

COURSE DETAILS

Bachelor of Science (Honours) Osteopathy - B.Sc. Osteopathy (Hons) Extended Pathway

Type of course: Award leading

Mode of Delivery: Face to Face and Blended Learning

Title of qualification: Bachelor of Science (Honours) Osteopathy (BSc. (Hons) Osteopathy)

MFQ level: 6

Total Learning hours: 6000

Total ECTS: 240

Course Type and Duration: Extended Pathway

Target Group: 18+ / career changers

Languages of instruction: English and Italian

Entry requirements: All applicants must demonstrate proficiency in Italian to CILS Due B2 or equivalent.

Malta Applicants

Matriculation Certificate with a pass at Advanced Level at Grade C or better in Biology and a pass at Intermediate Level in Physics or Chemistry. Secondary Education Certificate (University of Malta) passes at Grade 5 or better in Maltese, Italian Language, English Language and Mathematics.

Italian Applicants

Italian secondary school leaving qualification.

Other applicants

Apart from nations listed above, international applicants must demonstrate equivalence to the entry requirements set out above and in accordance with the Maltese Qualification Framework (MQF Level 4).

All mature applicants (26 years or over) may apply requesting that prior and/or experiential learning be credited.

The Bachelor of Science (Honours) Extended Pathway Osteopathy is a five-year, which is aligned with:

- CSN EN 16686 (Osteopathic Healthcare Provision)
- Osteopathy Benchmark for the Council for The Professions Complementary to Medicine (CPCM) in Malta
- The Maltese National Quality Assurance Framework for Further and Higher Education

The program focuses on developing clinical expertise and providing relevant evidence-based learning opportunities. It aims to produce autonomous, empathetic, and compassionate practitioners.

The program delivers 1,500 hours of clinical training, surpassing the minimum requirement of 1000 hours set by the CSN EN 16686. The clinical practice internships offer a diverse range of patients spanning all ages and lifestyles. Additionally, they grant access to specialized areas within learning

centers in Italy and Malta ICOM Educational clinic in Malta. These placements create opportunities for students to showcase their practical application of knowledge and skills acquired in the classroom across a variety of patient management settings.

The placements occur both internationally and at the specialized Malta ICOM Educational osteopathy clinic in Malta. This specialized training enables students to engage in multidisciplinary clinical environments and observe critical healthcare practices.

Upon successful completion of the program, candidates will become eligible to apply for registration with the Council for the Professions Complementary to Medicine in Malta. The program adheres to the European, Maltese, and Italian Osteopathy Practice Professional guidelines.

The program is designed to equip graduates with the qualifications necessary for professional registration in Malta through the Council for the Professions Complementary to Medicine (CPCM). Subsequently, graduates can seek professional recognition from other regulatory bodies within the EU and non-EU regions, provided they fulfil local requirements.

Malta ICOM Educational acknowledges the need for an additional application to the Council for Professions Complementary to Medicine, following Article 21 (a) (b) (d) and the First Schedule (Art 6) of the Health Care Professions Act (Cap 464), in order to officially recognise the validated award. This process will be carried out on an individual, case-by-case basis until further notice.

Relationship to occupation:

Obtaining a degree in Osteopathy from Malta ICOM Educational offers the chance to embark on a fulfilling and demanding career within European National Health Services, Social Services, or the private sector.

Upon completing the program, graduates are equipped to collaborate with other skilled professionals across diverse clinical settings, contributing to the implementation of advancements in the diagnosis of disease, treatment, and the understanding of health.

In Malta, graduates can work in the private sector following successful registration with the [CPCM](#).

With accumulated experience, graduate osteopaths may opt to engage in teaching and research activities. Opportunities for careers in academia arise as graduates advance their educational journey to Master's or Doctorate levels.

Programme Aims and Learning Outcomes

The Bachelor of Science (Honours) Extended Pathway in Osteopathy (is a five-year program designed to enable students to become autonomous and competent osteopaths who are eligible to register with The Council for the Professions Complementary to Medicine (CPCM) in Malta.

The program aims to produce a competent osteopath who fulfils the standards set out in the European Framework Standard Osteopathic Education and Training and confers eligibility on them to apply for professional registration with CPCM; to produce a graduate demonstrating reflective, self-evaluative and critical thinking and transferable skills whilst providing safe, caring, ethical and competent osteopathic treatment; and to develop a graduate demonstrating a commitment to life-long learning, research and evidence-based practice, continued professional development and business entrepreneurship.

