher education institutions and European standards and guidelines for external quality assurance within higher education institutions. The former includes: Policy and procedures for quality assurance, Approval, monitoring and periodic review of programmes and awards, Institutions Assessment of students, Quality assurance of teaching staff, Learning resources and student support, Information systems, Public information. The latter includes: Use of internal quality assurance procedures, Development of external quality assurance processes, Criteria for decisions, Processes fit for purpose, Reporting, Follow-up procedures, Periodic reviews, System-wide analyses.¹⁶⁷ For a more detailed explanation on the different subjects see the “Standards and guidelines for Quality Assurance in the EHEA” in the Appendix.

The following is a presentation of Quality Assurance procedures introduced at the WSO, the ESO and the RMIT.

IV. 10. 1 WSO

In Austria the Universities Act 2002 is committing the universities to introduce their own quality management systems in order to assure quality and the attainment of their objectives. Subject of an evaluation is the university’s duties and the entire spectrum of its services. The services of the scientific and artistic university staff shall be evaluated at least every five years. Evaluations have to be conducted according to international evaluation standards. Internal and external evaluations should take place.^{168 169}

¹⁶⁷ Standards and guidelines for Quality Assurance in the EHEA, European Association for Quality Assurance in the Higher Education

¹⁶⁸ Higher Education in Austria, Ingrid Wadsack, Heinz Kasparovsky, Juli 2004, Federal Ministry of Education, Science and Culture

¹⁶⁹ Universities Act 2002

At the WSO the quality of the study programme is constantly evaluated from the beginning of the programme. Two types of evaluation are used: internal and external evaluation.¹⁷⁰

Internal evaluation of the teaching staff and the curriculum is done through anonymous questionnaire to the students and meetings of the teaching staff, where contents of the curriculum are discussed, leading to a better coordination of the courses.

External evaluation is done through a scientific advisory council that evaluates all aspects of the study programme: the organisation and the realisation of improvements shown through deficiencies, Evaluation of curriculum contents and referees at the end of the study programme through the scientific advisory council and thereupon further development of the curriculum. (01.07.07)^{171 172}

IV. 10. 2 ESO

The Master of Science in Osteopathy provided by the ESO is approved by the University of Greenwich. For the Quality Assurance of its programmes the University of Greenwich performs internal and external review procedures. The University has three procedural frameworks for the taught awards to inform the Academic Council upon the quality of the programmes. These are:

“- The Framework Document on Academic Planning Procedures addresses the adequacy of the University’s intellectual and other resources as a base for proposed developments at the authorisation (i.e. approval in principle to proceed) stage

- A set of requirements for the academic approval, monitoring and review of its internal and collaborative provision, summarised in this Academic Quality Assurance Handbook

- The University’s Academic Regulations for Taught Awards include the principles and practice governing assessment, and the role of external examiners.“¹⁷³

All programmes taught at University need to be formally approved, and are monitored and reviewed on a regularly basis. The academic staff is expected to continuously reflect upon and improve the curriculum and the assessment through the students feedback, comments of

¹⁷⁰ Verordnung der Donau-Universität Krems über die Einrichtung und den Studienplan (stand Mai 2005) des Universitätslehrganges „Osteopathie“ mit dem Abschluss Master of Science (Osteopathie) – MSc, 2005 / Nr. 18 vom 03. Mai 2005, Für das Rektorat Ao. Univ.-Prof. Dr. Ada Pellert, Vizerektorin für Lehre und Weiterbildung

¹⁷¹ Verordnung der Donau-Universität Krems über die Einrichtung und den Studienplan (stand Mai 2005) des Universitätslehrganges „Osteopathie“ mit dem Abschluss Master of Science (Osteopathie) – MSc, 2005 / Nr. 18 vom 03. Mai 2005, Für das Rektorat Ao. Univ.-Prof. Dr. Ada Pellert, Vizerektorin für Lehre und Weiterbildung

¹⁷² Application Form WSO/DUK, see Appendix for Bewerbungsbogen - Universitätslehrgang, Osteopathie MSc WSO/DUK

¹⁷³ Quality Assurance Handbook, University of Greenwich, January 2009

external examiners and the development of the profession. The Quality Assurance Agency for Higher Education is responsible for the external review.¹⁷⁴

Quality Assurance Agency for Higher Education (QAA) is contracted to carry out reviews of osteopathic programmes of study and of the institutions that provide them on behalf of the General Osteopathic Council. The QAA released a Code of practice which is intended to help higher education institutions to assure academic quality and standards. It is made up of 10 sections which are: Postgraduate research programmes, Collaborative provision and flexible and distributed learning (including e-learning), Students with disabilities, External examining, Academic appeals and student complaints on academic matters, Assessment of students, Programme design, approval, monitoring and review, Career education, information and guidance, Work-based and placement learning, Admissions to higher education. For detailed information on the 10 sections see the Quality Assurance Agency for Higher Education Webpage.¹⁷⁵

The QAA review consists in three parts: review methods for recognition, for monitoring and for renewal of recognition of programmes. The Agency provides to the Education Committee of the GOsC information on clinical and academic standards, quality of learning opportunities and on governance and management. The period of review is normally about six weeks for recognition and renewal reviews and four weeks for monitoring reviews.¹⁷⁶

„48 Views about the clinical and academic standards are made on the appropriateness of the intended learning outcomes set by the provider in relation to the Standard 2000, any relevant subject benchmark statement, qualification levels and the overall aims of the provision; on the effectiveness of curricular content and assessment arrangements in relation to the intended learning outcomes; and on actual student achievement.

49 Views about the quality of learning opportunities are made on the effectiveness of teaching and the learning opportunities; on the effectiveness of learning resources, including staff; and of the academic support provided to students to enable them to progress in their studies.

50 Views about governance and management are concerned with the extent to which the provider's governance, management, financial control and quality assurance arrangements

¹⁷⁴ Quality Assurance Agency in Higher Education (QAA),
<http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/fullintro.asp>

¹⁷⁵ Quality Assurance Agency in Higher Education,
<http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/fullintro.asp>

¹⁷⁶ GOsC Handbook for the review of Osteopathic courses and course providers 2004-05, The Quality Assurance Agency for Higher Education

are sufficient to manage existing operations and respond to development and change.” (GOsC Handbook for the review of Osteopathic courses and course providers 2004-05, The Quality Assurance Agency for Higher Education, ISBN 1 84482 220 6)

IV. 10. 3 RMIT

In Australia Universities have the authority to accredit their own programmes and have primary responsibility for their academic standards and the quality assurance processes. The Universities develop every year Quality Assurance and Improvement plans. Universities have internal procedures to ensure the quality for admissions, teaching, learning and assessment. New course proposals are assessed, course curricula are monitored and evaluated regularly and students feedback is evaluated. In addition external bodies are reviewing the universities programmes in order to ensure its quality.¹⁷⁷ The RMIT has announced in its University Strategic plan from 1998-2002 goals for improvement and quality management processes.

This strategic goal is reflected in the following specific approaches:

- The integration of quality improvement processes throughout RMIT University;
 - The implementation of the RMIT University quality system and its International Organisation for Standardization (ISO) certification;
 - Specific approaches to quality assurance of core activities including teaching and learning, research and development, community service and the activities of the commercial arms of the University;
 - Improvement of the University’s overall management practices in ways consistent with application for an Australian Quality Award;
 - The involvement and commitment of all staff in quality improvements; and
- Support for the Australian Quality Awards for Business Excellence process.¹⁷⁸

The Australian Universities Quality Agency is in charge of reviewing the quality of higher education system by conducting 5-yearly audits. The AUQA audits scope is to look for

¹⁷⁷ The Australian Higher Education Quality Assurance Framework, Higher Education Division, Department of Education, Training and Youth Affairs, Commonwealth of Australia 2000

¹⁷⁸ Australian Government, Department of Education, Employment and Workplace Relations, <http://www.dest.gov.au/archive/highered/pubs/quality/rmit.htm>

evidence of the RMITs strategic planning, implementing its plans, achieving the planned outcomes and improvement.¹⁷⁹

IV.10. 4 Results and Discussion

All three Universities the WSO, the ESO and the RMIT have introduced continuously internal and external quality management procedures in order to assure high quality of the education programmes provided. It is not subject to this dissertation and would go beyond the scope of it to make a further detailed analysis and comparison of the exact quality management and evaluation system of the Universities and its courses.

¹⁷⁹ Australian Government, Department of Education, Employment and Workplace Relations, <http://www.dest.gov.au/archive/highered/pubs/quality/rmit.htm>

V. Political and legal status of the osteopathic profession in Europe, Australia and Worldwide.

All over the world there are reams of osteopathic institutions and associations. For the past century osteopathy has been a small and factious profession with variable standards for both practice and education. As well as professional organisations, registers and political groups within each country, there are a few multinational bodies attempting to unite European osteopaths, particularly within the European Union (EU). The most important are: the European Federation of Osteopaths (EFO), the Forum for Osteopathic Regulation in Europe (FORE) and the Osteopathic European Academic Network (OSEAN). Looking at a worldwide level there are two organisations representing osteopathy: the World Health Organisation of Osteopathy (WOHO) and the Osteopathic International Alliance (OIA).¹⁸⁰

The following paragraph is intended to give a better understanding and insight into the many different associations and institutions, and their field of activity.

V. 1 Bodies representing the interests of osteopathy

V. 1. 1 Lobbies, Federations, Associations and Legal Foundations representing osteopathy

V. 1. 1. 1 Europe

European Federation of Osteopaths (EFO) www.e-f-o.org

The EFO is an umbrella organisation from currently 11 national osteopathic organisations. It is supporting all efforts for achieving the legal recognition of osteopathy in every European country. In addition the EFO is acting as representative of all European osteopaths in front of the EU Commission and the European parliament. The EFO is also member of the European Council of the Liberal Professions (CEPLIS), the European Association of liberal professions.¹⁸¹

„The Charter of the EFO:

¹⁸⁰ www.oego.org

¹⁸¹ Webpage of the EFO, www.e-f-o.org

- The EFO shall coordinate all efforts by professional associations of D.O. to gain legal recognition of osteopathy in each EU member country.
- It will propose draft criteria for professional practice, a professional code of ethics and minimal training standards for all EU countries.
- It will stimulate consultation among all EU countries in order to promote the creation of a European Academy of Osteopathy, which would be autonomous and independent of the EFO.
- It will act as spokesperson for European osteopaths D.O. with the Commission of the European Communities and the European Parliament.
- It will avoid undue interference into national policies concerning the profession.

The European Federation of Osteopaths also wishes to see other osteopathic organisations support their actions and participate in their efforts to be recognized and to have the freedom to practice their art.” (Webpage of the EFO, www.e-f-o.org)

The EFO also committed itself to respecting the proposals of the Bologna process regarding higher education.

“For any profession of health to high degree of responsibility and consultation primary care, an education of a BAC/A’ level + 5years minimum is essential “.

Currently, with the support of the EFO, Switzerland and Belgium present already a specific teaching of osteopathy equivalent to BAC/A’ level + 6.

In France, the working group on the decrees of application recommended system LMD (Licence, Master, Doctorate) (BAC + 6) in correlation with the proposals of Bologna.

The EFO invites all the European higher education to be aligned at least on the proposals of Bologna.” (www.e-f-o.org)¹⁸²

Forum for Osteopathic Regulation in Europe (FORE) www.forewards.eu

The FORE has been initiated by the GOsC because of the various stages of development throughout Europe concerning healthcare professions’ recognition and regulation. The FORE, is currently unifying 22 national osteopathic organisations from 15 European countries¹⁸³.

The FORE is trying to help protecting patient safety and ensuring the best treatment and at the same time providing osteopaths the possibility to move freely within Europe. It recognizes the importance of free movement of professionals, knowing that it is challenging to maintain patient safety without consistent regulation.

¹⁸² Webpage of the EFO, www.e-f-o.org

¹⁸³ FORE members, see Appendix

The FORE supports continuing collaboration that encourages good practice but does not undermine national regulations. The elaborated frameworks should encourage the development of common principles but still be as flexible as to allow national authorities to define their own methods of regulation to suit their health system and the needs of their patients.¹⁸⁴

The FORE aims to facilitate discussion on standards of osteopathic practice and training, to protect patients, to establish European-wide legal standards for osteopathy and “to ensure that European citizens receive safe and effective osteopathic care by providing excellence in“:

Codes of Conduct

Standards of Practice

Standards of Education and Training

Continuous Professional Development

Proactive information exchange between Registers / Competent Authorities” (Agreed by FORE on 13 May 2007, Wiesbaden) ¹⁸⁵

To achieve this, the FORE:

“- promotes excellence and public protection both at national and European levels.

