#### **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 lifelong 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**

				Know-le	dge		5	skills			Compete	nces			Lea	ming Outcor	nes			
		Le ve I 4 EQ F	Fact knowled				A range of cognitive and gractical skills required to generate solutions to specific problems in a field of work or study.			guidelines o usually p change. S others, ta	of work or stu redictable, b Supervise the ke some resp	ment within the dy contexts that are the are subject to troutine work of consibility for the wement of work or ities.	Knowledge and Understanding; Applying Knowledge and Understanding; Communication Skills; Judgmental Skills; Leaming Skills; Autonomy and Responsibility.							
MQ	el 4		1. Underst ands broad theoreti cal knowle dge and analysis of informa tion related to a field of work or study;	2. Unders tands facts and establi shes basic princip les in broad context s within a field of work or study;	3. Applie s facts and proced ures in broad context s within a define d field of work or study;	4. Selects and analys es theoret ical knowle dge in broad context s within a specifi c field of work or study.	1.  Demonstrat es acquired knowledge and the abilityto applya range of technical or academic skills to carry out multiple complex tasks;	2. Commu nicates theores ical and technic al inform ation in a work or learnin g e nviron ment;	tes solutio ns to specifi c proble ms within a field	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 responsibil ity and autonomy;	3. Demonstrates an advanced level of key competences at this level as a basis for higher education.	1.Understa nds and analyses broad theoretical, practical and technicals knowledge related to a field of work or study;	2. Follow s instruct ions and cames out define d theoret ical, comple x and technic al tasks;	3. Commu nicates theoret ical and technic al inform ation in a work or learnin g context	4. Interacts with and generates solutions to problems within the immediate environme into fa given field of work or study;	5. Applies key competences to defined actions and to a technical or a cademic field of work or learning context;	tasks of self		
	OS 1.1		х		x	x		x				х	х			х		х		
Yea r 1	OS 1.2		х	х	х	х	х	х	х	х			х	х	х		х			
	OS 1.3		х	х	х	x		x			х		х			х		х		

		Knov	v-ledge			Skills				Compete	nces		Learning Outcomes							
		specialis and th knowled field of w and an av the boun	ehensive, sed, factua eoretical ge within york or stud wareness dary of tha wiedge.	a dy of		A comprehe range of cogni- practical skills to develop cr solutions to a problem	tive and required eative bstract		s t	and supervi and supervi contexts of tudy activitie here is unpre change Review and of performance and othe	sion in work or es where edictable e. develop				Und Applyi and Ui Commu Judgn Lear Aut	Knowledge and Understanding; Applying Knowledge and Understanding; ommunication Skills; Judgmental Skills; Learning Skills; Autonomy and Responsibility.				
	evel	1. Understands knowledge in a field of study that builds upon advanced general secondary education and is typically at a level supported by advanced textbooks leading to further studies to complete the first cycle;	2. Develop s strategic and creative respons es in research ing solution s to well defined concrete and abstract problem s;	3. Makes judgem ents based on knowle dge of relevant social and ethical issues.	1. Demonstrat es transfer of theoretical and practical knowledge, in creating solutions to problems;	2. Conveys ideas, in a well structured and coherent way to peers, supervisors and clients using qualitative and quantitative information;	3. Has the ability to identify and uses data to formulate responses to well- defined concrete and abstract problems;	4. Evaluat es own learnin g and identifi es learnin g needs necess ary to undert ake further learnin g.	1. Manages projects independe ntly that require problem solving techniques where there are many factors, some of which interact and lead to unpredicta ble outcomes;	2. Shows creativity in managing projects, manages people and reviews performanc e of self and others; trains others and develops team performanc e;	3. Expresse s a compreh ensive internali zed personal world view reflectin g engagem ent of solidarit y with others;	4. Has the learning skills to undertak e further studies with a degree of autonom y.	1. Understand s advanced textbooks which may lead to further academic or vocational learning and researches solutions to abstract problems;	2. Demon strates operati onal capacit yand manag ement skills using creativi ty;	3. Interacts with others to convey abstract and concrete solution s to problem s in a field of work of study;	4. Formulates practical and theoretical responses to abstract and concrete problems and makes judgements on social and ethical issues;	5. Evaluates own learning and can improve key competenc es for further learning and promotes team training;	6. Is responsibl e for the effective and efficient manageme nt of projects and people within agreed timeframes		
	OS 2.1	x				х		х	х			х	х			х				
	OS 2.2		x		x	х		х		x		x	x		х	x		х		
r			×		x	х		х	x	x				х	×					
	OS 2.4	х	×	х	x	х	x	x	x	x	×	x	x	x	x	х	Х	х		
	ea OS 3 3.1	Х	х		х	х	x	х	х	х	x	x	x	x	x	х	Х	х		

