

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	MSc Global Public Health Nutrition The Global Public Health Nutrition is an MSc degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma Global Public Health Nutrition Postgraduate Certificate Global Public Health Nutrition
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	115 New Cavendish Street London
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	Full-time, one year (or part time over to 2 to 5 years)
QAA subject benchmarking group(s) :	
Professional statutory or regulatory body:	Association for Nutritionists (pending)
Date of course validation/review:	May 2016
Date of programme specification approval:	May 30 th 2016
Course Leader:	Regina Keith
Course URL:	westminster.ac.uk/courses/postgraduate
Westminster Course Code:	PMNUT04F (FT) PMNUT04P (PT)
JACS code:	B900
UKPASS code:	P09FPGPH (FT) P09PPGPH (PT)

Admissions requirements

There are standard minimum [entry requirements](#) for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: westminster.ac.uk/courses/postgraduate/how-to-apply

Aims of the course

To reflect the changing profile of public health and within this Public Health Nutrition, the course takes a multi-disciplinary approach to understanding health and disease as related to food and nutrition.

The course is designed to deliver a broad but balanced approach to the understanding of nutritional issues, in which the perspectives of social science are explored as well as the more traditional disciplines of nutrition, epidemiology and statistics. This allows participants to acquire and apply advanced knowledge and skills in the identification, implementation and evaluation of public health strategies to address nutritional problems, that incorporate social and policy, as well as public health contexts.

The course aims to provide academic training to prepare participants to work in a variety of contexts that include government agencies, health care systems, international organizations, bilateral aid agencies, non-governmental organizations and industry as well as academic and research institutes. Professionally the course is designed to ensure that individuals meet the criteria for accreditation as Public Health Nutritionists as defined by the UK Association for Nutrition (AfN). All our nutrition degrees are accredited with the AfN. The MSc GPHN is presently pending accreditation.

Professional Development: Encouraging Choice

All module leaders invite guest speakers to enrich the scope of experience and knowledge the students can learn from. This also has opened up opportunities for internships and jobs following graduation. The Westminster Nutrition Society holds regular talks and changes for students to meet employers and past graduates to help them decide on the next steps following graduation. Many course assessments will equip the students with skills they require for working as public health nutritionists.

Weekly talks and seminars are held run by the FST department and students can also attend the regular psychology talks. MSc GPHN students are welcome to attend NGO advocacy events and briefings, through FNPH team connections. Being located in central London with a well-connected teaching team enables students the opportunities to attend debates and meetings at the cutting edge of public health nutrition policy governance and research.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development and transferable skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.
- The course team has over three decades experience in Public Health Nutrition and Social Science fields. Including contacts in the UK PHN employment arena and the global health and nutrition development arena.

The course is designed to equip students with the specialist knowledge and practical skills of a globally skilled public health nutritionist and so prepare them to work in a range of workplace contexts including community-based projects. Employment opportunities for public health nutritionists are growing with new openings, for instance working with the UK based Food Foundation or the Department of Health policy team or as Infant and Young Child feeding advisers for London councils, or carrying out SMART surveys in Nigeria for UNICEF. Many graduates are now working as public health nutrition advisers with international development organisations like Save the Children, World Vision, ACF, UNICEF, WHO, the Global Alliance for Improved Nutrition (GAIN) and Ministries of Health.

The curriculum and skills covered in the MSc GPHN are designed to meet the professional competencies defined by the Association for Nutrition, the mapping of public health nutrition competencies on the National Standards for Public Health Specialists for the UK, and the common standards for training and curriculum developed as part of the European Master's Programme in Public Health Nutrition commissioned and funded by the European Commission. The World Public Health Nutrition Association has also developed global competencies and standards which have also been used in the development of the MSc GPHN course. The World Health Organization's policies and standards are used throughout the course, as the global leader of public health governance and standards.

