



STUDY WORLD

Global College Malta

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Global College Malta

Undergraduate Diploma in
Foundation Medical Science

Entry Requirements

Recognising and wishing to promote the benefits of lifelong learning, the College's entry criteria for its higher education Foundation in Medical Science programme take into account an applicant's certificated academic qualifications, prior learning experience and experiential skills when determining whether an offer of a place to study can be made.

Prior to entering the Foundation in Medical Science programme, applicants should normally possess:

Academic: A minimum of a Maltese matriculation certificate (or an equivalent qualification), with Chemistry plus two other sciences from either Biology, Mathematics or Physics at an advanced level ('good'), and an intermediate level pass in Systems of Knowledge; and,

English language: For Maltese students a pass at Grade 5 or better in the English Language Secondary Education Certificate. If the prospective student is not in possession of a secondary education certificate in English, they will be asked

by the College to demonstrate their English Language competence. International students must demonstrate an English IELTS of at least 6.0 (with grades of 6.0 in all skills) (or equivalent). A Medium of Instruction Certificate for prior certificated learning might additionally be sought by the College from a prospective student.

All applications for the College's Foundation in Medical Science programme are handled by the College's Admissions Team. Where admission decisions cannot be made until an appropriate cohort of applications has been received, applicants will receive a letter from the Admissions Team, explaining the process to them and indicating the likely period for decision making.

Any applicants who do not meet the stated entry criteria will be approached and asked to demonstrate how they are qualified to undertake the programme. Applicants wishing to apply for credit exemption have to clearly demonstrate prior achievement of the learning outcomes, or their module and level equivalent.

The College considers a wide range of international qualifications other than Maltese qualifications. In doing so, the College is guided by the Malta Qualifications Recognition Information Centre (MQRIC) (<https://ncfhe.gov.mt/en/services/Pages/All%20Services/mqric.aspx>) in terms of the equivalence awarded to international qualifications.

Admissions policy and decision-making in respect of individual applications is carefully and routinely overseen by the College's Academic Management Group so as to ensure consistency and equity of practice.

Having regard to international practice, the College has recently reviewed and revised its

Having regard to international practice, the College has recently reviewed and revised its policies and practices with respect to the accreditation of prior learning and these policies will apply, where relevant and appropriate, to prospective entrants to the College's Foundation in Medical Science programme. The College's procedures for the recognition of prior learning, be that certificated or experiential learning, are set out in its *Quality and Standards Assurance Manual* and accompanying *Student Guide on the Recognition of Prior Learning*.

These RPL procedures have been formally approved by the MFHEA (<https://gcmalta.com/wp-content/uploads/2022/04/Student-Guide-to-the-Accreditation-of-Prior-Learning-at-Global-College-Malta-as-at-21.03.2022.pdf>).

Overall Objectives for the Programme

Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the College's Foundation in Medical Science programme the successful learner will have acquired and be able to demonstrate the following learning outcomes for knowledge:

Students successfully completing the programme should have knowledge of:

- the fundamental anatomy, physiology and biochemistry of the healthy human/animal including: molecular and macromolecular basis of cellular function;
- the fundamental anatomy, physiology and biochemistry of the healthy human/animal including: structure and function of tissues and organs;
- the fundamental anatomy, physiology and biochemistry of the healthy human/animal including: whole body homeostasis;
- the fundamental anatomy, physiology and biochemistry of the healthy human/animal including: genetics, development and life cycle of healthy humans;
- the fundamental principles of chemistry and biochemistry including: atomic and molecular structure;
- the fundamental principles of chemistry and biochemistry including: basic organic chemistry of biological molecules;
- the fundamental principles of chemistry and biochemistry including: catalysts, reaction mechanisms and thermodynamics;
- the fundamental principles of chemistry and biochemistry including: water, pH and buffers;

- mathematical methods: key algebra and calculus;
- mathematical methods: logarithms;
- mathematical methods: key statistics;
- clinical professional attributes including an understanding of: ethics in relation to the clinical professions;
- clinical professional attributes including an understanding of: evidence-based approaches to the clinical professions and scientific research methodologies; and,
- clinical professional attributes including an understanding of: the context of clinical practice and the importance of professional behavior.

In terms of the intellectual development of students, the programme seeks to build on students' prior knowledge and understanding of the basic science underpinning the study of Medical Sciences; help students understand the importance of professional attitudes and personal reflection, and help students develop their independent learning skills.

Learning Outcomes for Skills obtained at the end of the programme

Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the College's Foundation in Medical Science programme the successful learner will have acquired and be able to demonstrate the following learning outcomes for skills:

- have the tools required for life-long learning and intellectual curiosity;
- have developed critical reasoning and evaluation skills;
- have developed problem-solving skills;
- be able to work effectively in teams;
- be able to communicate effectively in written and oral formats;
- be able to reflect critically on their strengths and weaknesses and be able to determine improvement strategies;
- show a caring disposition and a sense of responsibility to patients and their families;
- work well with, and respect, others; and,
- show professional attitudes and behaviours.

In terms of the intellectual development of students, the programme seeks to build on students' prior knowledge and understanding of the basic science underpinning the study of Medical Sciences; help students understand the importance of professional attitudes and personal reflection, and help students develop their independent learning skills.

General pedagogical methods used for the Programme

The Global College Malta Foundation in Medical Science programme uses a range of teaching methods to suit different learning styles. Typically, the programme of study is delivered through a combination of lectures, practicals, workshops, small group tutorials and short work placements.

Delivery of the College's Foundation in Medical Science programme will have close regard to the needs of learners. Accordingly, some of the learning may be delivered at times to suit those learners who may have day time employment or child care commitments. At all times, the views and needs of students are taken into account. In addition to attendance at formal learning sessions, students are expected to undertake extensive independent self-study in order to support their individual learning journeys, reflecting the challenges and demands of securing a place on a full Medical Sciences degree programme.