- acts as a reference point for any party (osteopaths, educational institutions, Governments and public) seeking unbiased and reliable information on osteopathic regulation across Europe.

- participates actively in policy development, at European level, with a focus on patient protection and professional mobility,

- proactively exchanges information on registration matters, fitness to practise issues, training standards and codes of conduct across Europe (European database of osteopathic regulators)

- supports regulation of osteopathy as an autonomous healthcare profession in those European countries where this does not currently exist, thereby improving patient access to osteopathic care.” (Webpage of the FORE, www.forewards.eu)¹⁸⁶

The FORE developed a „European Framework for Codes of Osteopathic Practice” (EFCOP) which provides a base for the beginnings of a European-wide osteopathic regulation system that FORE is committed to instituting. The development of this framework has been actively encouraged by the European Commission. Both, the AOA (American Osteopathic

¹⁸⁴A statement from the Forum for Osteopathic Regulation in Europe in response to the European Commission’s consultation regarding health services, FORE

¹⁸⁵ Webpage of the FORE, www.forewards.eu

¹⁸⁶ www.forewards.eu

Association) and the OIA are showing interest in FORE's work.¹⁸⁷ This framework is intended as a template to inform national systems on a voluntary basis. It has no legal basis and is not designed to override national law. It aims at helping osteopathy to achieve recognition and regulation in countries where this does not yet exist, to eventually secure patient safety through osteopathic quality management.¹⁸⁸

The FORE contributed as well to the development of the WHO basic training guidelines in osteopathy which were due to be published at the beginning of 2008. (see also III.2.2. WHO)¹⁸⁹

Furthermore the FORE has agreed on a European Framework for Standards of Osteopathic Education & Training (EFSOET), which describes the nature, characteristics and standards expected of osteopathic training programmes in Europe. Like the EFCOP, the EFSOET has no legal basis and is not designed to override national law. It is intended as a template to inform national systems on a voluntary basis and meant to help national organisations with the development of educational standards on a European and on an international level.¹⁹⁰

“Important areas of consensus in EFSOET included:

- an emphasis on quality of outcomes by students
- the number of contact hours of study in the region of 4,000 – 4,800
- a minimum 1,000 hours of osteopathic clinical training
- courses of four to six years fulltime or part-time equivalent
- recognition that whilst the current approach may be towards the award of a bachelor's qualification, a move to a Master's qualification might be more appropriate.”¹⁹¹

FORE launched its three Framework documents in November 2008 during the French Presidency: the European Framework for Codes of Osteopathic Practice (EFCOP),

The European Framework for Standards of Osteopathic Practice (EFSOP) and the European Frameworks for Standards of Osteopathic Education and Training (EFSOET).

All three frameworks are intended to encourage the regulation of osteopathy as an autonomous healthcare profession where this is currently not the case.¹⁹²

The two osteopathic bodies the EFO and the FORE work closely together. The EFO has more the role of promoting and representing osteopathy and the FORE has mainly regulatory activities.¹⁹³

¹⁸⁷ Efforts to regulate Osteopathic Practice Report, AOA Daily Report, 31st August 2007

¹⁸⁸ www.forewards.eu

¹⁸⁹ Email answer from Sarah Eldred, FORE

¹⁹⁰ Webpage of the FORE, www.forewards.eu

¹⁹¹ European Frameworks for Standards of Osteopathic Education and Training (EFSOET)

¹⁹² Webpage of the FORE, www.forewards.eu

Osteopathic European Academic Network (OSEAN) www.osean.com

OSEAN was founded by Renzo Molinari, DO, Principal of the European School of Osteopathy until 2006. The OSEAN has the full approval and recognition of the University of Wales, which will act as one of the academic validating authorities.¹⁹⁴

The ultimate expectation of every participating Institution of Osteopathic Training will be the achievement of a degree validated programme of basic training, as a precursor to the attainment of admission to practice-life. Post-graduate qualifications are also envisaged as indicators of professional excellence and in accordance with the vision of the Bologna Declaration (1999).¹⁹⁵

The ESO and the WSO are full members of the OSEAN.

“OSEAN’s objectives are to promote cooperation in Osteopathic Education and to develop a common core curriculum for part-time and full-time schools throughout Europe.”

Mission Statement of the OSEAN:

“OSEAN is composed of like-minded osteopathic educational institutions with a common mission which may be summarised as follows:

To develop a rigorous and standardised model of osteopathic education throughout Europe

To ensure that in every country osteopathic educational establishments possess a comparable resource base

To establish and develop common research streams

To develop active scientific, academic and professional communication links – essential for the development of osteopathy, both as an independent, clearly identifiable entity, and in its relationship with other professions in the health care sector

To achieve for osteopathy academic recognition in all countries”¹⁹⁶

Achievement of professional recognition is beyond the present scope of OSEAN, but academic recognition is a necessary first step.

¹⁹³ Webpage of the FORE, www.forewards.eu

¹⁹⁴ Webpage of the OSEAN, www.osean.com

¹⁹⁵ Webpage of the OSEAN, www.osean.com

¹⁹⁶ Webpage of the OSEAN, www.osean.com

V. 1. 1. 2 Austria

Österreichische Gesellschaft für Osteopathie (OEGO) www.oego.org

The OEGO is the Austrian lobby representing Osteopaths in Austria. It is aiming to keep the quality of training standards high and is intensively pleading for the legal regimentation of Osteopaths in Austria. Currently there is a great number of basic, advanced and continuing professional osteopathic training but osteopathy is not yet regulated by law. The OEGO recognizes only certain Osteopathic training programmes in order to control quality of education and practice of osteopathy and to preserve patient safety.¹⁹⁷

The professional training criteria of the OEGO define the minimum of professional competency required for safe practice. Appropriate education programmes are:

- Five to six-year part-time training courses after completing a basic medical education like a medical study or physiotherapy, graduating as Diplom-Osteopath (D.O.), as Bachelor of Science (BSc) or Master of Science (MSc) in Osteopathy.
- Four to five-year full-time training courses graduating as Diplom-Osteopath (D.O.), as Bachelor of Science (BSc) or Master of Science (MSc) in Osteopathy (such a training course is not yet available in Austria)¹⁹⁸

In the paper of the OEGO about the criteria for the osteopathic training, it defines also the minimum standard of the training content in the different fields of the osteopathic training: basic knowledge, clinical knowledge, osteopathic basic principles, clinical skills, osteopathic skills and treatment under supervision. (For further details about this training contents see “Ausbildungskriterien der OEGO”, Criteria for the osteopathic training defined by the OEGO)¹⁹⁹

The institutions in Austria that provide currently a recognized professional osteopathy training programme that qualifies for eligibility for membership at the OEGO are:

- WSO – Wiener Schule für Osteopathie
- University course in osteopathy at the Donauuniversität Krems (DUK) in cooperation with the WSO
- International Academy of Osteopathy (I.A.O.)²⁰⁰

¹⁹⁷ Webpage of the OEGO, www.oego.org

¹⁹⁸ Ausbildungskriterien der OEGO, Criteria for the osteopathic training defined by the OEGO

¹⁹⁹ Ausbildungskriterien der OEGO, Criteria for the osteopathic training defined by the OEGO

²⁰⁰ Webpage of the OEGO, www.oego.org

The OEGO is member of the European Federation of Osteopaths (E.F.O.). The educational criteria from the OEGO are geared by the development of the academic criteria of the E.F.O. and the OSEAN.²⁰¹

Österreichische Ärztesgesellschaft für Osteopathie (ÖÄGO) www.wso.at/aerzte/gesellschaft

The ÖÄGO is aiming to propagate osteopathy throughout Austria. Particular attention is paid to the high quality of the education. All courses of the ÖÄGO are done through the WSO/DUK. The ÖÄGO is under the umbrella organisation Österreichische Ärzte für Ganzheitsmedizin.²⁰²

V. 1. 1. 3 UK

British Osteopathic Association (BOA) www.osteopathy.org

The BOA was formed in 1998 by the fusion of three former professional osteopathic associations. Its purpose is “of enhancing, promoting and unifying the profession of osteopathy worldwide and to provide a range of educational and professional services for its members”²⁰³

General Osteopathic Council (GOsC) www.osteopathy.org.uk

The GOsC was established by the Osteopaths Act 1993 to regulate the osteopathic profession. The prince of Wales is Patron of the GOsC. Osteopathy became the first complementary medicine profession to be accorded statutory recognition. The GOsC opened its Statutory Register of Osteopath in May 1998. Every practitioner wanting to practice in the UK has to be registered at the GOsC. It is the legal institution that supports, regulates, develops and promotes osteopathy in the UK. Moreover the GOsC is protecting public interests by assuring that all Osteopaths registered under the GOsC hold appropriate professional qualifications and maintain or expand technical and vocational skills. The public can therefore, when visiting an Osteopath, be sure to experience safe and competent treatment from a practitioner that adheres to a strict Code of Practice.²⁰⁴

The Osteopath Act 1993 is protecting the title ‘osteopath’ by law.

²⁰¹ Ausbildungskriterien der OEGO, Criteria for the osteopathic training defined by the OEGO

²⁰² Webpage of the Österreichische Ärztesgesellschaft für Osteopathie, www.wso.at/aerzte/gesellschaft

²⁰³ Webpage of the BOA, www.osteopathy.org

²⁰⁴ Webpage of the GOsC, www.osteopathy.org.uk

It is a criminal offence in the UK, liable to prosecution, to describe oneself expressly or by implication as any kind of osteopath unless registered with the GOsC. Only practitioners meeting the highest standards of safety and competency are eligible for registration. Proof of good health, good character and professional indemnity insurance is also a requirement.²⁰⁵

The GOsC is one of the 13 health and social care regulator organisations in the UK. The regulators are set up to protect the public – so that every professional from the health or social care sector meets the required standards.²⁰⁶

Standard 2000 (S2K)

“The GOsC has a legal duty to determine the Standard of Proficiency required for the competent and safe practice of osteopathy and ensure that qualifications awarded by any educational institution in osteopathy reach that standard.

The GOsC has a legal obligation to review and monitor the standards of training in institutions offering pre-registration osteopathic qualifications. All training courses which meet the required standards are awarded a Recognised Qualification (RQ) by the GOsC. The Quality Assurance Agency for Higher Education (QAA) manages the RQ review and monitoring process on behalf of the GOsC. This process has been a collaborative development between the GOsC and the QAA.” Further details of the review method may be found on the QAA website: www.qaa.ac.uk/health/GOsC/default.asp²⁰⁷

V. 1. 1. 4 Australia

Australian Osteopathic Association (AOA) www.osteopathic.com.au

The AOA is the national professional body representing Osteopaths in Australia.

Originally founded in 1955 in Victoria, the Association became a federal body in 1991. Today, the AOA represents Osteopaths in all states, liaising with government and all other statutory bodies regarding professional, educational and legislation issues.²⁰⁸

Australian Osteopathic Council (AOC) www.aoc.org.au

The AOC is an independent organisation that was incorporated in South Australia in July 2008. It is aiming to assess the eligibility of osteopaths for registration in Australia.

²⁰⁵ Webpage of the GOsC, www.osteopathy.org.uk

²⁰⁶ Webpage of the GOsC, www.osteopathy.org.uk

²⁰⁷ See also http://www.osteopathy.org.uk/about_gosc/about_standards.php

²⁰⁸ Website of the AOA, www.osteopathic.com.au

“Consistent with its purpose, the objects of AOC are to:

- Assess for the purpose of granting accreditation to, programmes leading to eligibility for registration as an osteopath in Australia.
- Advise and make recommendations to the osteopathic registering authorities (or successor body(ies)) relating to the accredited status to be granted to an osteopathic programme.
- Advise and make recommendations to the osteopathic registering authorities (or successor body(ies)) and other relevant interest groups on matters concerning the registration of osteopaths.
- Develop, review and maintain accreditation standards and processes to assess osteopathic programmes.
- Assess the suitability of overseas-trained osteopaths to practise in Australia.
- Provide information and advice to government concerning the adequacy of a person’s skills in the field of osteopathy for the purposes of migration to Australia.
- Provide information and advice to government relating to law and policy concerning the registration of osteopaths in Australia.
- Establish and maintain relationships with bodies or organisations having objects and functions in whole or in part similar to the objects and functions of AOC.”²⁰⁹

V. 1. 2 Worldwide Representatives of Osteopathic Interests

World Osteopathic Health Organisation (WOHO) www.woho.org

Osteopathic International Alliance (OIA) www.oialliance.org

The OIA is an organisation of organisations and the WOHO is a membership organisation of individual osteopaths and osteopathic physicians.^{210 211} Those two organisations are representing needs and requirements of Osteopaths on an international basis.