Graduates who have completed previous MSc's in Public Health Nutrition have gone on to work for Ministries of Health (in countries like Sierra Leone Bhutan and Ghana), UNICEF, WHO, FAO, USAID, GAIN, German Development Agency, Save the Children, ACF, Results, World Vision and Micronutrient Programmes. Others have selected to further their career in academia going on to complete PhDs, or teach at universities such as Sheffield and the University of Ghana. Some students decide to reside in the UK and work with Public Health England or the NHS in policy roles, nutrition programme officer positions or as community support workers promoting better infant and you child feeding.

Learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

Knowledge and understanding

1. Apply knowledge of the principles of human nutritional science
2. Critically evaluate energy and nutrient requirements through the life-cycle
3. Describe and critically analyse current patterns and trends in nutritional problems in varied in low middle and high income contexts
4. Appraise the impact of diet on diseases (both communicable and non-communicable) using epidemiological data and population based approaches
5. Evaluate the key features of the governance, organization and delivery of public health and nutrition services in low, middle and high income countries
6. Design innovative solutions to overcome the impact of climate change, globalisation and other social political economic and environmental factors on the global food system
7. Summarise and debate the evidence base for the current toolbox of efficacious interventions in low, middle and high income countries
8. Defend the ideas and concepts underpinning the importance of the use of qualitative and quantitative research methods in Public Health Nutrition in a local and global context

Subject specific skills

1. Critically appraise and summarize current scientific evidence on the relationships between diet, infection and disease
2. Identify and synthesize both the qualitative and quantitative evidence that informs on nutritional situations and solutions
3. Apply appropriate methods to assess nutritional status in populations living in different contexts
4. Plan, implement and evaluate interventions to sustain or improve the nutritional status of populations or communities, focusing on low and middle income countries and countries in transition
5. Appraise the effectiveness of food and nutrition policies, especially those relating to low middle and high income countries
6. Develop programmes and interventions to counteract the impact of climate change, globalisation and other social political economic and environment on food security
7. Design and implement a research project in a topic relating to national or global Public Health Nutrition

Transferable skills for MSc Global Public Health Nutrition

In all modules you will be supported to develop transferable skills in the areas of working with groups, problem solving and organisation, using and managing information, self-motivation and reflection and effective communication skills. These skills are essential for your future careers and will help you to become an effective Public Health Nutritionist. In all modules you will be encouraged to engage in presentations, public speaking, communicating complex messages in a simple format and the crucial skill of time and information management. As with all areas of learning the more commitment you invest in your studies, and in the strengthening of the skills below, the more you will benefit from your MSc studies.

Please see the transferable skills you will be strengthening below

Transferable skills	
1. Group working (GW)	Leadership
	Negotiation and conflict management
	Giving and responding to constructive feedback
	Sharing tasks
	Critical reflection on own performance as team member
	Support of others
2. Organization and problem solving (OPS)	Identification/definition of problem essentials
	Creative and innovative thinking
	Decision making
	Planning and management
	Application of methods/tools
3. Learning resources and information management (LIM)	Use of a range of learning resources
	Identification and retrieval of information/data
	Data management and organization including numeracy
	Critical evaluation of data/information quality
	Respect for ownership of information
	IT skills
4. Self-evaluation and autonomy (SEA)	Ability to motivate self and learn independently
	Management of own learning (including time management)
	Reflection and self-criticism
	Challenge opinion
	Respond to feedback
	Focus on personal development
5. Communication (Com)	Reporting / presentation in visual (including written) formats
	Oral reporting and presentation
	Use of ICT for communication
	Advocacy
	Discussion and debate

MSc GPHN transferable skills covered in each module

Module	Group work	OPS	LIM	SEA	Com
Policy and Governance in PHN	X	X	X	X	X
Concepts and Principles of Human Nutrition	X	X	X	X	X
PG Research Methods for Health Science I		X	X	X	X
Diet and Disease for Public Health	X	X	X	X	X
Nutritional Assessment	X	X	X	X	X
Global Challenges for Food and Health	X	X	X	X	X
Nutrition Interventions and Programmes	X	X	X	X	X
PG Research Methods for HS II and Project		X	X	X	X

Learning, teaching and assessment methods

The overall teaching and learning pattern is designed to promote active learning that draws upon real life experiences and also involves reflecting upon experience to help individuals recognize and develop an independent spirit of enquiry. A range of teaching methods are used, which include lectures, seminars, workshops, simulations, scientific problem-based learning, and self-directed learning. These are used in a structured way to support the development of specific areas of knowledge and understanding, practical and transferable skills. In recognition of the need for continuing professional development in today's work environment, emphasis is placed upon developing transferable skills and skills for lifelong learning, for instance in the utilization of information and educational technology.