To assist with independent self-study and group work the College provides access to a number of physical and electronic

learning resources. The learning materials made available by the College may include lecture presentations and supporting learning notes, topic discussion chat opportunities, links to videos and web pages, and much more. The ability of the student learner to be able to access certain learning content at a time and in a location that suits them has proved to be a highly effective learning mechanism, enabling robust reflection and skills embedding in a social context that suits changing lifestyles. The modern learning techniques used by the College enables our student learners to develop a range of life skills alongside their academic skills.

As noted above, the clinical placements that will form part of the study programme will be undertaken in association with the Saint James Hospital Group, Gorg Borg Olivier Street, Sliema, SLM 1807, Malta. The governing contract that has been agreed between the College and the Saint James Hospital Group is attached to this application. It is a comprehensive contract that details the responsibilities of each party to the Agreement. The Contract sets out in detail the responsibilities of the placement provider, including the supervisory responsibilities of the Saint James Hospital Group and who will undertake such supervisory activities.

Assessment of the programme will be based around unseen written exams; coursework essays and reflective writing exercises; assessed posters and leaflets; oral presentations; work placement assessments; and pre- and post-lab quizzes.

All written assessments are submitted online via Turnitin.

The College subscribes to EBSCO and Perago academic databases and these provide extensive access to learning texts (books, journals and other published materials) including the suggested module bibliographies and more besides.

General assessment procedures

Assessment of the Foundation in Medical Science programme will be based around unseen written exams; coursework essays and reflective writing exercises; assessed posters and leaflets; oral presentations; work placement assessments; and pre- and post-lab quizzes.

Details of the assessment procedures are given in the individual module descriptors. All assessments will be submitted via Turnitin.

The College's Generic Marking Descriptors for its MQF Level 5 provision are attached to this Application. These descriptors form part of the College's *Quality Assurance Manual*. The descriptors additionally provide the marks students need to attain in order to attain prescribed gradings.

The College has in place an established system for managing missed assessments and repeat assessments, and these procedures operate across all existing MFHEA-approved programmes at MQF levels 4 through to 8. The College's objectives are to allow students to progress as smoothly as practicable through their programme of study. The College recognises, however, that there will be instances where this may not be possible, caused either be previously unforeseen circumstances or because a student has failed a module or a component within that module.

Module Title	Compulsory or Elective	ECTS	MQF Level of each module	Mode of Teaching	Mode of Assessment
GCM-GTM-01 Foundations in Life Sciences	Compulsory	15	5	An interactive mixture of lectures, group learning, tutorials and independent private study	A 1,500 word Project Report comprising 30% of the overall module assessment; a 2 hour standard examination (involving closed essays, MCQs, etc) comprising 50% of the overall module assessment; and a Poster presentation comprising 20% of the overall module assessment.
GCM-GTM-02 Foundations in Life Chemistry	Compulsory	15	5	An interactive mixture of lectures, group learning, tutorials and independent private study	A 1,500 word Project Report comprising 30% of the overall module assessment; a 2 hour standard examination (involving closed essays, MCQs, etc) comprising 50% of the overall module assessment; and a Poster presentation comprising 20% of the overall module assessment.
GCM-GTM-03 Foundations in Health and Illness	Compulsory	15	5	An interactive mixture of lectures, group learning, tutorials and independent private study	The design of a health campaign for a defined demographic group for a specific health issue (5,000 words total), comprising 80% of the overall module assessment; and a group presentation, 20% of the overall module assessment.
GCM-GTM-04 Introduction to Clinical Skills	Compulsory	8	5	Short clinical placement opportunities	Reflective journal and summative clinical and communications competency sign off
GCM-GTM-05 Lifelong Learning: Transition to Medical Sciences	Compulsory	9	5	An interactive mixture of lectures, workshops, case studies, individual and group work	Completion of a reflective journal, an essay and a numeracy skills and statistics examination
Total ECTS Requesting Accreditation	MQF Level 5, 62 ECTS				
Total ECTS for Programme Completion	MQF Level 5, 62 ECTS				
	Upon successful completion of the modules: Foundations in Life Sciences, Foundations in Life Chemistry, Foundations in Health and Illness, Introduction to Clinical Skills, and Lifelong Learning: Transition to Medical Sciences the student will achieve an Undergraduate Diploma in Foundation in Medical Science qualification.				

Exit Awards/Qualifications	<p>In addition, each of the five MQF Level 5 modules are available as free- standing Continuing and Professional Development modules. Successful completion of each one of the five modules allows the learner to be awarded a GCM Certificate of Successful Completion. The free-standing Continuing and Professional Development exit qualifications are as follows:</p> <ul style="list-style-type: none"> ○ Award in Foundations in Life Sciences (Medical Sciences) (MQF Level 5, 15 ECTS); ○ Award in Foundations in Life Chemistry (Medical Sciences) (MQF Level 5, 15 ECTS); ○ Award in Foundations in Health and Illness (Medical Sciences) (MQF Level 5, 15 ECTS); ○ Award in Introduction to Clinical Skills (Medical Sciences) (MQF Level 5, 8 ECTS); and, <p>Award in Lifelong Learning: Transition to Medical Sciences (MQF Level 5, 9 ECTS).</p>
Structure of the Programme	<p>The modules GCM-GTM-01 Foundations in Life Sciences and GCM-GTM-02 Foundations in Life Chemistry are delivered in the first semester and into the start of the second term. Delivery of GCM-GTM-03 Foundations in Health and Illness and GCM-GTM-05 Lifelong Learning: Transition to Medical Sciences commences in the second semester. GCM-GTM-04 Introduction to Clinical Skills is undertaken across the second and third semesters.</p>