The WOHO, formed in March 2004, is a worldwide association of Osteopaths and Doctors of osteopathy aiming to promote osteopathy worldwide and to define training standards. The Osteopathic International Alliance (OIA) was founded by the American Osteopathic

²⁰⁹ www.aoc.org.au

²¹⁰ Website of the OIA, www.oialliance.org

²¹¹ Zachary Comeaux, *Divers approaches to osteopathy and Osteopathic medicine*, www.zacharycomeaux.com

Association (AOA) for promoting the recognition of Osteopathic medicine and a high quality and comparable training of osteopathic doctors throughout the world.²¹²

The WOHO describes the Need for a World Organisation as follows:

“Parallel and divergent developments as well as efforts by governments and regional coalitions to define educational requirements, licensure and registration structure have led to the recognition of the need for a non-political body to act as a forum. The initiation of the World Osteopathic Health Organisation in March 2004 is a result of this process. The organisation is anticipated to be an information source, a clearing house for ideas, and a consultative body for individuals involved in various contexts developing educational or regulatory standards to ensure quality osteopathic care worldwide.” (Website of the WOHO, www.woho.org)

Furthermore the World Osteopathic Health Organisation (WOHO) and the Osteopathic International Alliance (OIA) are organisations of osteopaths attempting to lend fidelity and value to the process of the World Health Organisation (WHO) trying to develop standards of osteopathic education and credentials in its Guidelines for Traditional Healing. The WHO has recognized the diversity of educational opportunities in the field of osteopathy and various levels of competence and practice privilege and is therefore developing those standards.²¹³

V. 3 Results and Discussion

The previous paragraph shows that there are numbers of different bodies representing osteopathy throughout the world. It shows only a small part of existing osteopathic bodies as only associations from the UK, Australia, Austria, European-wide and worldwide associations are taken into consideration.

Some organisations are working closely together to develop the osteopathic profession worldwide. Osteopathy is at very different stages of recognition and regulation in Europe. The FORE has a major role in unifying osteopathic regulations on a European basis first. The EFSOET is designed to be consistent with the draft of the WHO for worldwide guidelines on basic training and safety in osteopathy. The EFO and the FORE work closely together. The EFO has more the role of promoting and representing osteopathy whereas the FORE has

²¹² Website of the WOHO, www.woho.org

²¹³ see also III.2.2. WHO

mainly regulatory activities. The OSEAN is working towards academic recognition of osteopathy, which is a necessary first step for the professional recognition.

Even though osteopathy is not legally recognized in Austria there are organisations representing osteopathy in Austria like in the UK and in Australia.

In the UK the GOSc has the role of a health and social care regulator and because of that the legal obligation to review and monitor the quality of the osteopathic trainings provided by the different osteopathic institutions. This is an important role in order to ensure training courses of high quality to ensure patients safety when consulting an osteopath. It could be from great benefit for the development of osteopathy in Austria and to ensure patients safety, if an organisation that is monitoring the quality of the osteopathic training, would exist in Austria²¹⁴. In Austria, the OEGO is setting minimum standards for the osteopathic training and only the osteopathic institutions satisfying those minimum standards are eligible for membership at the OEGO. But as osteopathy is not yet regulated by law in Austria those minimum training standards have so far no legal background. The educational criteria from the OEGO are geared by the development of the academic criteria of the E.F.O. and the OSEAN.

In Australia, the AOA is the national professional body representing Osteopaths in Australia and the AOC, an independent organisation, is among others aiming to assess the eligibility of osteopaths for registration in Australia. The AOC is giving advices, making recommendations and providing information for osteopathy regulating authorities in Australia and the Australian government mainly in the field of registration of Osteopaths in Australia and accreditation of osteopathic training programmes in Australia.

Looking on an international level there are two organisations the WOHO and the OIA representing osteopathy. They are both representing needs and requirements of Osteopaths and aiming to define training guidelines, also collaborating with the WHO for the latter issue.

²¹⁴ See also Wilfling E., Survey, Systematisation and Comparison of Professional, Advanced and Continuing Training Programmes for Osteopathy available in Austria in the Winter Term 2006/2007

VI. Recognition of the degree and requirements for registration - Academic recognition and professional recognition

Every country has different requirements and a different way of licensing and registering osteopaths and osteopathic physicians.

The European Union has launched a directive on the recognition of professional qualifications affecting the regulation of osteopaths in Europe. The purpose of that directive is to make it easier for Osteopaths to move with their profession throughout Europe and at the same time ensure patients health and safety.²¹⁵

In the UK, France, Iceland, Malta and Switzerland where osteopathy is regulated, qualifications are recognized and allow the osteopath to apply for registration with the competent authority of the country. If the qualifications of home and host country are equivalent, the osteopath can be directly registered. If the training is not equivalent, either an assessment or a period of adaptation must be undergone. The period of adaptation can take up to three years.²¹⁶

Where osteopathy is not regulated there is no mutual recognition of the qualifications and therefore no registration and no right to practise.²¹⁷

An important paper for Healthcare professionals crossing borders is the Certificate of Current Professional Status, designed for the relevant competent authorities to register professionals from other European countries. All participants in the current Crossing Borders project have agreed to use the Certificates of Current Professional Status. FORE and the GoSC are members of the project. Further countries of participating associations are:²¹⁸

- Belgium
- Cyprus
- Denmark
- Estonia
- France

²¹⁵ Implementation of the EU Directive on Recognition of Professional Qualifications, Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications.

²¹⁶ Implementation of the EU Directive on Recognition of Professional Qualifications, Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications.

²¹⁷ Implementation of the EU Directive on Recognition of Professional Qualifications, Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications.

²¹⁸ The Edinburgh Agreement, Healthcare Professionals Crossing Borders Agreement, UK Presidency of the EU, 2005

- Finland
- Germany
- Hungary
- Ireland
- Italy
- Malta
- Netherlands
- Norway
- Portugal
- Slovenia
- Spain
- Sweden
- United Kingdom

This initiative was started in October 2005 with the Edinburgh Agreement²¹⁹ at the ‘Crossing Borders’ Consensus Conference, held during the UK Presidency of the European Union.

The General Osteopathic Council in the UK has already started to use the Certificate of Current Professional Status for osteopaths moving from one State to another.

Further initiatives of the Healthcare Professionals Crossing Borders project are:

- Portugal Agreement – voluntary framework for cooperation and development of professional healthcare regulation in Europe²²⁰

- Memorandum of Understanding – guiding principles for sharing information, in particular proactive data exchange following serious disciplinary cases.²²¹

For member states with currently no osteopathic regulation those initiatives are goals for the future. A subgroup of the FORE will investigate what practical steps the FORE member organisations can take to realize the work of Crossing Borders.²²²

When talking about recognition of a diploma there must be done the differentiation between academic and professional recognition. Academic recognition doesn’t mean that an Osteopath gets professional recognition which is needed for practising. The scope of recognition is to

²¹⁹ The Edinburgh Agreement, Healthcare Professionals Crossing Borders Agreement, UK Presidency of the EU, 2005

²²⁰ The Portugal Agreement, see also Appendix

²²¹ Website of the HPCB, www.hpcb.eu

²²² Foresight spring-summer 2008, see also Appendix

enable learners to use their qualifications from one education system in another education system (or country) without losing the real value of those qualifications.²²³

Professional recognition is the granting for eligibility to be recognized for specific professional activities due to foreign qualifications. Generally this question arises only for regulated professions, which are professions that require by law a higher education degree for recognition.²²⁴

The particularity for states of the European Union and the European Economic Area and Switzerland is that there is the mutual recognition of qualifications between the Member States. That means that qualifications from applicants from other member states have to be accepted for the admission to such regulated activities if the applicant has the right to practice in its home country. This has been decided in the guidelines of the 7th September 2005 on the recognition of professional qualifications.²²⁵

Academic recognition is the approval of courses, diplomas and qualifications between higher education institutions. Regarding the European Higher Education Area there are 3 levels of recognition:²²⁶

- recognition of qualifications, including prior learning and professional experience, allowing entry or re-entry into higher education
- recognition of short study periods in relation to student mobility, having as the main instrument the ECTS
- recognition of full degrees, having as the main instrument the Diploma Supplement²²⁷

Furthermore, Austria, the UK and Australia have signed and ratified the Lisbon Recognition Convention (= Council of Europe/UNESCO Convention on the Recognition of Qualifications) which is a Convention on the Recognition of Qualifications concerning Higher Education in the European Region. It is the main international legal text that aiming to further the fair recognition of qualifications. It was adopted at the meeting in Lisbon on 8-11 April 1997. Like any legal text, the Convention must be implemented. The recognition of

²²³ Bologna Process, The Official Website 2007-2009

²²⁴ Harvey, L., 2004–9, Analytic Quality Glossary, Quality Research International, <http://www.qualityresearchinternational.com/glossary/>

²²⁵ Implementation of the EU Directive on Recognition of Professional Qualifications, Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications. http://ec.europa.eu/internal_market/qualifications/index_en.htm

²²⁶ Harvey, L., 2004–9, Analytic Quality Glossary, Quality Research International, <http://www.qualityresearchinternational.com/glossary/>

²²⁷ L. Vlăsceanu, L. Grünberg and D. Pârlea (Compilers): Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions, 2nd Edition, 2007

qualifications falls within the competence of each country. This means that higher education institutions are responsible for the recognition of qualifications for the purpose of further study whereas professional bodies or employers are responsible for recognition for the purposes of the labour market.²²⁸ Among the main points of the Convention:

“* Holders of qualifications issued in one country shall have adequate access to an assessment of these qualifications in another country.

* No discrimination shall be made in this respect on any ground such as the applicant's gender, race, colour, disability, language, religion, political opinion, national, ethnic or social origin.

* The responsibility to demonstrate that an application does not fulfil the relevant requirements lies with the body undertaking the assessment.

* Each country shall recognise qualifications – whether for access to higher education, for periods of study or for higher education degrees – as similar to the corresponding qualifications in its own system unless it can show that there are substantial differences between its own qualifications and the qualifications for which recognition is sought.

* Recognition of a higher education qualification issued in another country shall have one or more of the following consequences:

- access to further higher education studies, including relevant examinations and preparations for the doctorate, on the same conditions as candidates from the country in which recognition is sought;

- The use of an academic title, subject to the laws and regulations of the country in which recognition is sought

- In addition, recognition may facilitate access to the labour market.

* All countries shall develop procedures to assess whether refugees and displaced persons fulfil the relevant requirements for access to higher education or to employment activities, even in cases in which the qualifications cannot be proven through documentary evidence.

* All countries shall provide information on the institutions and programmes they consider as belonging to their higher education systems.

* All countries shall appoint a national information centre, one important task of which is to offer advice on the recognition of foreign qualifications to students, graduates, employers, higher education institutions and other interested parties or persons.

²²⁸ The official Bologna Process Website 2007-2009,
www.ond.vlaanderen.be/hogeronderwijs/bologna/actionlines/recognition

* All countries shall encourage their higher education institutions to issue the Diploma Supplement to their students in order to facilitate recognition. The Diploma Supplement is an instrument developed jointly by the European Commission, the Council of Europe and UNESCO that aims to describe the qualification in an easily understandable way and relating it to the higher education system within which it was issued.” (Website of the Council of Europe, Higher Education and Research, www.coe.int)²²⁹

In summary, according to the Lisbon Recognition Convention holders of an osteopathic qualification gained in Austria, the UK or Australia should have access to an assessment of this qualification in both of the other countries. The qualification should be recognized as similar unless “there are substantial differences between its own qualifications and the qualifications for which recognition is sought” and should give access to further higher education studies.

The following is a more detailed presentation of the professional and academic recognition between Austria, the UK and Australia.

VI. 1 Austria

European National Information Centre – National Academic Recognition Information Centre (ENIC NARIC) Austria

Austria is very actively involved in the implementation of the Bologna Declaration. In earlier times the recognition of examinations and university degrees was regulated by law. Nowadays as the universities set up their curricula autonomously also recognition issues must be solved autonomously. The ENIC NARIC AUSTRIA (Recognition Information Centre), located at the Federal Ministry of Science and Research is providing information for the university degree programmes about the higher education systems of other countries on an international basis.²³⁰ It is the official contact address for crossing border questions about the recognition in the higher education area.²³¹

Academic recognition in Austria from the UK and Australia.