The overall programme seeks to foster self-evaluation and autonomy and a significant part of each module is devoted to self-study and projects requiring completion by the end of the module. All students will complete a reflective diary, a research notebook and a professional portfolio to build skills as a reflective practitioner. Critical analysis is a feature of all modules, but for those students taking the MSc this culminates in the research project which allows for students to pursue an individual academic enquiry into a selected in-depth area of study. In addition to individual and self-directed learning, there are also opportunities for group learning via group work and critical reading seminars for the debate and discussion of important papers. These allow for academic dialogue not only with staff, but also with peers.

Blackboard

Blackboard is a key resource during your time at Westminster – every course and module has a Blackboard site. Blackboard helps students and tutors to:

- Share learning resources (module outlines, lecture notes, assignment briefs)
- Communicate via announcements and email
- Collaborate through discussion boards, blogs and wikis
- Complete online group work, take short answer tests and submit coursework electronically

Blackboard is available at learning.westminster.ac.uk and Blackboard help for students is available via the 'Help' link at the top right of every Blackboard page. You can also access Blackboard on a smartphone or tablet device by downloading the appropriate app – just visit the app store for your device and search for Blackboard Mobile Learn.

Research-informed Learning and Teaching

Developing the links between research and teaching is an exciting way of engaging students in their learning. Although only a small proportion of our students will go into academia, all will (we hope) be the professionals of the future, having to deal with a rapidly-developing and changing world, facing challenges in their professional lives.

Developing students' capabilities in identifying and addressing new knowledge requirements is an essential element of their learning. We believe that bringing research and teaching together is the key to the enquiry-based higher education. Enquiry-based learning can provide the means for developing future postgraduate students with appropriate skills for adapting and participating in real world issues.

We seek to **Engage, Extend and Empower** students through research: through their own projects, the Food Nutrition and Public Health team's ongoing research and external Public Health Nutrition research.

The attributes and skills which research-informed learning at a postgraduate level can foster, are:

- Originality and creativity in formulating, evaluating and applying evidence-based solutions and arguments;
- Competent and clear in application of systematic and critical assessments of complex problems and issues;
- Capacity to address complex issues and make sound judgments in the absence of complete data;
- Proficient in analysis, critique and enquiry;
- An understanding of the need for a high level of ethical, social, cultural, environmental and wider professional conduct;
- Evaluate if current strategies and policies are having the desired impact;
- Confident in the use of tools to ascertain key priorities and address them integrating voices from all stakeholders especially the target population.

Our approaches towards developing research-informed learning

The course curriculum was developed to bring out current and previous research developments in the discipline. We support students in making clear the employability elements of research (particularly important for those students whose focus is on using a degree to get employment - and who may not otherwise appreciate the value of a research-based approach). Students are assessed in ways that mirror or support the research processes in the discipline. For example, students need to complete food security assessments, programme proposals and posters that all require an engagement in research and evidence-based approaches to seeking effective solutions. They are assessed through policy analysis, critiques of current journal articles and direct application of nutrition assessment approaches. All assessments require research through secondary or primary sources. We develop student involvement in staff research by encouraging attendance at nutrition division seminars as part of the curriculum. Students are encouraged to attend London research meetings on Public Health Nutrition and many students have utilised their projects as a means to gain field experience in carry out research. In 2015 for example, one students' research project was incorporated into a research report launched in the Parliament to raise awareness of the need for renewed focus on funding innovative nutrition programmes.

We ensure that the dissertation component of the degree is supported by a research training "tool kit" clearly articulated and embedded into the PG research methods and project modules and supported by PATS and Supervisor guidance.

We provide students with a dissertation topic list which is appropriate to their level of study and interacts with current staff/ supervisor research projects.