The graduate from this program will:

- be an osteopath who can demonstrate the qualities of an autonomous patient-focused practitioner that is competent, caring, empathetic, trustworthy, professional, confident, self-aware, and inquiring.
- able to demonstrate and apply the principles and scientific basis of osteopathy based on secure and critical understanding of principles and concepts of osteopathy and how these inform and guide rational clinical decision-making.
- demonstrate an understanding of models of health, disease, and illness and how these inform a critical consideration of practical patient care and management.
- demonstrate the appropriate professional attitude, knowledge, and behavior consistent with being a healthcare practitioner.
- possess communication skills to understand the range and forms of human communication and their strengths and limitations.

Overall Intended Program Learning Outcomes

		Knowledge				Skills			Competences			Learning Outcomes					
MQF Level 4	Level 4 EQF	Factual and theoretical knowledge within a field of work or study.				A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.			Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change. Supervise the routine work of others, take some responsibility for the evaluation and improvement of work or study activities.			Knowledge and Understanding; Applying Knowledge and Understanding; Communication Skills; Communication Skills; Judgmental Skills; Learning Skills; Autonomy and Responsibility.					
	Level 4 MQF	1. Understands broad theoretical knowledge and analysis of information related to a field of work or study;	2. Understands facts and establishes basic principles in broad contexts within a field of work or study;	3. Applies facts and procedures in broad contexts within a defined field of work or study;	4. Selects and analyses theoretical knowledge in broad contexts within a specific field of work or study.	1. Demonstrates acquired knowledge and the ability to apply a range of technical or academic skills to carry out multiple complex tasks;	2. Communicates theoretical and technical information in a work or learning environment;	3. Generates solutions to specific problems within a field of work or study	1. Applies knowledge and skills to perform qualitative and quantitative tasks that require technical capacity normally associated with a technician's competence;	2. Supervises the quality and quantity of work of self and others' under quality assured structures with responsibility and autonomy;	3. Demonstrates an advanced level of key competences at this level as a basis for higher education.	1. Understands and analyses broad theoretical, practical and technical knowledge related to a field of work or study;	2. Follows instructions and carries out defined theoretical, complex and technical tasks;	3. Communicates theoretical and technical information in a work or learning context;	4. Interacts with and generates solutions to problems within the immediate environment of a given field of work or study;	5. Applies key competences to defined actions and to a technical or academic field of work or learning context;	6. Exercises autonomy and takes responsibility for defined qualitative and quantitative tasks of self and others by completing complex tasks in a broad context under quality assured mechanisms.
Year 1	OS 1.1	x		x	x		x			x	x			x		x	
	OS 1.2	x	x	x	x	x	x	x	x		x	x	x		x		
	OS 1.3	x	x	x	x		x			x		x		x		x	

The teaching and learning to deliver modules consist of teaching, independent study, clinical practice and tutorials varied appropriately to meet the requirements of specific modules.

All modules are compulsory. There are no optional pathways or alternative modules. Modules have been designed to deliver the program aims and the Osteopathic learning outcomes specified in the EFSOP.

Extended Pathway - Duration: 5 years.

The part-time program leads to the award of Bachelor of Science (Honours) Osteopathy. Entry is normally at Level 4 and it is subjected to job certificated contract, at least 3 years, plus other points of entry subject to Recognition of Prior Learning (RPL) for example, those holding degrees in subjects allied to medicine. Enrolment normally takes place at Level 4 in September.

The teaching is delivered in Italy and Malta. Classroom-based learning is delivered in Malta in residential teaching blocks. Clinic-based is delivered at the Malta ICOM Clinic Centre in Italy. Those modules that will be partly-delivered in Malta are highlighted in the Module Guides. Of 1800 clinical training hours, a minimum of 1650 will be delivered in Italy at the Malta ICOM Clinic Centre. A maximum of 150 hours can be delivered in other approved supervised clinical settings that adhere to the EFSOP and the Malta Code of Practice.

Teaching Methods

The curriculum uses a blended approach to teaching and learning, employing a diverse variety of methods and resources. The teaching and learning philosophy on the osteopathy pre-registration program is devised to encourage students to become increasingly self-critical and aware of their competence profile. This is significant in the development of independent learning skills. Besides, the approach emphasises the assimilation, organisation, application, and synthesis of knowledge, skills, and understanding to achieve a novice practitioner's clinical competence. An emphasis is placed on the integration of skills. Students are encouraged to review theoretical models and philosophies from a critical evidence-based stance.

The osteopathy pre-registration program uses a wide range of classroom- and clinic-based learning and teaching methods, including lectures, practical sessions, tutorials, seminars and presentations, workshop sessions, discussions and debates, master classes, clinical education, problem-based learning and e-learning. Classroom-based learning is delivered in Malta in residential teaching blocks. Clinic-based is delivered at the Malta ICOM clinic teaching centres in Italy.