²²⁹ See Appendix for the full text of the Lisbon Recognition Convention

²³⁰ Higher Education in Austria, Ingrid Wadsack, Heinz Kasparovsky, Juli 2004, Federal Ministry of Education, Science and Culture

²³¹ The official Bologna Process Website 2007-2009,
<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/links/Austria.htm>

All three countries are members of the Lisbon Recognition Convention. The Convention is about the recognition of qualification in the higher education area in the European region. Between Austria and Australia there are bilateral agreements with recommendatory character about the equality of studies, examinations and academic titles. Currently they are not existing between Austria and the UK.²³²

“3) Recognition of Higher Education Qualifications

In principle, periods of study at universities in Australia or Austria should be regarded as comparable on a year-to-year basis, given that the student has passed the relevant examinations according to the curriculum. However, there are programmes and awards in each system which do not lend themselves to direct comparisons with awards in the other system and these should be considered on a case-by-case basis.²³³

(3.1) Australian Students and Graduates

Holders of an Australian Bachelor’s degree awarded after three years of study should be eligible

- for admission to the Austrian Diplomstudium with advanced standing in accordance with the profile of their prior studies, or
- for admission to graduate studies (Magister/Master programmes) in accordance with the profile of their prior studies.

Holders of an Australian Bachelor’s degree with Honours, with thesis or research project and the classification, First Class or Second Class, may be considered for candidature for doctoral studies in Austria.²³⁴

Holders of an Australian Master’s degree by research should be eligible for candidature for doctoral studies in Austria.

Holders of an Australian Master’s degree by coursework should be assessed on a case-by-case basis.²³⁵

(3.2) Austrian Students and Graduates

The Austrian Erste Diplomprüfung (first diploma examination) (1) should be regarded as comparable to two years of study towards a Bachelor’s degree in Australia.

²³² Federal Ministry of Science and Research, ENIC NARIC AUSTRIA, http://www.bmwf.gv.at/wissenschaft/international/enic_naric_austria/uebersicht/

²³³ Austria - Australia Recommendations for Admission to Post-secondary Studies (2004), Federal Ministry for Science and Research, 9th September 2003, Dr. Heinz Kasparovsky

²³⁴ For the explanation of classification, First or Second Class see Glossary

²³⁵ Austria - Australia Recommendations for Admission to Post-secondary Studies (2004), Federal Ministry for Science and Research, 9th September 2003, Dr. Heinz Kasparovsky

Students with an Erste Diplomprüfung (1) plus an additional year of study (three years in total) should be eligible for admission to Australian graduate programmes which have as a prerequisite a three-year undergraduate degree or equivalent.²³⁶

Holders of an Austrian Bakkalaureus (Bachelor's) degree awarded after three years of study should be eligible for admission to Australian graduate programmes which have as a prerequisite a three-year undergraduate degree or equivalent.

Holders of an Austrian Magister/Diplom-Ingenieur (Master's) degree may be considered for candidature for doctoral studies in Australia.

Other students should be assessed on a case-by-case basis.”²³⁷

Professional Recognition

Osteopathy is not legally recognized as a profession in Austria. Therefore someone having acquired the diploma for osteopathy in another country can work in Austria under the same conditions and with the same rights and obligations as an Austrian citizen. The decision upon the recognition of the academic degree remains with the employer or with the market in the case of freelancing.²³⁸

VI. 2 UK

In the UK and in Australia academic recognition allows the applicant to apply for professional recognition. In the UK this is both done by the GOsC. In Australia this process differs between each state and territory.

Osteopathy is a recognized profession in the United Kingdom. “The title 'osteopath' is protected by law and as such it is a criminal offence, liable to prosecution, for anyone to claim expressly or by implication to be any kind of osteopath unless registered with the General Osteopathic Council (GOsC)” (The statutory register of Osteopaths, UK)

The GoSC is one of the few organisations piloting the use of the Certificate of Current Professional Status deriving from the Crossing Borders project described above.

²³⁶ Austria - Australia Recommendations for Admission to Post-secondary Studies (2004), Federal Ministry for Science and Research, 9th September 2003, Dr. Heinz Kasparovsky

²³⁷ Austria - Australia Recommendations for Admission to Post-secondary Studies (2004), Federal Ministry for Science and Research, 9th September 2003, Dr. Heinz Kasparovsky

²³⁸ www.wequam.at – Beratungszentrum für Migranten und Migrantinnen

Registration for osteopaths with a qualification gained outside of the UK ²³⁹

If an applicant wishes to register with the General Osteopathic Council with a qualification gained outside of the UK, the GOsC must ensure that the qualification is equivalent to UK qualifications. The assessment process used will depend on the applicants nationality and the type of services he wishes to provide.

There are three different categories of applicants with qualifications gained from outside of the UK. These are:

1. European Union* (EU) / European Economic Area** (EEA) or Swiss nationals wishing to establish a practice in the UK
 2. EU/EEA or Swiss nationals wishing to provide temporary or occasional services in the UK
 3. Applicants from countries outside of the EU/EEA and Switzerland
1. and 2. concerns applicants from Austria, 3. concerns applicants from Australia.

1) EU/EEA or Swiss nationals wishing to establish a practice in the UK ²⁴⁰

If an applicant wishes to set up an osteopathic practice in the UK he will have to apply for establishment. This process may take up to four months to complete. All of the following information need to be submitted:

1. Proof of nationality – a certified photocopy of the back page of your passport.
2. Proof of qualification – a certified copy of your osteopathic qualification, together with confirmation of the validating body.
3. A certified copy of your academic transcript which outlines the results you achieved for each module studied.
4. A course guideline/handbook which outlines the modules studied.
5. For those osteopaths applying from Finland, France, Iceland, Malta, Spain (Catalonia region only) and Switzerland - evidence that you are registered with the regulatory body in that country – you should ask your regulatory body to provide a *Certificate of Current Professional Status* or equivalent. The certificate confirms that you are registered with the appropriate regulatory body, provides confirmation of your training standards and reports all relevant disciplinary actions that may have been taken against you.

²³⁹ Registration for Osteopaths with a qualification gained outside the UK, GOsC, <http://www.osteopathy.org.uk/registration/overseas.php>, October 2008

²⁴⁰ Registration for Osteopaths with a qualification gained outside the UK, GOsC, <http://www.osteopathy.org.uk/registration/overseas.php>, October 2008

6. For those osteopaths applying from any other EU or EEA country not mentioned in point 5 – evidence that you have practiced as an osteopath for at least 2 years in the last 10 years.
7. A completed Registration Application form (from the Registration Department)

2) EU/EEA or Swiss nationals wishing to provide temporary or occasional services in the UK

241

If an applicant wishes to provide temporary or occasional services in the UK, having its main practice in one Member State of the EU/EEA or Switzerland the process may take up to three months . Examples of temporary or occasional services include:

- a temporary contract at a UK osteopathic clinic
- the delivery of treatment to a specific patient in the UK
- the delivery of osteopathic technique lectures at a UK educational institution

The establishment of a full-time practice in the UK would not be regarded as temporary or occasional services unless there are extenuating circumstances. All of the following information needs to be submitted:

1. Proof of nationality – a certified photocopy of the back page of your passport
2. Proof of qualification – a certified copy of your osteopathic qualification, together with confirmation of the validating body
3. A certified copy of your academic transcript which outlines the results you achieved for each module studied.
4. A course guideline/handbook which outlines the modules studied.
5. For those osteopaths applying from Finland, France, Iceland, Malta, Spain (Catalonia region only) and Switzerland – evidence that you are registered with the regulatory body in that country – you should ask your regulatory body to provide a Certificate of Current Professional Status or equivalent. The certificate confirms that you are registered with the appropriate regulatory body, provides confirmation of your training standards and reports all relevant disciplinary actions that may have been taken against you.
6. For those osteopaths applying from any other EU or EEA country not mentioned in point 5 – evidence that you have practised as an osteopath for at least 2 years in the last 10 years.

²⁴¹ Registration for Osteopaths with a qualification gained outside the UK, GOsC, <http://www.osteopathy.org.uk/registration/overseas.php>, October 2008

7. Proof of indemnity insurance – minimum level of indemnity cover to practise in the UK is set at £2.5 million.

All non-English documents must be accompanied by translations into English. A translation can be carried out by an official translation agency, a language department of a university or the British Embassy or High Commission. All translations should be printed on official headed paper and bear the name and signature of the translator.

A 'certified copy' of a document can be obtained from the organisation that issued the document, an Embassy or High Commission. The copy should carry an official stamp, signature and position of the individual who is attesting to the authenticity of the document.

The qualifications will be assessed. If it meets the standards required in the UK, the applicant may apply directly for registration.

If the qualification falls below the standard required by the GOsC, the applicant will need to provide further evidence of his level of practice. This may involve the submission of written information and/or the completion of a practical assessment (see information on Assessment of Clinical Performance below)

3) Applicants from countries outside of the EU/EEA and Switzerland²⁴²

In order for the GOsC to assess the application the following information need to be submitted:

1. Proof of nationality – a certified photocopy of the back page of your passport
2. Proof of qualification – a certified copy of your osteopathic qualification, together with confirmation of the validating body
3. A certified copy of your academic transcript which outlines the results you achieved for each module studied.
4. A course guideline/handbook which outlines the modules studied.
5. Evidence that you are registered with the regulatory body in your country of origin (if applicable)
6. Evidence of your ability to communicate in English. This is waived for applicants from Australia, Canada, New Zealand and the United States of America, whose first language is English.
7. A completed Registration Application form – available at the Registration Department

²⁴² Registration for Osteopaths with a qualification gained outside the UK, GOsC, <http://www.osteopathy.org.uk/registration/overseas.php>, October 2008

8. A portfolio of evidence from your practice – for information about the portfolio of evidence is available at the Development Department

All non-English documents must be accompanied by translations into English. A translation can be carried out by an official translation agency, a language department of a university or the British Embassy or High Commission. All translations should be printed on official headed paper and bear the name and signature of the translator.

A certified copy of a document can be obtained from the organisation which issued the document, an Embassy or High Commission. The copy should carry an official stamp, signature and position of the individual who is attesting to the authenticity of the document.

Once nationality and qualification have been established, the portfolio will be assessed. This is subject to a fee of £100 which must be paid in advance. On successful assessment of the portfolio, the applicant will be asked to sit a practical assessment of his skills (see information on Assessment of Clinical Performance below). If the applicant successfully completes the ACP, he may apply for registration, subject to providing proof of indemnity insurance. The process will take a minimum of four months.²⁴³

Assessment of Clinical Performance (ACP)

This is a practical clinic-based exercise, used to assess the clinical performance of an osteopath. The applicant will be asked to manage and treat two new patients as he would in practice. The assessments are held in the UK at the clinic of an osteopathic training institution in London and the applicants approach will be monitored by trained GOsC assessors. After he has taken a case history and performed an examination of the patient, the assessors will have the opportunity to question the applicants differential diagnosis and treatment plan, before he is asked to treat the patient. The ACP is subject to a fee of £330 in most cases. If it is necessary for the applicant to take an ACP, then further details will be provided at the time.

ACPs are held 4–6 times a year and allocated on a first come, first served basis.²⁴⁴

Indemnity Insurance

To practise osteopathy in the UK, an Osteopath must be adequately covered by Professional Indemnity Insurance, to ensure that patients are protected should anything go wrong during

²⁴³ Registration for Osteopaths with a qualification gained outside the UK, GOsC, <http://www.osteopathy.org.uk/registration/overseas.php>, October 2008

²⁴⁴ Registration for Osteopaths with a qualification gained outside the UK, GOsC, <http://www.osteopathy.org.uk/registration/overseas.php>, October 2008

treatment. The Osteopaths Act 1993 states that an osteopath must be insured for a minimum of £2.5 million.