Module descriptors for the College's Undergraduate Diploma in Foundation in Medical Science	
Module 01	
Title of the Module	GCM-GTM-01 Foundations in Life Sciences
Module/Unit Description	<p>The module seeks to provide foundational knowledge on the medical sciences which underpin the maintenance of health and the prevention of diseases. The main purpose of the module is to provide learners with the knowledge, understanding and skills underpinning key scientific principles required to progress to a five year undergraduate degree in Medical Sciences. The module will cover the structure and function of human cells, tissues and organs and provide an introduction to body systems in health and illness.</p> <p>On completion of this module, students should be able to develop knowledge, understanding and application of human physiology and anatomy in relation to health at the cellular, tissue and organ levels.</p>
	Competences

Learning Outcomes


Students on the module will be expected to manage and transform work or study contexts that are complex and unpredictable and that may require new strategic approaches. Students will be expected to take responsibility for contributing to professional knowledge and practice and, where appropriate, for reviewing the strategic performance of teams.

Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will be able to demonstrate:

- a good understanding of the basic principles of Biomedical Sciences;
- recollection of much of the key terminology, nomenclature and classification systems used in specific fields within the Biosciences;
- recollection of many of the essential facts, major concepts, principles and theories associated with the Biosciences;
- understanding of the key principles of good laboratory, clinical and field-based investigation and their application to a variety of aspects of the Biosciences;
- recognition of the purposes of laboratory, clinical and/or field-based investigations within the Biosciences;
- an ability to apply information gathered from suitable sources to address specific questions in the Biosciences;

Knowledge and Understanding	<ul style="list-style-type: none"> • recognition of the importance of following research procedures accurately and the consequences of failing to do so; and, • basic appreciation of some of the ethical issues surrounding the Biosciences including the need to carry out biological procedures in a safe and ethical manner.
	Knowledge
	<p>Students studying this module will develop a comprehensive knowledge and understanding that is founded upon, and enhances, that knowledge typically associated with study of this discipline as part of an undergraduate level qualification. Students will be expected to apply specialised theoretical and practical knowledge, with some of this knowledge being at the forefront of the discipline.</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will:</p> <ul style="list-style-type: none"> • have a good breadth knowledge at the molecular, cellular and organism levels with some degree of specialist knowledge apparent; • be able to describe the structure and function of human cells and subcellular components; • be able to explain transport systems across cell membranes; • be able to explain how cells process genetic information; • be able to describe the outline structure of organs systems: endocrine, nervous system, musculoskeletal system, digestive system, cardiovascular system, respiratory system, immune system, the renal system and the role of homeostasis; • be able to explain the role of pathogens (viruses, bacteria, protozoa, fungi, worms and prions) in health and disease; and, • be able to describe how non-infectious conditions affect body systems (allergies, auto-immune disease, inherited conditions, and genetic conditions).
	Skills
	<p>Students on the module will be expected to demonstrate specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures. Students will also be expected to be able to demonstrate the ability to integrate knowledge from different fields.</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will:</p>

	<ul style="list-style-type: none"> • be able to demonstrate a basic ability to apply scientific principles in the Biosciences to health and disease; • be able to demonstrate basic laboratory skills relevant to the Biosciences; • be able to understand the principles of effective research design and planning; • be able to find and evaluate appropriate sources of material in the Biosciences literature and be able to critically assess it; • be able to synthesise information gathered from different sources to address specific questions in the Biosciences; • be able to select and apply basic statistical and numerical skills to biomedical data, including the interpretation of qualitative and quantitative data to draw conclusions and accurately report findings; • be able to learn independently, employing learning and time-management strategies to organise their learning effectively; • be able to work effectively and independently on a given project or task; • be able to work effectively in small groups and teams towards a common goal/outcome; • be able to take responsibility for planning and organisation of work, both of their own and in a team; • be able to communicate ideas, principles and theories effectively by oral, written and visual means; • be able to use academic literature, the internet and other electronic sources critically as a source of information; and, • be able to be able to recognise the on-going nature of scientific research in defining our modern understanding of Biomedical systems. 			
	<p>Module-Specific Learner Skills</p> <ul style="list-style-type: none"> • Be able to evaluate options for further personal continuous professional development; and, • Be able to undertake persuasive writing and communication activities as an aid to self and team development. 			
	<p>Module-Specific Digital Skills and Competences</p> <ul style="list-style-type: none"> • Be able to identify, test and make use of appropriate digital information sources; and, • Be able to develop personal skills in the identification, interpretation and use of digital techniques. 			
Hours of learning for this Module/Unit	Total Contact Hours	75	Supervised Placement And Practice Hours	0
	Self-Study Hours	280	Assessment Hours	20