Students will be exposed to a range of practical classes, tutorials, formal lectures, and problem-based learning sessions during their residential teaching blocks in Malta. Their developing competencies will be reinforced and integrated into an extensive osteopathic clinical education experience in Italy's clinical teaching centres. Apart from clinic-based learning with real-life and simulated-patient encounters, this clinical education experience includes purposely written tutorials designed to integrate further and consolidate osteopathy students' developing competences. Students will gain further support for integrating newly acquired and developing competencies through close personal tutorial support; on-site seminars and online activities designed to explore, and problem solve the concepts presented in lectures and interact with tutors and peers, and practical sessions to promote the development of clinical skills and the application of the underpinning theory and interpretation

of their value to the student as a clinician. The curriculum's integration will be facilitated by both the problem-based approach and the support provided by a managed and planned clinical education. Students would integrate their increasing theoretical and practical osteopathic capabilities. Problem-based case scenarios work as the core link between the various lectures, tutorials and practical skills sessions that deal with a particular clinical topic. Therefore, it is expected that students exposed to this learning environment will develop a critically reflective and evidence-based focus on their learning and clinical practice. Furthermore, their learning experience is supported by online teaching and learning activities and by the individualized support provided by their clinical and personal tutors and the course leader.

Self-managed and directed learning, supervised by tutors, provides students with opportunities for greater autonomy and self-management, skills needed for students to demonstrate that they are prepared for their future professional life. For example, during self-study, students will read journal articles and books, work on individual and group projects, undertake research, whilst preparing for assessment.

At Level 4-5, in Year 1 there is a focus on the acquisition of underpinning knowledge and skills. Key subject areas are introduced, alongside an exploration of the basic principles and philosophy of osteopathic practice. The concept of reflection for personal and professional development is first introduced and skills are acquired to enable them to study effectively. The modules help students to develop their self-awareness, acquire knowledge of normal human function alongside a limited and specified range of practical osteopathic skills.

At Level 5 in Year 2-3 there is a focus on consolidation and development of the knowledge and skills acquired at Level 4 and its application to understanding of abnormal states of health. Critical thinking skills are further developed in the 'Foundation in Professional Practice' module. Students' manual dexterity is further developed. Students learn to integrate theoretical and practical knowledge within supervised clinical experience, complemented and informed by developing reflective skills.

At Levels 5/6 in Year 4 there is a focus on students' ability to integrate and synthesise knowledge and acquired skills and to apply them in clinical settings. Research skills continue to be developed. Further development of osteopathic theory and practice occurs within the 'Developing Scope of Practice' and 'Osteopathic Principles and Technique 3' modules. Students will develop the ability to make informed and justified decisions, in selecting and applying clinical treatment. These skills are further assessed in the 'Developing Professional Practice' module.

At Level 6 in Year 5 students focus on their continuing development as autonomous practitioners. Modules delivered at this level also focus on clinical reasoning skills, refining technique, widening scope of practice and developing a research proposal. Year 4 prepares students for life as an osteopathic practitioner, encouraging and developing lifelong skills necessary for continuing professional development. They will also further develop their application of business-related skills in preparing a Business Plan.

General assessment procedures

The assessment methods relate to specific learning outcomes at module level as set out within the approved qualification. Assessment criteria specific to each assessment are described in Module Guide.

Methods of assessment includes:

Short Essay (1500 words, depending on the nature of the task). Focused on a specific text or limited topic, with an emphasis on specific knowledge and understanding. 20 hours research and writing

Long Essay (2000-2500 words). Dealing with a range of texts and/ or multiple aspects of a complex topic, with an emphasis not only on knowledge and understanding but also on analysis, critical thought, development of original ideas etc. 40 hours research and writing.

Seminar Presentation. Depending on the length of the presentation and on the nature and complexity of the topic which students will be expected to cover, this may be considered analogous to either a short or a long essay. 20 to 40 hours preparation

Unseen Exam. May be anything between 45 minutes and 2 hours in length; length to be determined by the nature of what is to be assessed, which also determines the nature of the questions set. The amount of time required for revision will be determined by the amount of material which will need to be covered, so that one might envisage 10-20 hours revision being required.

OSPE. Depending on the length of OSPE and on the nature and complexity of the topic which students will be expected to cover in practical examination. 20 to 40 hours preparation.

CCP. May be anything between 1.5 and 2 hours. Focused on the presentation of case study with conduction of the patient visit on objective and treatment competences. 30 to 40 hours preparation.

Proposal (6000 words). Dealing in detail with a range of texts and/or multiple aspects of a complex topic, largely self-chosen and self-directed, with an emphasis on knowledge, understanding, critical thought, analysis, development of original ideas etc. It is impossible to prescribe a single notional workload figure for this exercise. a minimum of 80-100 hours.

Grading system: 0-100%

Pass mark: 40%