Professional Indemnity Insurance does not have to be purchased in the UK – the applicant may obtain a policy from any insurance provider, as long as it meets the minimum criteria outlined by the GOsC Professional Indemnity Insurance Rules 1998. Below is a list of UK insurance providers whose policies meet the requirements of the General Osteopathic Council:

- Balens Insurance Brokers
- Howdens Insurance Brokers
- Three Counties Insurance Brokers
- Towergate Medical Insurance Agency (MIA)

Information about Public Indemnity Insurance can also be obtained from the British Osteopathic Association.²⁴⁵

The examination of the requirements set by the National Academic Recognition Information Centre (NARIC) of the UK for studying or working in the UK shows that they are differing from the requirements and procedures listed by the GOsC. According to the Naric in the UK an applicant intending to study or work on the UK needs to get a letter of comparability from the UK Naric Service. It states, in English, what the overseas qualifications equate in the UK. It is used by universities, colleges, employers and Government departments and agencies to enable them to assess the individual's qualifications, skills and competencies. A more detailed comparison of the content of a course and equivalent level is available through the Career Path report.^{246 247}

VI. 3 Australia

In Australia the National Office of Overseas Skills Recognition (NOOSR) is in charge of assessing skills gained overseas. It is a branch of the Australian Commonwealth Department of Education, Science and Training (DEST).²⁴⁸

²⁴⁵ Registration for Osteopaths with a qualification gained outside the UK, GOsC, <http://www.osteopathy.org.uk/registration/overseas.php>, October 2008

²⁴⁶ National Academic Recognition Information Centre (NARIC) of the UK, www.naric.org.uk

²⁴⁷ Example of a Career Path Report, see Appendix

²⁴⁸ Australian Government, Australian Education International, www.aei.gov.au

Throughout Australia registration of Osteopaths with Overseas gained qualifications is not the same. There is a separate registration legislation for each State and Territory.

Currently between individual states in Australia and in New Zealand there are differing styles and/or criteria for the examination and assessment of skills of overseas trained Osteopaths. The AOA is concerned that the lack of standardisation in examination of overseas trained Osteopaths can easily allow for ‘shopping and hopping’.²⁴⁹

The following paragraph presents a listing of the different requirements and procedures for registration in the States and Territories of Australia.

Victoria

Assessment of overseas gained qualifications is gained by the Examination for Overseas trained Osteopaths if the person is not currently registered with one of the Australian registration boards for osteopathy.

For being eligible to sit the examination the Overseas Trained Osteopaths must have successfully completed a course of study in osteopathy of at least 3 years of duration full-time, prove proficiency of English and if registered as an Osteopath in the any other country, provide a “letter of good standing” from the registering authority.^{250 251}

Australia recognizes the USA D.O. degree for full medical practice rights within Australia.

NT

Overseas trained osteopaths are to complete an assessment by either the Victorian, New South Wales, or Western Australia Osteopaths Registration Boards.²⁵²

- www.osteoboard.vic.gov.au
- www.boards.dpc.wa.gov.au
- www.osteoreg.health.nsw.gov.au

²⁴⁹ Australian Osteopathic Association submission regarding the Review Of Mutual Recognition Schemes, Antony Nicholas, Executive Director, Australian Osteopathic Association
http://www.pc.gov.au/__data/assets/pdf_file/0015/82131/sub015.pdf

²⁵⁰ Assessing Osteopaths with Overseas qualifications, Osteopaths Registration Board of Victoria, PO BOX 248, Collins Street West, Vic 8007

²⁵¹ See Appendix for the Examination Candidate Guide, from the Registration Board of Victoria,
<http://www.osteoboard.vic.gov.au/>

²⁵² Department of Health and Families, Northern Territory Government, Chiropractors and Osteopaths Board
http://www.health.nt.gov.au/Health_Professions_Licensing_Authority_HPLA/Health_Registration_Boards/Chiropractors_and_Osteopaths_Board/index.aspx#Registration

ACT

Overseas trained osteopaths are required to sit an examination conducted by the Royal Melbourne Institute of Technology (RMIT) on behalf of State and Territory Registration Boards.²⁵³

The Overseas trained osteopaths must provide copies of the current overseas registration and a certificate of good standing, a copy of the degree, two written references no more than six months old. Then the applicant has to undergo an interview of the Board after which it determines the applicants level of skill and recency of practice. With those informations the Board will determine the examination the applicant will need to undertake. Once the candidate has successfully completed the examination, the Board will grant 12 months conditional registration.

After the 12 months the applicant must provide the Board with evidence of working for the past 12 months and “if the practitioner’s competency and/or conduct has not come to the attention of the Board during this time, the Board will grant full registration”²⁵⁴

NSW

Overseas trained osteopaths wishing to work as an Osteopath in NSW must successfully complete an examination in order to apply for registration with the Registration Board of NSW. An email requesting further information has been sent to the NSW Osteopaths Registration Board at osteoreg@hprb.health.nsw.gov.au but has not been answered.

WA

The Western Australian Registration Board for Osteopath doesn’t automatically recognise qualifications gained outside Australia and has no mutual recognition arrangements with any Board outside Australia.

The Overseas trained Osteopath needs to undergo an assessment in three stages. A desktop examination with various written assignments, submit certified copies of case notes, a

²⁵³ Department of Health, Australian Capital Territory, Health Information, Chiropractors and Osteopaths
<http://health.act.gov.au/c/health?a=da&did=10032856&pid=1068515709>

²⁵⁴ Department of Health, Australian Capital Territory, Health Information, Chiropractors and Osteopaths
<http://health.act.gov.au/c/health?a=da&did=10032856&pid=1068515709>, Health professions Registration Board – Australian Capital Territory, Scala House, 11 Torrens St, Braddon ACT 2612

multiple choice exam, a viva voce and an examination of the practical skills. Furthermore the applicant must be fluent in English.²⁵⁵

Queensland

Applicants with Overseas gained qualifications wanting to apply for registration with the Registration Board of Queensland need to undergo a competency evaluation undertaken on behalf of the Board by the Osteopaths Board of Victoria. The competency evaluation is done by an examination, the “Examination for Overseas Trained Osteopaths”^{256 257} An examination guide as well as further information about the assessment of overseas trained Osteopaths provided by the Osteopaths Registration Board of Victoria can be found in the Appendix.

SA

The South Australian Board does not recognise any overseas osteopathic qualifications for registration and has no assessment process in place.

However, the Board recognises successful completion of the skills assessment conducted by the Osteopaths Registration Board of Victoria for registration purposes.²⁵⁸

Tasmania

Overseas qualified osteopaths are required to undertake a qualifying examination which is conducted by the Australian Conference of Osteopath Registration Boards. The Victorian Osteopaths Registration Board conducts examinations on behalf of the Australian Conference of Osteopath Registration Boards.²⁵⁹

²⁵⁵ Process for evaluating applications to register as an osteopath in Western Australia, Osteopaths Registration Board of Western Australia, PO BOX 959, SOUTH PERTH WA 6951

²⁵⁶ Osteopaths Board of Queensland, Qualifications gained from outside Australia or New Zealand, <http://www.osteoboard.qld.gov.au/overseasqualification.htm>

²⁵⁷ Assessing Osteopaths with Overseas Qualification – Explanatory Information, osteopathy Registration Board of Victoria, updated Sept. 2008

²⁵⁸ Chiropractic and osteopathy Board of South Australia, <http://www.cbsa.sboards.com.au/osapplicants.htm>

²⁵⁹ Chiropractors and osteopathy – Registration Board of Tasmania, <http://www.regboardstas.com/corb/registration.htm>

VI. 4. Results and Discussion

Between Member States of the European Union, the European Economic Area and Switzerland there is mutual recognition of qualifications if the profession is regulated. Therefore it would be from great benefit for osteopathy and Osteopaths having graduated in Austria if the profession would be regulated by law in the country.

According to the “Austria - Australia Recommendations for Admission to Post-secondary Studies (2004)” released by the Federal Ministry for Science and Research on the 9th September 2003 by Dr. Heinz Kasparovsky, holders of an Australian Masters Degree by coursework should be assessed on a case-by-base basis in order to assess the recognition of the Australian Degree in Austria. This would apply for the Master of Science in Osteopathy provided by the RMIT as it is a Masters Degree by coursework. Furthermore holders of an Austrian Master’s degree may be considered for candidature for doctoral studies in Australia. Therefore the Master of Science in Osteopathy degree awarded at the WSO should allow the holder of that degree to be eligible for doctoral studies in Australia. Though in the “Austria - Australia Recommendations for Admission to Post-secondary Studies” there is no differentiation made between degree and non-degree Master studies. (see also III.1.3. Austria-Masters Degree Guidelines). This means that one cannot conclude if the MSc in Osteopathy Degree from the WSO makes its holder eligible for doctoral studies in Australia or if there would be a case-by-case examination needed. Between the UK and Austria, there are so far no bilateral agreements on the academic recognition existing. All applicants wanting to study in the UK need to get a letter of comparability from the UK Naric service.

The review of the requirements, for working as an Osteopath in Australia with a qualification gained overseas, provided by the different Osteopathic Registration Boards in Australia reveals that every applicant needs to undergo an examination for the assessment. The examination is not the same in all States and Territories of Australia.

Considering the professional recognition of osteopathy in Austria someone having acquired the diploma for osteopathy in another country can work in Austria as an Osteopath as long as osteopathy is not legally recognized as a profession in Austria.

In the UK academic recognition of osteopathy and therefore professional recognition in osteopathic belongings is done by the GOsC. There are different assessment processes between Austria, as being a member country of the European Union and Australia, as not being member of the European Union. If the qualification of an applicant from Austria wishing to establish a practice in the UK meets the standard required in the UK, the applicant

can directly apply for registration as an Osteopath after the assessment process. If the assessment shows that the qualification is below the standard required in the UK, the applicant would need to undergo further proof of its level of skills through an Assessment of the Clinical Performance. The difference between an applicant from Austria and an applicant from Australia when applying for registration in the UK is that an applicant from Austria needs to have worked at least 2 years as an osteopath within the last 10 years, whereas Australian applicants need to provide a portfolio of evidence from the practice for which the amount of practice needed is not mentioned in detail.

Although if reviewing also the application procedures from the NARIC in the UK the question arises for an applicant wishing to work or study in the UK as an Osteopath what application procedure he should follow. The application procedures from the GOsC as being the legal institution for osteopathic registration purposes in the UK or the application procedures from the NARIC in the UK as being a National Agency managed on behalf of the UK Government claiming to “provide to only official source of information on international qualifications (...) to individuals wishing to work (...) in the UK” (Website of the NARIC UK, www.naric.org.uk)

An Osteopath wanting to work as an Osteopath in Australia, holding a degree from an overseas country needs to get its qualification assessed by the Osteopaths Registration Board of the State or Territory of Australia the Osteopath wants to work. This assessment is done by an examination in the whole of Australia.

VII. Summary

The aim of this thesis was to draw a survey of the Master of Science in Osteopathy study programmes from the three schools: the WSO, the ESO and the RMIT, to subsequently compare them, and to identify the differences and commonalities.

Results of the comparison of the three Schools and the Master of Science study programmes are:

- All 3 schools cooperate with a federally recognised university.
- The WSO and the ESO are the only 2 schools in those countries to provide the entire osteopathic training ending with the Master degree. In Australia, there are 2 more universities beside the RMIT offering this kind of osteopathic training.
- Austria has the shortest history of osteopathy and therefore also for the training of osteopathy.
- The training at the WSO requires a previous professional qualification as a doctor or physiotherapist and a previous osteopathic training, and the study is a part-time programme, whereas the training at the RMIT and the ESO is a full-time study and doesn't require any previous professional qualification.
- Common to the 3 study programmes is that they offer a broad theoretical and practical training. The differences between the theoretical parts are fewer than between the practical training. The WSO is the only School that didn't have a teaching clinic, until recently.
- The number of instructors is much higher at the ESO and the WSO than at the RMIT.
- The training at the RMIT is the most expensive, at the WSO the less expensive.
- The workload of all three study programmes equals 90 ECTS points.
- All three Universities the WSO, the ESO and the RMIT have introduced continuously internal and external quality management procedures in order to assure high quality of the education programmes provided.

There is the trend European-wide and also worldwide towards the development of more similar study programmes between universities and countries, primarily to ease mobility. In Europe the first step in that development is the Bologna process, which aims at creating a common European academic area by 2010. All three countries, Austria, the UK and Australia

have their qualification frameworks for higher education which list the guidelines for Master study programmes. Because of these recent developments in the academic sector worldwide, it was necessary to first draw a survey of the existing guidelines for Master degrees in general in Austria, the UK and Australia (see III.1) and a survey of currently existing guidelines for Master of Science in Osteopathy programmes. (See III.2) This survey showed that there is currently only one model for osteopathic training as developed by the OSEAN. (III.2.1) The FORE has developed guidelines for osteopathic training, the Framework for Standards of Osteopathic Education & Training (EFSOET) (III.2.3) that are meant to be a guide for national associations for developing osteopathic training standards. Those standards are not meant to overrule any national laws. Furthermore the WHO is about to develop guidelines for osteopathic training in cooperation with the OIA and the WOHO.²⁶⁰ Extensive research on that subject have not resulted in any further existing guidelines or frameworks for osteopathic training.