Total hours of learning for this Module	375 Hours			
Mode of Delivery	Fully Face-to-Face Learning		Blended Learning	
	Fully Online Learning		Work-Based Learning	
Blended Learning	Contact Hours Delivered Online	0%	Contact Hours Delivered Face-to-Face	100%
Total Number of ECTS of this Module/Unit	1.5 ECTS			
Explain how this module/unit will be taught	<p>The module will be delivered through a flexible and interactive combination of lectures, group learning, tutorials and independent private study.</p> <p>Delivery of the College's Foundation in Medical Science programme will have close regard to the needs of learners. Accordingly, some of the learning may be delivered at times to suit those learners who may have day time employment or child care commitments. At all times, the views and needs of students are taken into account. In addition to attendance at formal learning sessions, students are expected to undertake extensive independent self-study in order to support their individual learning journeys, reflecting the challenges and demands of securing a place on a full Medical Sciences programme.</p> <p>The taught content of the module will typically have regard to the following areas:</p> <ul style="list-style-type: none"> • The structure and function of human cells; • Transport systems at cellular level; • DNA mechanisms; • Organ systems; • Homeostasis; • The role of pathogens in health and disease; • Non-infectious diseases; and, • Numeracy skills as applied to biological data. 			
Explain how this particular module/unit will be assessed	<p>Assessment of the module will comprise:</p> <ul style="list-style-type: none"> • a 1,500 word Project Report comprising 30% of the overall module assessment; • a 2 hour standard examination (involving closed essays, MCQs, etc) comprising 50% of the overall module assessment; and, • a Poster presentation comprising 20% of the overall module assessment. <p>During the course of the module all students will be given at formative feedback on exercises undertaken as part of the module. This will be provided during the semester in which the module is taken and in time to be useful in the completion of summative work on the module. Feedback on formative assessed work will typically be provided within 15 working days of submission, or in time to be of use in subsequent assessments within the module. Students will gain feedback on their understanding of any material given to them in the class. Students may, of course, also ask questions in lectures to help them to assess their knowledge. Feedback will comprise verbal feedback on students' questions/group discussion, overall feedback on various aspects of the module, and through written feedback on individual assignments.</p> <p>Written, summative feedback will be delivered through the coursework grades and the</p>			

	<p>detailed comments provided by the marker(s). Summative marks will be returned on a published timetable, which will be made clear to students on the programme at the start of the academic year.</p> <p>To successfully complete the module an overall pass mark of 40% must be achieved. Re-assessment will comprise re-assessment of the relevant failed assessment component(s) noted above.</p> <p>All assessments will be submitted via Turnitin.</p>
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Module 02	
Title of the Module	GCM-GTM-02 Foundations in Life Chemistry
Module/Unit Description	<p>The Foundations in Life Chemistry module allows students to develop discipline-specific knowledge, understanding and skills to prepare them for a subsequent degree programme in Medical Sciences. Students will be provided with an insight and understanding into how fundamental chemical theories and concepts may be used to explain and predict behaviour in the natural world, with a particular emphasis on Medical Sciences. Upon successful completion of the module students will not only be able to apply their understanding to solve simple chemical problems but they will also become confident and proficient in a practical laboratory setting.</p>
Learning Outcomes	<p>Competences</p> <p>Students on the module will be expected to manage and transform work or study contexts that are complex and unpredictable and that may require new strategic approaches. Students will be expected to take responsibility for contributing to professional knowledge and practice and, where appropriate, for reviewing the strategic performance of teams.</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will be able to demonstrate:</p> <ul style="list-style-type: none"> • how to use fundamental chemical theories and concepts to solve problems and explain applications in the context of human health; • how to analyse observations and evaluate evidence to test hypotheses and theories critically and objectively;

- how to use scientific equipment safely and effectively to perform simple experiments;
- how to interpret scientific data and observations appropriately to draw conclusions; and,
- how to communicate effectively with specialist and non-specialist audiences through reports and presentations.

Knowledge

Students studying this module will develop a comprehensive knowledge and understanding that is founded upon, and enhances, that knowledge typically associated with study of this discipline as part of an undergraduate level qualification. Students will be expected to apply specialised theoretical and practical knowledge, with some of this knowledge being at the forefront of the discipline.

Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will:

- be able to understand fundamental chemical concepts;
- be able to describe the principal functional groups present in organic molecules;
- be able to describe the basic, atomic structure of materials relevant to biological chemistry;
- be able to list the main classes of compounds utilized in human cells;
- be able to identify and describe the role of specialised molecules such as vitamins in human biology;
- be able to identify the main types of isomerism and be able to assign R and S configurations of chiral centers;
- be able to explain the common reaction mechanisms of different classes of organic molecule;
- be able to discuss functional groups interconversion; and,
- be able to summarise the methods by which physiological functions such as breathing, heart rate and blood pressure can be monitored.

Skills

	<p>Students on the module will be expected to demonstrate specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures. Students will also be expected to be able to demonstrate the ability to integrate knowledge from different fields.</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will:</p> <ul style="list-style-type: none"> • be able to demonstrate a basic ability to apply scientific principles in Chemistry to health and disease; 			
	<ul style="list-style-type: none"> • be able to demonstrate basic laboratory skills relevant to Chemistry; • be able to understand the principles of effective research design and planning; • be able to find and evaluate appropriate sources of material in the Biochemistry literature and to critically assess it; • be able to synthesise information gathered different sources to address specific questions in Biochemistry; • be able to select and apply basic statistical and numerical skills to biochemical data, including the interpretation of qualitative and quantitative data to draw conclusions and accurately report findings; • be able to learn independently, employing learning and time-management strategies to organise their learning effectively; • be able to work effectively and independently on a given project or task; • be able to work effectively in small groups and teams towards a common goal/outcome; • be able to take responsibility for planning and organisation of work, both of their own and in a team; • be able to communicate ideas, principles and theories effectively by oral, written and visual means; and, • be able to be able to recognise the on-going nature of scientific research in defining our modern understanding of Chemical systems. <p>Module-Specific Learner Skills</p> <ul style="list-style-type: none"> • Be able to evaluate options for further personal continuous professional development; and, • Be able to undertake persuasive writing and communication activities as an aid to self and team development. <p>Module-Specific Digital Skills and Competences</p> <ul style="list-style-type: none"> • Be able to identify, test and make use of appropriate digital information sources; and, • Be able to develop personal skills in the identification, interpretation and use of digital techniques. 			
Hours of learning for this Module/Unit	Total Contact Hours	75	Supervised Placement and Practice Hours	0
	Self-Study Hours	280	Assessment Hours	20