Γ			Know-ledge				Skills					Competences				Learning Outcomes						
		stu	Advanced kn of a field of udy involving rstanding of principl	work or g a critical theories and			mastery a required t and unpred in a special	ills demonstrati and innovation o solve complex iictable problem ised field of wor r study.	s		or profe projects, for di unpredi Take mana develop	e complex techni essional activitie taking responsit ecision-making i ctable work or st context. responsibility fo ging professiona ment of individu and groups.	s or pility n udy r		Knowledge and Understanding; Applying Knowledge and Understanding; Communication Skills; Judgmental Skills; Learning Skills; Autonomy and Responsibility.							
	QF vel 6	1. Understands knowledge that builds upon advanced general education and typically includes some aspects that will be informed by knowledge at the forefront of their field of study;	2. Uses detailed theoretical and practical knowledge which is at the forefront of a field of study and involves critical understand ing of theories and principles;	3. Understand s methods and tools in a complex and specialised field of work or study and innovation in terms of methods used;	4. Makes judgemen ts based on relevant social and ethical issues that arise in a field of work or study.	1. Applies knowledg e and understa nding in a manner that indicates a professio nal approach to work or study;	2. Communicates ideas, problems and solutions to both specialist and non-specialist audiences using a range of techniques involving qualitative and quantitative information;	3. Has the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;	4. Devise s and sustai ns argum ents to solve proble ms;	5. Consist ently evaluat es own learnin g and identifi es learnin g needs.	1. Demonstrates administrative design, resource and team management and is responsible for work or study contexts that are unpredictable and require that complex problems are solved;	2. Shows creativity and initiative in developing projects in management processes, manage and train people to develop team performance;	3. Has developed those learning skills that are necessary to continue to undertake further studies with a high degree of autonomy.	1. Understa nds professio nal theoretic al and practical knowledg e in a specialis ed field of work or study;	2. Demon strates innova tive theoret ical and practic al respon ses to work or study context s;	3. Communicates ideas, problems, and solutions to both specialist and non-specialist audiences using a range of techniques involving qualitative and quantitative information to sustain arguments;	4. Makes professional judgements on social and ethical issues within the area of specialisation, masters problem- solving skills, and evaluates the management of projects and people;	5. Assess es own learnin g and can special ize in one more key compet ences for further learnin g;	6. Is respon sible for the manage ement of creative and innova tive project s and the team's perfor mance.			
	OS3 .2	х	х	х	х	х	х		х	х	х		х	х	х	х	х	х	х			
a	e OS3 r .3	х	х	х		х	х	х	х	х		х		х	х	х		Х				
	0S3 .4	х	х	x	х	х	х	х	х	х	х	х	х	х	х	х	х	х				
	0S4 .1	х		х	х	х	х	х	х	х	х		х	х	х	х	х	х				
ā	os4 1.2	х	х	х	х	х	х			х	х		х	х	х	х		х				
	OS4 .3	х		x	х		х	Х	х	х	х	Х	х	Х	х	Х	х	х	х			

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.

<u>At Level 4-5</u>, 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.

<u>At Level 5</u> 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.

<u>At Levels 5/6 in Year 4</u> 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.

<u>At Level 6</u> 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%