Osteopathy is a relatively young profession and subject to very different states of development in each country. The regulation of osteopathy differs worldwide and is subject to continuous changes and developments. Furthermore there are big differences between academic and professional recognition between different universities and countries. This situation made it indispensable to compare in detail the political and legal status of the osteopathy profession in Europe, Australia and Worldwide.

Contrary to the situation in Australia and the UK, osteopathy is not legally recognised in Austria. Therefore the practice of osteopathy is neither regulated nor prohibited in Austria. Whereas in Australia and the UK there are well defined guidelines for the practice of osteopathy and it is recognised as a profession. In the UK the Osteopath Act 1993 protects the title 'osteopath' by law. Everyone wanting to practice osteopathy in the UK needs to apply for registration with the GOSc. (See V.1.1.3) In Australia, osteopathic practice is only allowed to osteopathic practitioners having completed the Masters degree and being registered by government. Osteopaths are registered under the Osteopathic Act of 2001 in each jurisdiction except Western Australia, Queensland and Victoria where Osteopaths are separately registered.²⁶¹

²⁶⁰ Mayer J., Die Osteopathische Medizin im Aufwind, 2004, Manuelle Medizin 6, p.425-426, Springer Verlag

²⁶¹ Website of the OIA, www.oialliance.org

The research showed that there is currently no Master of Science in Osteopathy accepted worldwide and that there are no valid international guidelines for the recognition of the Master of Science in Osteopathy.

VII. 1 Conclusion and Discussion

The comparison of the Master of Science in Osteopathy training programmes provided by the three Schools shows that the programmes have some commonalities but also significant differences. The main differences are in the course training structure, the length of the course programme, the entry requirements, the costs of the training and the number of teachers. Considering the programmes and the content of the curricula in their entirety the differences are less. The workload (90 ECTS points) is the same for all three osteopathy study programmes. In addition the knowledge and skills of the Osteopath after completing one of the programmes might not be so different between the Schools looking at the curricula contents in their entirety. But the structure of the curricula does not cover similar subjects at the same stages of the training and the structure of the whole courses is too different in order to easily allow an interchange time, like a semester or a year abroad, between the Schools. Furthermore, there is currently neither a European nor an international framework for the overall Master of Science in Osteopathy study programme in existence. Therefore it is not easily possible to study one year abroad and obtain recognition for this year abroad with the home school. In the current situation, recognition of a study in osteopathy from other institutions can only be made on a case-by-case basis.²⁶²

The scope of the thesis was not to make a detailed analysis of the differences and similarities of the curricula, as this would be a subject broad enough for its own thesis. However to effectively compare the contents of different osteopathic training programmes such a detailed analysis would be required. A limited comparison of the curricula was carried out under IV.3 in this thesis, using only the titles and a short description of the taught modules. Although useful in broadly comparing the curricula of each Osteopathy school, this information does not allow for detailed analysis. A more detailed study would require an incredible amount of resources and time, to observe and record lecture sessions over an entire training period. Such

²⁶² This was also confirmed, for the osteopathy studies at the RMIT, by Dr. Ray Myers, Discipline Head of the Division of osteopathy at the RMIT

a detailed analysis is hardly feasible. The worthiness of a detailed analysis measuring the quality of every single technique learned or every single lesson taught is highly questionable. Is it not the great diversification of osteopathy, the broad spectrum that osteopathy covers (as delivered over an entire training course) that is responsible for training good Osteopaths? The question arises if one cannot also profit from differences. Would a student have a broader understanding and more experience and skills in osteopathy when doing a study time abroad during the osteopathic training, in spite of the big differences between the structures of the training programmes? Pros and cons on that subject would need to be evaluated.

As long as osteopathy is not recognised by law in Austria, Osteopaths of any level of Osteopathic qualification (there are no minimum standards or requirements for such a qualification), may work in Austria under the same conditions, rights and obligations as an Austrian citizen. Even within Austria there is no regulation for the minimum standard an osteopathic qualification needs to satisfy.²⁶³ On one side this lack of requirements can be a benefit for the development of osteopathy in Austria as it enables Osteopaths from different countries all over the world to work as an Osteopath in Austria without needing to undergo any further examinations or training courses. On the other side this lack of requirements for a minimum standard of the osteopathic qualification enables also holders of Osteopathic degrees that are at a lower level to work as an Osteopath in Austria. This could have a negative effect on the development of osteopathy in Austria. The import of Osteopath should not undermine the efforts of the development of osteopathy in Austria. Thus there is currently no general quality assurance existing in Austria for the osteopathic treatments that can be provided to the public. It is difficult or even impossible for patients to identify and distinguish between a medically-scientifically trained osteopath and an unprofessional trained osteopath when selecting a practitioner.²⁶⁴

In addition, according to the WHO, the number of people making use of Traditional and Complementary/Alternative Medicine (TM/CAM)²⁶⁵ (Osteopathy is considered by the WHO as part of the TM/CAM), to help make their healthcare needs, is increasing. This is one reason more to legally recognise osteopathy worldwide and to assure the quality of the Osteopathic trainings provided, in order to assure patient safety and the further development of osteopathy.

²⁶³ See also E. Wilfling, Survey, Systematisation and Comparison of Professional, Advanced and Continuing Training Programmes for osteopathy available in Austria in the Winter Term 2006/2007

²⁶⁴ For further information on that subject see also E. Wilfling, Survey, Systematisation and Comparison of Professional, Advanced and Continuing Training Programmes for osteopathy available in Austria in the Winter Term 2006/2007

²⁶⁵ WHO Traditional Medicine Strategy 2002-2005, www.who.int

VII. 2 Critical Reflections/Contemplation of the Thesis/Ideas for further Thesis

The author cannot take responsibility for the integrity of all information presented and compared in this paper, as cooperation with the contacted institutions was partly very limited or even non-existent. Most information was therefore collected from the School websites, which did not always indicate the date of recent updates. The issues illuminated in this paper are subject to continuous development and changes, with the author constantly needing to review and update the paper even whilst writing it. It may be beneficial to re-examine the topic of this paper in the near future, and to review and compare any new developments.

Furthermore it is interesting, in order to follow the newest developments on the Bologna process, to read through the national reports on the implementation of the Bologna process²⁶⁶. This paper takes into consideration only 3 countries, but the Bologna process is a European wide process and osteopathy is a profession that is worldwide in development, therefore it would be interesting to make a similar thesis taking other countries and other osteopathy schools into account.

A development like the Bologna process but on an international basis has been attempted by the GATS. Also that issue requires further review and follow up.

The WHO has the role of facilitating the integration of Traditional and Complementary/Alternative Medicine into the national health care systems. from the WHO in that sector? What are the latest developments in the matter of developing international standards for TM/CAM? Additionally it is interesting to find out which therapies are defined as TM/CAM and subsequently to analyse which therapies are legalized in which countries and find out why certain countries have legalized certain therapies but not so osteopathy.

During the research for that thesis, I found out, that there are the two notions: Osteopath and osteopathic physician. It is not the only profession that has developed into two streams: psychiatrist/psychologist, ophthalmologist/optometrist, physiatrist/physiotherapist. Why is there this development of 2 streams in the field of medical professions? How and why has the development of the osteopathic profession into 2 streams been from the beginning on?

²⁶⁶ Can be found at: www.bologna-berlin2003.de/en/national_reports and www.bologna.at (for Austria)

VIII. Bibliography

VIII. 1 Literature References

The literature references are listed in the order of their first appearance in the thesis. The Laws, Decrees, Guidelines and Frameworks are also separately listed under XI.2. A CD-Rom is added at the end of the thesis containing the main literature references in full text. The references included on the CD-Rom are tagged with *** in the following list.

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RMIT Application Form, 2008 Direct Application Information Sheet, RMIT University, www.rmit.edu.au

Verordnung der Donau-Universität Krems über die Einrichtung und den Studienplan (Stand Mai 2005) des Universitätslehrganges „Osteopathie“ mit dem Abschluss Master of Science (Osteopathie) – MSc, 2005 / Nr. 18 vom 03. Mai 2005, Für das Rektorat Ao. Univ.-Prof. Dr. Ada Pellert, Vizerektorin für Lehre und Weiterbildung

Msc osteopathy prospectus, ESO, www.eso.ac.uk

Postgradualer Universitätslehrgang für Osteopathie - Informationen für Interessenten, www.wso.at

University of Greenwich, Student Information, Tuition fees 2008-2009, <http://www.gre.ac.uk/students/finance/postgrad/fees>

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The Portugal Agreement, Lisbon, Portugal 2007, Autumn meeting of the Healthcare professionals crossing borders partnership. ***

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Process for evaluating applications to register as an osteopath in Western Australia, Osteopaths Registration Board of Western Australia, PO BOX 959, SOUTH PERTH WA 6951

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VIII. 2 Laws, Decrees, Guidelines, Frameworks

The following is a list of the Laws, Decrees, Guidelines and Frameworks mentioned in the thesis. All items are also included in the Literature References and are listed here by countries and regions.

Austria

Die Ausbildungskriterien der OEGO, Österreichische Gesellschaft für Osteopathie, www.oego.org

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Ingrid Wadsack, Heinz Kasparovsky, Higher Education in Austria, July 2004, Federal Ministry of Education, Science and Culture

Heinz Kasparovsky, Austria - Australia Recommendations for Admission to Post-secondary Studies (2004), Federal Ministry for Science and Research, 9th September 2003

United Kingdom

The framework for higher education qualifications in England, Wales and Northern Ireland – January 2001

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Code of Practice, May 2005, GOsC, UK, Quality Assurance Agency in Higher Education (QAA), <http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/fullintro.asp>

Registration for Osteopaths with a qualification gained outside the UK, GOsC, <http://www.osteopathy.org.uk/registration/overseas.php>, October 2008

Australia

AQF Qualifications, Master Degree, The Australian Qualifications Framework, www.aqf.edu.au

Assessing Osteopaths with Overseas qualifications, Osteopaths Registration Board of Victoria, PO BOX 248, Collins Street West, Vic 8007.

Process for evaluating applications to register as an osteopath in Western Australia, Osteopaths Registration Board of Western Australia, PO BOX 959, SOUTH PERTH WA 6951

Healths professions Registration Board – Australian Capital Territory, Scala House
11 Torrens St, Braddon ACT 2612

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The Portugal Agreement, Lisbon, Portugal 2007, Autumn meeting of the Healthcare professionals crossing borders partnership.

The framework of qualifications for the European Higher Education Area, European Higher Education Area

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European Higher Education in a Global Setting. A Strategy for the External Dimension of the Bologna Process, Bologna Process

Standards and guidelines for Quality Assurance in the EHEA, European Association for Quality Assurance in the Higher Education

Lisbon Recognition Convention, Convention on the Recognition of Qualifications Concerning Higher Education in the European Education Area, Lisbon 11.IV. 1997

Standards and guidelines for Quality Assurance in the EHEA, European Association for Quality Assurance in the Higher Education

The framework of qualifications for the European Higher Education Area, European Higher Education Area, The Bergen Conference of European Ministers Responsible for Higher Education, 19-20 May 2005

Shared 'Dublin' descriptors for Short Cycle, First Cycle, Second Cycle and Third Cycle Awards, A report from a Joint Quality Initiative informal group (contributors to the document are provided in the Annex), 18 October 2004, Draft 1 working document on JQI meeting in Dublin on 18 October 2004

VIII. 3 Personal Communications

Email answer from Dr. Ray MYERS, B.surv., B.App.Sc., M.Ost.Sc., RMIT

Email answer from Dr Paula FLETCHER, BSc.,PhD., ESO

Email answer from the Federal Ministry of Science and Research, 17.02.2009

Email answer from Sarah Eldred, FORE

VIII. 4 Websites

The following is the complete list of websites, which were accessed for the composition of the thesis. The websites were accessed from 2008 to June 2009.