Students are request to orally present their design study (proposal) for critique and evaluation from staff and peers. In addition, students present their research in July to the other MSc nutrition students to share learning and to avail of student and staff comments on research prior to submitting final thesis.

Research methods modules (I and II) use problem-based learning approach: student groups learn about methods by being fully engaged in research process.

Staff are encouraged to apply for funding to support students' research alongside their own research activity. Students in turn act as paid research assistants. Students are encouraged to apply for paid and unpaid internships. Many students have been successful in moving from their internships into paid employment with the organisation they acted as an intern for.

Students can get involved voluntarily in the field work of university research projects.

Every year there are a number of research opportunities for students to work with field nutrition teams to develop their dissertation research project. Staff are encouraged to share their research outcomes with students by:

- Developing student awareness of learning from staff involvement in research.
- Asking students to critique staff publications from a research perspective; ask students to design their own methodology – problem-based learning.
- Presenting their research proposal in research methods modules in terms of ‘how did you research this issue?’; ‘what were the problems?’ Ask students to critique the approach.

Assessment

How you will be assessed

The overall assessment strategy is designed to assess the learning outcomes of each MSc. To achieve this, a variety of assessment methods are used. The methods have been selected to develop and assess particular skills (subject specific as well as transferable) and knowledge in addition to specific learning outcomes.

Details of these linkages along with individual assessment criteria are given in the individual module outlines, but key assessment methods used include:

- Critical essays/reviews
- Case studies/reports / classroom based tests
- Posters/ Programme Proposals/ Group Presentations/ Interviews
- Scientific and technical reports
- Group consultancy assignment
- Project dissertation

Written assessment lengths

Full instructions for all assessments will be contained in your module handbook or placed on your Module Blackboard site. Written assessments will range from 1,500 words to 4,000 words depending on the marks the assessment carries. The dissertation, project will be longer from 5 to 10,000 words depending on the MSc project style selected.

Course structure

This section shows the core modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year.

Credit Level 7					Award Available		
Module code	Module title	Status	UK credit	ECT S	MSc (180 credits)	PGDip (120 credits)	PG Cert (60 credits)
7HMNT002W	Concepts and Principles of Human Nutrition	Core	20	10	✓	✓	✓
7HMNT015W	PG Research Methods I for HS	Core	20	10	✓	✓	✓
7HMNT008W	Nutritional Assessment	Core	20	10	✓	✓	✓
7HMNT014W	Policy and Governance in PHN	Core	20	10	✓	✓	
7HMNT013W	Diet and Disease	Core	20	10	✓	✓	
7HMNT016W	Global Challenges for Food and Health	Core	20	10	✓	Option	
7HMNT017W	Nutrition Interventions and Programmes	Core	20	10	✓	Option	
7HMNT018W	PG Research Methods for HS II and Project	Core	40	20	✓		

Westminster MSc GPHN Electives

For most students there are, at present, no electives on this MSc GPHN degree. However, from 2018, PG students who have passed the Global Challenges for Food and Health module in UG level six will be offered the choice of two electives: the Communicating Science module or the Nutrition in Emergencies summer short course module, both are worth 20 credits.

Professional body accreditation

The University of Westminster is presently in the process of gaining accreditation for the new MSc Global Public Health Nutrition (GPHN) by the Association for Nutrition (AfN). Students can apply for associate registration once they pass their MSc GPHN.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations

How will you be supported in your studies?

Course Management

The course is managed on a day-to-day basis by the Head of the Food Nutrition and Public Health Division working with your course leader, module leaders and other lecturers. This group meets bimonthly to monitor the provision and ensure issues raised by students, staff and the university are disseminated, discussed and actioned. The Faculty offers a range of undergraduate, postgraduate and short courses in the areas of psychology, electronics and computer science, biomedical science, human and health science, molecular & applied science and complementary medicine, all of which are the overall responsibility of the Dean of Faculty.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students

Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students¹ can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student Affairs department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel in 2016. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed.

¹ Students enrolled at Collaborative partners may have differing access due to licence agreements.

Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.

Contact details of the course leader/course management arrangements

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Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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