Total hours of learning for this Module	375 Hours			
Mode of Delivery	Fully Face-to-Face Learning	✓	Blended Learning	
	Fully Online Learning		Work-Based Learning	
Blended Learning	Contact Hours Delivered Online	0%	Contact Hours Delivered Face-to-Face	100%

Total Number of ECTS of this Module/Unit	15 ECTS			
Explain how this module/unit will be taught	<p>The module will be delivered through a flexible and interactive combination of lectures, group learning, tutorials and independent private study.</p> <p>Delivery of the College's Foundation in Medical Science programme will have close regard to the needs of learners. Accordingly, some of the learning may be delivered at times to suit those learners who may have day time employment or child care commitments. At all times, the views and needs of students are taken into account. In addition to attendance at formal learning sessions, students are expected to undertake extensive independent self-study in order to support their individual learning journeys, reflecting the challenges and demands of securing a place on a full Medical Sciences programme.</p> <p>The taught content of the module will typically have regard to the following areas:</p> <ul style="list-style-type: none"> • Atomic structure and properties; • Carbon: the basis of biological life; • Bonding and molecular structure; • Compounds and chemical bonding; • Acids and Bases, pH and buffers; • Molecular interactions; • Organic compounds; • The structures and functions of the amino acids; • Lipids, oxidation and hydrophobic molecules ; • Carbohydrates and glycolysis; • Proteins and enzymes; • The TCA cycle; • Electron transport and ATP synthesis; • Chemical analysis; • Basic skills for a chemical laboratory; • Recognising risks and safe practice in a chemical laboratory; • observation and analysis of chemical data; and, 			

	<ul style="list-style-type: none"> Laboratory mathematics (for example, but not limited to, concentration, dilution, moles and molarity, basic statistics, units in Chemistry and Biochemistry).
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<p>Explain how this particular module/unit will be assessed</p>	<p>Assessment of the module will comprise:</p> <ul style="list-style-type: none"> a 1,500 word Project Report comprising 30% of the overall module assessment; a 2 hour standard examination (involving closed essays, MCQs, etc) comprising 50% of the overall module assessment; and, a Poster presentation comprising 20% of the overall module assessment. <p>During the course of the module all students will be given at formative feedback on exercises undertaken as part of the module. This will be provided during the semester in which the module is taken and in time to be useful in the completion of summative work on the module. Feedback on formative assessed work will typically be provided within 15 working days of submission, or in time to be of use in subsequent assessments within the module. Students will gain feedback on their understanding of any material given to them in the class. Students may, of course, also ask questions in lectures to help them to assess their knowledge. Feedback will comprise verbal feedback on students' questions/group discussion, overall feedback on various aspects of the module, and through written feedback on individual assignments.</p> <p>Written, summative feedback will be delivered through the coursework grades and the detailed comments provided by the marker(s). Summative marks will be returned on a published timetable, which will be made clear to students on the programme at the start of the academic year.</p> <p>To successfully complete the module an overall pass mark of 40% must be achieved. Re-assessment will comprise re-assessment of the relevant failed assessment component(s) noted above.</p> <p>All assessments will be submitted via Turnitin.</p>
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Module 03	
<p>Title of the Module</p>	<p>GCM-GTM-03 Foundations in Health and Illness</p>

<p>Module/Unit Description</p>	<p>The aim of the module is to provide a basic introduction to understanding health and illness through focusing on the components of the common sense model of illness and associated concepts including: symptoms; health literacy; cultural and individual differences; cognitions; emotions; coping and adjusting; and treatment beliefs.</p> <p>Students will be taught to identify research exploring patient beliefs about a health problem and experiences of illness. The module will explore the psychological and social frameworks that help people make sense of illness by focusing on specific health problems.</p> <p>Students will draw upon anonymised patient information to inform imaginary patients about a health problem and possible treatment options in order to critically evaluate the utility of the information from a psychological and social framework (by means of example, the general practitioner, a hospital, an open-access health website).</p> <p>Students will be asked to consider how useful the information is from different perspectives, for example a child, parent, lower/higher socio-economic group, Maltese/other culture, English speaking/other, etc. Students will identify how they would structure information leaflets, web information, etc, informed by their understanding and research of the common sense model of illness, treatment beliefs, and health literacy.</p> <p>On completion of the module, students will be able to explore how using social science methods in Medical Sciences can enhance understanding of health and illness, and people's use of healthcare provision.</p>
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<p>Learning Outcomes</p>	<p>Competences</p> <p>Students on the module will be expected to manage and transform work or study contexts that are complex and unpredictable and that may require new strategic approaches. Students will be expected to take responsibility for contributing to professional knowledge and practice and, where appropriate, for reviewing the strategic performance of teams.</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will be able to:</p> <ul style="list-style-type: none"> • explain people's beliefs about health and illness; • articulate the links between peoples beliefs and emotions in managing health and illness states; • explore differences in people's understanding of illness; • describe components known to facilitate people's understanding of (written) health information; and, • apply evidence of how people make sense of health and illness. <p>Knowledge</p>
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Students studying this module will develop a comprehensive knowledge and understanding that is founded upon, and enhances, that knowledge typically associated with study of this discipline as part of an undergraduate level qualification. Students will be expected to apply specialised theoretical and practical knowledge, with some of this knowledge being at the forefront of the discipline.

Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will:


- be able to explore the conceptual models and frameworks that support healthcare practice;
- have the analytical knowledge to enable them to transform practice and/or the service by making reasoned judgements of research;
- have an understanding of basic research skills applied to project work, including an introduction to statistical analysis;
- know how to use innovative approaches to explore and communicate the effectiveness of healthcare practice; and,
- know how to interpret information from charts, graphs and tables.

Skills

Students on the module will be expected to demonstrate specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures. Students will also be expected to be able to demonstrate the ability to integrate knowledge from different fields.

Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will:

- have developed enhanced health literacy skills;
- be able to develop flexible and innovative strategies to support their self-development and the development and delivery of healthcare;
- be able to utilise a range of resources to effectively lead and manage the development of themselves, others and an element of a health service;
- be able to apply professionalism to all aspects of their role whilst communicating and working in partnership with colleagues from a range of disciplines to explore issues from practice;
- be able to adopt a reflexive stance towards their own practice and the practice of others and their own personal development;
- be able to evaluate strategies for enhancing professional practice in healthcare; and,
- be able to demonstrate enhanced presentation and group working skills which demonstrate use of effective verbal and non-verbal communication.

	Module-Specific Learner Skills				
	<ul style="list-style-type: none"> • Be able to evaluate options for further personal continuous professional development; and, • Be able to undertake persuasive writing and communication activities as an aid to self and team development. 				
Hours of learning for this Module/Unit	Total Contact Hours		75	Supervised Placement and Practice Hours	0
	Self-Study Hours		280	Assessment Hours	20
Total hours of learning for this Module	375 Hours				
Mode of Delivery	Fully Face-to-Face Learning		Blended Learning		
	Fully Online Learning		Work-Based Learning		
Blended Learning	Contact Hours Delivered Online	0%	Contact Hours Delivered Face-to-Face	100%	
Total Number of ECTS of this Module/Unit	15 ECTS				

<p>Explain how this module/unit will be taught</p>	<p>The module will be delivered through a flexible and interactive combination of lectures, group learning, tutorials and independent private study.</p> <p>Delivery of the College's Foundation in Medical Science programme will have close regard to the needs of learners. Accordingly, some of the learning may be delivered at times to suit those learners who may have day time employment or child care commitments. At all times, the views and needs of students are taken into account. In addition to attendance at formal learning sessions, students are expected to undertake extensive independent self-study in order to support their individual learning journeys, reflecting the challenges and demands of securing a place on a full Medical Sciences programme.</p> <p>The taught content of the module will typically have regard to the following areas:</p> <ul style="list-style-type: none"> • understanding health and illness through the common sense model of illness and associated concepts; • health literacy; cultural and individual differences; cognitions; emotions; coping and adjusting; and treatment beliefs; • research evidence for patient beliefs about a health problem and experiences of illness; • introduction to the psychological and social frameworks that help people make sense of illness; • patient information provided by healthcare organisations and other organisations to inform patients about a health problem; • treatment options to critically evaluate the utility of the information from a psychological and social framework (for example, from a general practitioner, a hospital, an open access healthcare website); • accessibility of information from different perspectives, for example a child, a parent, lower/higher socio-economic group, Maltese/other culture, English speaking/other, etc.; • legal issues for health and social care professions; and, • functional research skills for project work. <p>The module will be delivered through a flexible combination of modern face-to-face lectures, webinars, seminars and discussion forums, tutorials, group work, case studies, guest speakers, organisational visits and independent study.</p> <p>Delivery of the module has close regard to the needs of learners. Accordingly, much of the learning is either delivered at times to suit those learners who may have day time employment or child care commitments or made available in a supported teaching format. At all times, the views and needs of students are taken into account. By means of example, theoretical concepts might typically be delivered to students in modern face-to-face lecture formats which may then be further developed through subsequent interactions based around small group seminars, group case study analysis and digital discussions. Modern face-to-face and interactive learning sessions encourage students to critically examine key elements of business and management. In addition to</p>
	<p>attendance at formal learning sessions, students are expected to undertake independent self-study in order to support their individual learning journeys.</p>


<p>Explain how this particular module/unit will be assessed</p>	<p>Assessment of the module will comprise:</p> <ul style="list-style-type: none"> the design a health campaign for a defined demographic group for a specific health issue (5,000 words total), comprising 80% of the overall module assessment; and, a group presentation, 20% of the overall module assessment. <p>During the course of the module all students will be given at formative feedback on exercises undertaken as part of the module. This will be provided during the semester in which the module is taken and in time to be useful in the completion of summative work on the module. Feedback on formative assessed work will typically be provided within 15 working days of submission, or in time to be of use in subsequent assessments within the module. Students will gain feedback on their understanding of any material given to them in the class. Students may, of course, also ask questions in lectures to help them to assess their knowledge. Feedback will comprise verbal feedback on students' questions/group discussion, overall feedback on various aspects of the module, and through written feedback on individual assignments.</p> <p>Written, summative feedback will be delivered through the coursework grades and the detailed comments provided by the marker(s). Summative marks will be returned on a published timetable, which will be made clear to students on the programme at the start of the academic year.</p> <p>To successfully complete the module an overall pass mark of 40% must be achieved. Re-assessment will comprise re-assessment of the relevant failed assessment component(s) noted above. Where an individual needs to retake the presentation component of the assessment to pass the module, an individual presentation, based on the project, will be undertaken.</p> <p>All assessments will be submitted via Turnitin.</p>
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<p>Module 04</p>	
<p>Title of the Module</p>	<p>GCM-GTM-04 Introduction to Clinical Skills</p>
<p>Module/Unit Description</p>	<p>The module provides students following the College's Foundation in Medical Science programme with an introduction to clinical and communication skills. Students will develop their communication skills and begin to appreciate and display appropriate communication skills in a variety of settings, such as with their peers, teachers, clinical and healthcare staff and patients. The module also introduces basic clinical skills.</p> <p>Students will experience a variety of teaching methods and settings to enhance their ability to communicate, provide feedback, reflect, manage emotions and to undertake a basic patient examination. Students will learn through a combination of clinical skills sessions at the College and on clinical placement visits. Small group facilitated teaching sessions will occur alongside these to help develop core skills needed for work in a clinical setting. The module will also provide an opportunity for self-directed learning.</p>
	<p>Competences</p>