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www.aei.gov.au

www.aoc.org.au

www.aqf.edu.au

www.bmwf.gv.at

www.bologna2009benelux.org

www.bologna-berlin2003.de

www.coe.int
www.dest.gov.au
www.donau-uni.ac.at
www.e-f-o.org
www.eso.ac.uk
www.europeunit.ac.uk
www.forewards.eu
www.hpcb.eu
www.jointquality.org
www.oego.org
www.oialliance.org
www.ond.vlaanderen.be/hogeronderwijs/bologna/links/United_Kingdom.htm
www.osean.com
www.osteopathy.org
www.qaa.ac.uk
www.rmit.edu.au/osteopathy
www.wequam.at
www.who.int
www.woho.org
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IX. Glossary

Qualification levels, Levels of the FHEQ and corresponding FQ-EHEA cycle

“In the UK and Ireland, each stage within any framework of qualifications, be it school, vocational, further or higher education, is commonly referred to as a 'level'. In practice, most such levels represent bands of qualifications that share similar expectations of attainment. The FHEQ has five levels, three of which are undergraduate and two are postgraduate. These are numbered 4-8, succeeding levels 1-3 which precede higher education in The National Qualifications Framework and The Qualifications and Credit Framework (NQF/QCF).” (The framework for higher education qualifications in England, Wales and Northern Ireland, August 2008, Quality Assurance Agency for Higher Education)

“Within the FQ-EHEA, the term 'cycle' is used to describe the three sequential levels identified by the Bologna Process (first cycle - which can include short cycle qualifications, second cycle and third cycle) within which all European higher education qualifications are located. In broad terms, the first cycle corresponds to undergraduate awards (typically bachelor's degrees), the second cycle and third cycles to postgraduate awards (typically master's degrees and doctoral degrees, respectively)”. (The framework for higher education qualifications in England, Wales and Northern Ireland, August 2008, Quality Assurance Agency for Higher Education)

Typical higher education qualifications within each level	FHEQ level*	Corresponding FQ-EHEA cycle
Doctoral degrees	8	Third cycle (end of cycle) qualifications
Master's degrees	7	Second cycle (end of cycle) qualifications
Integrated master's degrees**		
Bachelor's degrees with honours (eg, BA/BSc Hons)	6	First cycle (end of cycle) qualifications
Bachelor's degrees		
Intermediate	5	Short cycle*** (within or linked to the first cycle) qualifications
Certificate	4	

* Formerly, in the 2001 edition of the FHEQ, the levels were identified as Certificate (C), Intermediate (I), Honours (H), Masters (M) and Doctoral (D) level.

** Integrated master's degree programmes typically include study equivalent to at least four full-time academic years, of which study equivalent to at least one full-time academic year is at level 7. Thus study at bachelor's level is integrated with study at master's level and the programmes are designed to meet the level 6 and level 7 qualification descriptors in full.

***In many other European countries, as in England, Wales and Northern Ireland, a range of higher education qualifications are available to students who have undertaken a programme of study within the FQ-EHEA first cycle, but which do not represent the full extent of achievement for this cycle. These qualifications are referred to as higher education short cycle (within the first cycle) awards.

(The framework for higher education qualifications in England, Wales and Northern Ireland, August 2008, Quality Assurance Agency for Higher Education)

Credit/Credit systems

“Credit is awarded to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.”

(Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education in England, August 2008)

ECTS = European Credit Transfer System

ECTS is an important information tool and mobility promoting instrument. Its original purpose was cross-border mobility, i.e. providing the home institution with the most precise information possible on the range of studies offered at those foreign institutions where a specific section of the studies was taken, but also giving specific information on the extent to which the student in question met the requirements of the foreign institution.

In consequence, every institution participating in ECTS presents

- in detail the range of its courses for all or certain degree programmes (a general overview) and
- the workload of a specific student (specific information in individual cases).

Essential components of ECTS are the information package, i.e. a precise break-down of the range of courses, the credits (1 academic year = 60 credits, with the decisive factor being the workload of an average student with hours in attendance and all other work items in connection with a course) and the transcript of records, which is a confirmation of the courses and examinations taken and the credits earned.

“ECTS is based on the principle that 60 credits measure the workload of a full-time student during one academic year². Credits in ECTS can only be obtained after successful completion of the work required and appropriate assessment of the learning outcomes achieved.

The ECTS provides a common measure of student workload linked to learning outcomes which is recognised for the purposes of credit transfer.

Australian higher education system does not provide the same credit transfer framework as the ECTS. Australia has the EFTSU (Equivalent Full Time Student Unit) system which, whilst providing a common measure of student workload applying across Australian universities, doesn't specify the workload in terms of learning outcomes and competencies.” There is no uniform national credit system in Australia. Australian universities have also experience with the use of the University Mobility in Asia and the Pacific (UMAP) credit transfer system, which is modelled on the ECTS.

1 EFTSU equal 60 ECTS credits

“The student workload of a full-time study programme in Europe amounts in most cases to around 1500-1800 hours per year and in those cases one credit stands for around 25 to 30 working hours.”

(The Bologna process and Australia: Next steps, Department of Education, Science and Training, April 2006)

UK credits = CATS = Credit Accumulation and Transfer System. CATS is used by many universities in the UK.

It is possible to equate CATS with the Scottish Credit and Qualifications Framework and the European Credit Transfer and Accumulation System (ECTS). Two CATS points are equivalent to one ECTS point.(Wikipedia, CATS)

Honours Degree

Australia

In Australia the award of Honours is given to students who have achieved a higher level of performance in a fourth additional year to a typical Bachelor degree. Some bachelor degrees have inclusive Honours as part of a four year degree (such as engineering). This Honours year consists generally of half coursework units and half thesis. The Honours degree is generally for those who want to take up a research track for postgraduate studies. Differing between universities is the marking scale for Honours. Generally 65 - 75(Third class), 75 - 85 (second class (broken down into A and B or First Division and Second Division), 85+ (First class). First class and Second class First division is generally the standard required for entry into a PhD or Masters by Research in Australia. (Wikipedia, Bachelor's degree, last version from 03.06.2009)

United Kingdom

“Honours degrees form the largest group of higher education qualifications. Typical courses last for three years (if taken full-time) and lead to a Bachelors degree with Honours, having a title such as Bachelor of Arts (BA(Hons)) or Bachelor of Science (BSc(Hons))” (The framework for higher education qualifications in England, Wales and Northern Ireland – January 2001)

“Honours degrees are of a superior academic standard. An Honours degree is always awarded in one of four classes depending upon the marks gained in the final assessments and examinations. The top students are awarded a first class degree, the next best, an upper second class degree (usually referred to as a 2:1), the next a lower second class degree (usually referred to as a 2:2), and those with the lowest marks gain a third class degree. An Ordinary or unclassified degree (which does not give the graduate the right to add (Hons)) may be awarded if a student has completed the full honours degree course but has not obtained the total required passes sufficient to merit a third-class honours degree. Alternatively a student may be denied honours if he/she has had to retake courses. An ordinary degree usually requires 300 CATS points whereas an honours degree requires 360 CATS points. It is possible to be awarded an ordinary degree with distinction if the average of the 300 CATS points is 70%+“(Wikipedia, Bachelor's degree, last version from 03.06.2009)

Integrated Masters

“Some master's degrees comprise an integrated programme of study spanning several levels where the outcomes are normally achieved through study equivalent to four full-time academic years. While the final outcomes of the qualifications themselves meet the expectations of the descriptor for a higher education qualification at level 7 in full, such qualifications are often termed 'integrated master's' as an acknowledgement of the additional period of study at lower levels (which typically meets the expectations of the descriptor for a higher education qualification at level 6)”. (The framework for higher education qualifications in England, Wales and Northern Ireland, August 2008).

X. Appendix

X. 1 Appendix Part 1: Index of Addresses and Contact Persons

X. 1. 1 Addresses, Contacts and Training locations of the WSO

Wiener Schule für Osteopathie, A-1130 Wien, Frimbergg. 6

Tel.: 01 879 38 26-0, Fax: 01 879 38 26-19

contact: office@wso.at

www.wso.at

Dungl Biotrainings-Zentrum

Hauptplatz 58

A-3571 Gars am Kamp

Department Klinische Medizin und Biotechnologie

Zentrum für Traditionelle Chinesische Medizin und Komplementärmedizin

Donau-Universität Krems

Dr.-Karl-Dorrek-Strasse 30, 3500 Krems, Austria

Tel.: +43(0)2732 893-2691, Fax: +43(0)2732 893-4000

Contact: tcm@donau-uni.ac.at,

www.donau-uni.ac.at/ztc

X. 1. 2 Addresses, Contacts and Training locations of the ESO

The European School of Osteopathy

(Academic Site)

Boxley House

The Street

Boxley

Maidstone

Kent

ME14 3DZ

Tel: +44 (0) 1622 671558

Fax: +44 (0) 1622 662165

E-mail: info@eso.ac.uk

The ESO Clinic

104 Tonbridge Road

Maidstone

Kent

ME16 8SL

Tel: +44 (0) 1622 685989

Fax: +44 (0) 1622 661812

X. 1. 3 Addresses, Contacts and Training locations of the RMIT – Division of Osteopathy

RMIT University

Region VIC, Melbourne Northern Suburbs

Contact Phone 03 9925 2260

Contact Fax 03 9925 3070

Contact Email study@rmit.edu.au

Dr Ray Myers

Contact Phone 03 9925 7596

Contact Email ray.myers@rmit.edu.au

Bundoora Campus

Building 202, Level 4, Room 64

Plenty Road, Bundoora

Victoria, Australia

Contact

Tel: +61 3 9925 7396

Fax: +61 3 9925 7795

Applications for the Master of Science in Osteopathy at:

Info Corner (formerly the Office for Prospective Students)

330SwanstonStreet, Melbourne

Tel. +61 3 9925 2260

Email: study@rmit.edu.au

www.rmit.edu.au/programmes/enquiries.

X. 1. 4 Further Addresses and Contact details

Forum for Osteopathic Regulation in Europe

c/o Osteopathy House

176 Tower Bridge Road

London SE1 3LU

United Kingdom

Email: foresecretariat@osteopathy.org.uk

Website: www.forewards.eu

General Osteopathic Council

Osteopathy House

176 Tower Bridge Road

London SE1 3LU

Tel: +44 (0)20 7357 6655

Fax: +44 (0)20 7357 0011

Email: info@osteopathy.org.uk

www.osteopathy.org.uk

British Osteopathic Association

3 Park Terrace

Manor Road

Luton

Bedfordshire LU1 3HN

Tel: +44 (0)1582 488 455

Fax: +44 (0)1582 481 533

Email: boa@osteopathy.org

www.osteopathy.org

Osteopathic International Alliance

OIA Secretariat

142 E Ontario
Chicago IL 60611
USA
Phone: +1 312 202 8184
Fax: +1 312 202 8484
Email: oia@osteopathic.org
www.oialliance.org

State and Territory Registration Boards of Australia

The NSW Osteopaths Registration Board

PO Box K599
HAYMARKET NSW 1238
Ph: 02 9219 0233 Fax: 02 9281 2030
Email: osteoreg@doh.health.nsw.gov.au

Chiropractors and Osteopaths Board of the Australian Capital Territory

Scala House
11 Torrens Street,
BRADDON ACT 2612
Ph: 02 6205 1601 Fax: 02 6205 1602
Email: HealthACT@act.gov.au

Osteopaths Board of Victoria

PO Box 248
Collins Street West
Melbourne VIC 8007
Ph: (03) 92861888 Fax: (03) 9286 1880
Email: registrar@osteoboard.vic.gov.au

Chiropractors and Osteopaths Registration Board of Tasmania

PO Box 6
South Hobart Tasmania 7004
Ph 03 6224 9331 Fax 03 6224 9700
Email: corb@regboardstas.com

Chiropractic Board of South Australia

16 Norma Street

MILE END SA 5031

Ph: 08 8443 9669 Fax: 08 8443 9550

Email: regofficer@sboards.com.au

Osteopaths Board of Western Australia

PO Box 959

SOUTH PERTH WA 6951

Ph: 08 9368 2633 Fax: 08 9368 2677

Email: osteopaths@kbradbury.com.au

Health Professionals Licensing Authority (Northern Territory)

GPO Box 4221

DARWIN NT 0801

Ph: 08 8999 4157 Fax: 08 8999 4196

Email: healthprofessions.ths@nt.gov.au

Osteopaths Board of Queensland

PO Box 2438

BRISBANE QLD 4000

Ph: 07 3225 2509 Fax: 07 3225 2527

Email: osteopathy@healthregboards.qld.gov.au

X. 2 Appendix Part 2: Index of Tables

Table 1: Comparison of the Masters degrees qualification frameworks of the European higher education area, the UK and Australia and the Universities act 2002 of Austria

Issued by Dr. Astrid Hörtl

The table can be found in the paper at:

III. 1. 6. Results and Discussion of III. International and national guidelines for the Master of Science Degree, Core Curriculum

Table 2: Educational Model for Osteopathic Education, OSEAN

Issued by Dr. Astrid Hörtl, Source: www.osean.com

The table can be found in the paper at:

III. 2. 1. Educational Model for Osteopathic Education - OSEAN

Table 3: Overview of the Curriculum at the WSO

Translated by Dr. Astrid Hörtl, Source AO. UNIV.-PROF. DR. ADA PELLERT, Vizerektorin für Lehre und Weiterbildung, Verordnung der Donau-Universität Krems über die Einrichtung und den Studienplan (stand Mai 2005) des Universitätslehrganges „Osteopathie“ mit dem Abschluss Master of Science (Osteopathie) – MSc, 2005 / Nr. 18 vom 03. Mai 2005

The table can be found in the paper at:

IV. 3 Structure of the Training Programmes

Table 4: Overview of the curriculum, Year 1, RMIT

Issued by Dr. Astrid Hörtl, Source: www.rmit.edu.au/osteopathy

The table can be found in the paper at:

IV. 3 Structure of the Training Programmes

Table 5: Overview of the curriculum, Year 2, RMIT

Issued by Dr. Astrid Hörtl, Source: www.rmit.edu.au/osteopathy

The table can be found in the paper at:

IV. 3 Structure of the Training Programmes

Table 6: Length and Type of the Master of Science in Osteopathy programmes

Issued by Dr. Astrid Hörtl

The table can be found in the paper at:

IV. 5 Duration of the programme

Table 7: Fees of the Master of Science in Osteopathy training programmes

Issued by Dr. Astrid Hörtl

The table can be found in the paper at:

IV. 8 Training costs

X. 3 Appendix Part 3

X. 3. 1 Lists of the teaching staff at the 3 schools

List of teachers teaching at the WSO

Dr. Jane Carreiro, D.O.