<p>Learning Outcomes</p>	<p>Students on the module will be expected to manage and transform work or study contexts that are complex and unpredictable and that may require new strategic approaches. Students will be expected to take responsibility for contributing to professional knowledge and practice and, where appropriate, for reviewing the strategic performance of teams.</p>
	<p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will be able to:</p> <ul style="list-style-type: none"> • conduct basic cognitive, emotional and social assessments with individuals (potentially using carers as informants if appropriate and necessary) and effectively interpret these; • design or select and complete other relevant forms of basic assessment, including those requiring direct observations, rating scales and interviews, with managers, carers and service users; • design basic skill-building programmes with individuals and critically assess progress on these.
	<p>Knowledge</p>
	<p>Students studying this module will develop a comprehensive knowledge and understanding that is founded upon, and enhances, that knowledge typically associated with study of this discipline as part of an undergraduate level qualification. Students will be expected to apply specialised theoretical and practical knowledge, with some of this knowledge being at the forefront of the discipline.</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will have the knowledge to be able to:</p> <ul style="list-style-type: none"> • complete basic functional analyses and systematically develop logical intervention plans, based on these assessments, at the individual level; • design, implement and critically evaluate basic interventions to improve the quality of care and/or quality of life at the individual and service level including reducing challenging behaviour where this may be an issue; • undertake a basic literature research into analysis and intervention for people with intellectual and developmental disabilities; and, • identify, appreciate and constructively analyse service policies and procedures.
	<p>Skills</p>

	<p>Students on the module will be expected to demonstrate specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures. Students will also be expected to be able to demonstrate the ability to integrate knowledge from different fields.</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will:</p> <ul style="list-style-type: none"> • be able to measure quality of care in services by a variety of means, including direct observations, rating scales and interviews;
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	<ul style="list-style-type: none"> • be able to undertake a basic assessment of quality of life in individuals with intellectual and developmental disabilities, including by direct observations and interviews; • be able to demonstrate appropriate clinical and practical skills within a work-based situation; • be able to demonstrate appropriate professional knowledge, attitudes and attributes including good time-keeping, record-keeping, and interpersonal skills; • be able to act in a professional and ethical manner in relation to service users and staff; and, • be able to challenge discriminatory practices and/or abusive practices where necessary.
	<p>Module-Specific Learner Skills</p> <ul style="list-style-type: none"> • Be able to evaluate options for further personal continuous professional development; and, • Be able to undertake persuasive writing and communication activities as an aid to self and team development.
	<p>Module-Specific Digital Skills and Competences</p> <ul style="list-style-type: none"> • Be able to identify, test and make use of appropriate digital information sources; and, • Be able to develop personal skills in the identification, interpretation and use of digital techniques.

Hours of learning for this Module/Unit	Total Contact Hours	35	Supervised Placement and Practice Hours	60
	Self-Study Hours	95	Assessment Hours	10
Total hours of learning for this Module	200 Hours			
Mode of Delivery	Fully Face-to-Face Learning		Blended Learning	
	Fully Online Learning		Work-Based Learning	
Blended Learning	Contact Hours Delivered Online	0%	Contact Hours Delivered Face-to-Face	100%
Total Number of ECTS of this Module/Unit	8 ECTS			

<p>Explain how this module/unit will be taught</p>	<p>The module is specifically designed to introduce basic aspects of clinical skills and professional practice that are applicable to the further study of Medical Sciences. The module is intended to provide an opportunity for students to interact with patients and to begin to learn important clinical skills. The module is also designed to provide a context for the students' theoretical learning so that the learning about medical sciences can be applied to the care of patients and the practice of Medical</p>
	<p>Sciences in the 21st Century. The time spent in clinical situations will begin to help student's understanding of how to take a holistic approach to health care and to build an understanding of the skills, knowledge and experiences required to be professional as a medical student. As is the nature of clinical placements, the exact learning experiences of each student may not be identical to their peers. However, all students will receive the same broad opportunities to allow them to achieve the learning outcomes of the module, and it is expected that students will take responsibility for making the most of the opportunities provided.</p> <p>Students will spend some two days per week on placement activities between April and July. Prior to starting in their placement, students will attend a workshop at the College to learn about assessment methods and the expectations of case work and what they need to keep in mind in planning and implementing the assessment part of the placement. They will also be guided on acceptable behaviours whilst on placement.</p>
<p>Explain how this particular module/unit will be assessed</p>	<p>Assessment of the module will comprise:</p> <ul style="list-style-type: none"> • a 4,000 word critical self-review examining the lessons learnt by the student during the course of their placement activities, comprising 100% of the overall module assessment; and, • a summative clinical and communication competency sign off by the student's placement supervisor(s): a pass or a fail. <p>To pass the module, both assessment components have to be passed. If a student fails one or both of the components then the module has to be retaken in full.</p> <p>During the course of the module all students will be given at formative feedback on exercises undertaken as part of the module. This will be provided during the semester in which the module is taken and in time to be useful in the completion of summative work on the module. Feedback on formative assessed work will typically be provided within 15 working days of submission, or in time to be of use in subsequent assessments within the module. Students will gain feedback on their understanding of any material given to them in the class. Students may, of course, also ask questions in lectures to help them to assess their knowledge. Feedback will comprise verbal feedback on students' questions/group discussion, overall feedback on various aspects of the module, and through written feedback on individual assignments.</p> <p>Written, summative feedback will be delivered through the coursework grades and the detailed comments provided by the marker(s). Summative marks will be returned on a published timetable, which will be made clear to students on the programme at the start of the academic year.</p> <p>The assessment will be submitted via Turnitin.</p>


Title of the Module	GCM-GTM-05 Lifelong Learning: Transition to Medical Sciences

Module/Unit Description	<p>The module seeks to develop students' academic knowledge and skills to undertake undergraduate degree level study in Medical Sciences. It will equip students with the widely used reflective practice skills to help them to become critical thinkers, reflective practitioners and to plan, monitor and reflect upon their own personal and professional development within Medical Sciences. The module will enable students to consider and articulate their personal goals and abilities in the context of their future career aspirations in Medical Sciences and will encourage lifelong learning in a professional and personal context.</p> <p>The overall objectives of the module are to: prepare students to study Medical Sciences at undergraduate level; to equip students with the skills to become reflective practitioners; to equip students with the skills to become critical thinkers; and to equip students with the knowledge and skills to plan their own future professional development.</p>
Learning Outcomes	Competences
	<p>Students on the module will be expected to manage and transform work or study contexts that are complex and unpredictable and that may require new strategic approaches. Students will be expected to take responsibility for contributing to professional knowledge and practice and, where appropriate, for reviewing the strategic performance of teams.</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will be able to:</p> <ul style="list-style-type: none"> • identify effective and successful learning strategies appropriate for the different learning environments in an undergraduate Medical Sciences degree programme; • appreciate at a basic level the social, economic, political and ethical issues inherent in contemporary medical practice; and, • reflect on, and assess, the attributes and professional behaviours necessary for a successful career in Medical Sciences.
	Knowledge

	<p>Students studying this module will develop a comprehensive knowledge and understanding that is founded upon, and enhances, that knowledge typically associated with study of this discipline as part of an undergraduate level qualification. Students will be expected to apply specialised theoretical and practical knowledge, with some of this knowledge being at the forefront of the discipline.</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will:</p> <ul style="list-style-type: none"> • be able to demonstrate an understanding and commitment to ethical and professional behaviour within a Medical Sciences programme;
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	<ul style="list-style-type: none"> • have relevant knowledge to understand how to communicate effectively in the healthcare context; and, • have the knowledge to be able to identify, critically evaluate and assess information and present it in a range of formats.
	Skills
	<p>Students on the module will be expected to demonstrate specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures. Students will also be expected to be able to demonstrate the ability to integrate knowledge from different fields.</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will:</p> <ul style="list-style-type: none"> • be able to demonstrate familiarity and confidence with the development and application of core skills in Medical Sciences including communication, team-work and time management; • be able to demonstrate basic proficiency in numeracy skills and understanding of statistics appropriate for medical practice; • be able to reflect with appropriate criticality on their own personal and professional practice and development and action plan; • be able to demonstrate effective use of virtual learning environments to support their learning; • be able to demonstrate an ability to plan, organise and undertake personal and professional development and be able to manage it through continued and effective self-directed learning and reflection.
	<p>Module-Specific Learner Skills</p> <ul style="list-style-type: none"> • Be able to evaluate options for further personal continuous professional development; and, • Be able to undertake persuasive writing and communication activities as an aid to self and team development.

	Module-Specific Digital Skills and Competences <ul style="list-style-type: none"> Be able to identify, test and make use of appropriate digital information sources; and, Be able to develop personal skills in the identification, interpretation and use of digital techniques. 			
Hours of learning for this Module/Unit	Total Contact Hours	45	Supervised Placement And Practice Hours	0
	Self-Study Hours	163	Assessment Hours	17
Total hours of learning for this Module	225 Hours			

Mode of Delivery	Fully Face-to-Face Learning		Blended Learning	
	Fully Online Learning		Work-Based Learning	
Blended Learning	Contact Hours Delivered Online	0%	Contact Hours Delivered Face-to-Face	100%
Total Number of ECTS of this Module/Unit	9 ECTS			
Explain how this module/unit will be taught	<p>The module is designed to support and develop confidence in students participating in the widening participation Gateway programme for transition into a five year undergraduate degree in Medical Sciences. As part of their learning on this module, students will undertake a project related to an aspect of medical education thereby allowing them to develop key academic knowledge, skills and confidence to meet the various interrelated module learning outcomes. Learning on the module will take place by lectures, discussion based seminars, workshops, tutorials and self-directed learning.</p> <p>The taught content of the module will typically have regard to the following areas:</p> <ul style="list-style-type: none"> time management; learning approaches and theories of learning; critical, analytical and reflecting thinking; digital skills; communication skills; research skills; presentation skills; personal development planning; and, examination preparation. 			

<p>Explain how this particular module/unit will be assessed</p>	<p>Assessment of the module will comprise:</p> <ul style="list-style-type: none"> • completion of a 2,000 word reflective journal and presentation, comprising 60% of the overall module assessment; • a 1,500 word essay comprising 20% of the overall module assessment; and, • a numeracy skills and statistics test comprising 20% of the overall module assessment. <p>During the course of the module all students will be given at formative feedback on exercises undertaken as part of the module. This will be provided during the semester in which the module is taken and in time to be useful in the completion of summative work on the module. Feedback on formative assessed work will typically be provided within 15 working days of submission, or in time to be of use in subsequent assessments within the module. Students will gain feedback on their understanding of any material given to them in the class. Students may, of course, also ask questions in lectures to help them to assess their knowledge. Feedback will comprise verbal</p>
	<p>feedback on students' questions/group discussion, overall feedback on various aspects of the module, and through written feedback on individual assignments.</p> <p>Written, summative feedback will be delivered through the coursework grades and the detailed comments provided by the marker(s). Summative marks will be returned on a published timetable, which will be made clear to students on the programme at the start of the academic year.</p> <p>To successfully complete the module an overall pass mark of 40% must be achieved. Re-assessment will comprise re-assessment of the relevant failed assessment component(s) noted above.</p> <p>All assessments will be submitted via Turnitin.</p>