Osteopath in Maine/USA, Professor of Manipulative Medicine at the University of New England

Mag. Heidi Clementi

Sociologist in Vienna

Georges Finet, D.O.

Osteopath in Quaregnon/Belgium

Dr. Georg Harrer

Medical Specialist in Emergency Medicine in Vienna

President of the European FDM (Fascial Distortion Model) Association

Pascal Javerliat, D.O.

Osteopath in Vichy/France, President of the “Régistre des Osteopathes Français (ROF)”

Kenneth Johnson, D.O.

Osteopath in Biddeford/USA

Univ.Prof.Dr. Harald Kollegger

Medical Specialist in Neurology and Psychiatry in Vienna

Prof.Dr. Anton Leitner

Medical Specialist and Psychotherapist in St.Pölten/Austria

Bernard Ligner, D.O. (Frankreich)

Faculty member of CIDO, director and co-founder of WSO/Vienna, author of “Bildatlas der praktischen Osteopathie 1 + 2” and co-author of “Manipulations uro-génitales”

Dr. Erich Mayer-Fally, MSc D.O.

Medical Doctor and Osteopath in Vienna

Hanneke Nusselein, D.O. (UK)

Osteopath in London/UK

Dr. Nurit Sommer

Cultural and Social anthropologist in Vienna/Austria

Peter Sommerfeld, MSc D.O.

Physical therapist and osteopath in Vienna

Karin Stadler, MSc D.O.

Physical therapist and osteopath in Vienna

Dr. Beatrix Urbanek, MSc D.O.

Medical Specialist for gynaecology and osteopath in Vienna

Raphael van Assche, MSc D.O.

Director and co-founder of WSO/Vienna, author of “AORT Autonome Osteopathische Repositionstechnik”

Patrick van den Heede

Osteopath in Orroir/Belgium

Patrick van Dun, Eur.Ost D.O.

Osteopath in Mechelen/Belgium

Prof. Frank Willard, Ph.D.

Lecturer in Anatomy in New England/USA

Christian William, D.O.

Osteopath in Queregnon/Belgium

Dr.med.dent. Erich Wühr

Dentist, Orthodontist and osteopath in Germany

List of teachers teaching at the ESO

The following shows the list of lecturers at the ESO in the MSc programme in osteopathy and the list of lecturers of the Integrated Master programme.²⁶⁷

MSc in Osteopathy

Dr Paula FLETCHER, BSc.,PhD

Programme Leader, Dissertation Supervisor

Mr Derek EDWARDS, BSc.,MEd

Module Leader

Mr Christian FOSSUM DO

Module Leader

Dr Michael KUCHERA, DO

Module Leader

²⁶⁷ This list was provided by Dr. Paula Fletcher , BSc, PhD, from the ESO

Prof Renzo MOLINARI, DO

Module Leader

Mr Leslie SMITH, BSc.,M.Phil

Module Leader

Prof Frank WILLARD, BSc.,PhD

Module Leader

Mr Mark YOUNG, DO

Module Leader

Mr Adrian BARNES, DO.,MSc

Dissertation Supervisor

Mr Lance BIRD, BSc.,M.Phil

Dissertation Supervisor

Dr Peter COLLINS, BSc.,PhD

Dissertation Coordinator & Dissertation Supervisor

Mr Clive HAYDEN, DO.,MSc

Dissertation Supervisor

Ms Diana PITT, DO.,MSc

Dissertation Supervisor & Clinic Tutor

Mr Devan RAJENDRAN, DO.,BSc.,MSc

Dissertation Supervisor Mentor, Clinic Tutor

Mr Andrew GOLDING, BSc.,MSc

Dissertation Supervisor

Mr Nicolas TANGUY, BSc.,MSc

Dissertation Supervisor & Clinic Tutor

Mr Steven BETTLES, BA.,BSc.,MEd

Mentor

Mrs Sarah-Jane MARSHALL, DO

Mentor, Clinic Tutor

Mr Jon PARSONS, DO.,MSc

Mentor & Clinic Tutor

Mr Mark PIRAINO, BSc Hons Ost²⁶⁸

Mentor

²⁶⁸ See Appendix, Explanation of Terms, for a description of the Honours Degrees

Ms Anna REEVE, DO., PGCE

Mentor

Mr Jeff RICHARDS, DO.,MSc

Mentor

Mr Rob THOMAS, BSc Hons Ost

Mentor

Mr Andy BARKER, DO

Clinic Tutor

Mr Nigel BASSETT, DO

Clinic Tutor

Mr Daniel BROWN, BSc Hons Ost

Clinic Tutor

Mr John CHAFFEY, DO.,BSc

Clinic Tutor

Ms Katherine COOPER, BSc Hons Ost

Clinic Tutor

Mr Tim COYSTEN, DO

Clinic Tutor

Mr Kenan FADIL, BSc Hons Ost

Clinic Tutor

Miss Suzanna FRISBY, BSc Hons Ost

Clinic Tutor

Mr Matthew GREEN, BSc Hons Ost

Clinic Tutor

Mr Basharat KAIFI, BSc Hons Ost

Clinic Tutor

Mr Jon KING, BSc Hons Ost

Clinic Tutor

Miss Julie LEWIS, BSc Hons Ost

Clinic Tutor

Miss Celine MENETEAU, BSc Hons Ost MSc

Clinic Tutor

Mr Tim NELSON, BSc Hons Ost

Clinic Tutor

Miss Annette PANTALL, DO, PhD

Clinic Tutor

Miss Karen PELLING, DO

Clinic Tutor

Mr Stephen PIRIE, DO

Clinic Tutor

Mr Terry RULTEN, BSc Hons Ost

Clinic Tutor

Mr Chris SULLIVAN, BSc Hons Ost

Clinic Tutor

Integrated Master programme

Rishi ANGRAS, BSc (Hons) Ost

Clinical Examinations Skills

Differential Diagnosis

Clinic Tutor and Yr 2 Year Tutor

Adrian BARNES, DO, MSc

Osteopathic Technique ; Dissertation Supervisor.

Principal

Michael BENNETT, FCCA

Practice Management

Steven BETTLES, BA, BSc (Hons) Ost;M.Ed;DO

Clinical Neurology

Vice Principal (Osteopathic)

Lance BIRD, BSc M.Phil

Medical Imaging; Dissertation Supervisor.

Peter BLAGRAVE, DO

Osteopathic Technique

Charles BRUFORD, BSc (Hons) Ost

Involuntary Mechanism

Gerry CARTER, DO (Hons)

Clinical Anatomy

Piers CHANDLER, DO

Balanced Ligamentous Tension

Catherine CLAIR, BSc (Hons) Ost

Muscle Energy Technique

General Medical Screening

Dr Peter COLLINS, BSc, PhD, MBA

BSc / MSc Projects Co-ordinator

Research Methodology & Statistics; Dissertation Supervisor.

Jonathan DANIELS, DO

Osteopathic Technique

Kenan FADIL, BSc (Hons) Ost

Clinic Tutor and Yr 4 Year Tutor

Dr Paula FLETCHER, BSc, PhD, GradCertEd(FE)

Statistics (BSc / MSc); Critical thinking.

MSc Ost Programme Leader;

M.Ost Programme Leader Dissertation Supervisor

Vice Principal (Academic)

Suzannah FRISBY, BSc (Hons) Ost Med.,MSc.,DO

Osteopathic Care of Children

Andrew GOLDING, BSc (Hons), MSc

Dissertation Supervisor

Sarah JONES, MA

Dissertation Supervisor

Clive HAYDEN, DO., MSc

Psychology

Bernard KINGSTON, DO

Musculoskeletal Anatomy

Yr 1 Year Tutor

Gerald LAMB, BSc, DO

Language of osteopathy

Senior Clinic Consultant

Alison LEY, BSc, DO, PGCE

Osteopathic Principles

Robert LEVER, BA, DO

Osteopathic Medicine

Matthew MANKTELOW, BSc (Hons) Ost

Orthopaedics

Clinical Neurology

Sarah-Jane MARSHALL, DO

Clinic Tutor

Graham MASON, DO

Involuntary Mechanism

Clinic Tutor

Prof Renzo MOLINARI, DO

Anthropology

Obstetrics

History of osteopathy

Jonathan PARSONS, DO, MSc.,PGCE

Fundamentals of osteopathy

Head of International Department

Dr. Annette PANTALL, DO. PG Dip. Biomech.,PhD

Clinic Tutor; Dissertation Supervisor

Mark PIRAINO, BSc (Hons) Ost.,DO

Pathology

Stephen PIRIE, DO

Osteopathic Technique

Clinic Tutor

Diana PITT, DO., MSc

Clinic Tutor; Dissertation Supervisor

Devan RAJENDRAN, BSc (Hons)Ost Med.,MSc.,PG Dip (Hyp) (UCL)., ND, DO, Cert.Ed.

Biomechanics

Preclinical Studies

Dissertation Supervisor

Clinic Tutor

Anna REEVE, BSc (Hons), DO, PGCE

General Osteopathic Technique

Jeff RICHARDS, DO (Hons), BSc (Hons) OstMed, MSc

Soft Tissue Technique

Clinic Tutor

Terry RULTEN, BSc (Hons) Ost., PGCE

Case History Taking

Leslie SMITH, BSc, MSc

Physiology

Neural Science

Embryology

Alan STEWART, MBBS

Nutrition

Nicolas TANGUY, BSc (Hons) Ost., MSc

Clinic Tutor; Dissertation Supervisor

Robert THOMAS, BA, BSc (Hons) Ost

Osteopathic Clinical Studies

Head of Clinic

Simon TOLSON, BSc (Hons) Ost, PGCE

Clinic Tutor

Sports Injuries

Richard TWINING, BSc (Hons) Ost

Visceral osteopathy

Jitendra VARA, DO

Clinical Neurology

Jacqui WHITE BSc (Hons), PGCE

Study Skills

Welfare Officer

Prof Frank WILLARD, BSc, PhD

Anatomy

List of teachers teaching at the RMIT

The following presents the list of osteopathy Teaching Staff at the RMIT.²⁶⁹

²⁶⁹ The list was provided by Dr Ray Myers (RMIT)

Dr. Ray MYERS, B.surv., B.App.Sc., M.Ost.Sc.

Division Head osteopathy, RMIT

Assoc Prof Cliff DA COSTA PhD,

Stanford University, EdS (Education Specialist, Programme Evaluation), Stanford University,
MS, Stanford University, (mathematics and statistics)

Dr. Kirstie FERNANDES

B App Sc(osteopathy), Master of Osteopathic Science(R) candidate (RMIT),
Bachelor Degree Programme Coordinator and Clinical Coordinator

Dr. Sharyn BURKE

BSc (Biol), BSc (Clin), MHS (osteopathy) (VU), Grad Cert. (T.T.L.), (RMIT)

Dr. Heather MUNRO

Lecturer

Dr. Margaret MATTHEWS

Senior lecturer

Dr. Michael KELLY

B.App.Sc., RMIT

Dr. Nahla KARIM

B.App.Sc., RMIT, Master of Osteopathic Science (Paediatrics)

Dr. Narelle HYDE

Lecturer

Dr. Paula HENDERSON

Lecturer

Dr. Sarah-Jane MARTORELLA

Lecturer