

Course record information

Name and level of final award	• Master of Science - Global Public Health Nutrition The award is Bologna FQ-EHEA second cycle degree or diploma compatible
Name and level of intermediate awards	• Postgraduate Diploma (Pg Dip) - Global Public Health Nutrition • Postgraduate Certificate (Pg Cert) - 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	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	N/A
Professional statutory or regulatory body	Association for Nutrition
Westminster course title, mode of attendance and standard length	• MSc Global Public Health Nutrition FT, Full-time, September start - 1 year standard length • MSc Global Public Health Nutrition PT, Part-time day, September start - 2 years standard length
Valid for cohorts	From 2026/7

Admissions requirements

There are standard minimum entry requirements for all postgraduate 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: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the programme

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 organisations, bilateral aid agencies, non-governmental organisations 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). The degree is accredited with the Association for Nutrition.

Employment and further study opportunities

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

- Career development 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 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 within a variety of both public and private sector organisations such as the Health Security Agency and School Food Matters. Several graduates have embarked on careers as public health experts for London local government councils and many graduates have secured positions as public health nutrition advisers with international development organisations such as 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 this programme 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 course has also been partly informed and developed utilising the global competences, policies and standards published by the World Public Health Nutrition Association and are consistently adopted throughout the course ensuring that this course is innovative and in the forefront of global public health governance. The course also tracks the progress of the global nutrition targets and the Sustainable Development Goals, which are covered and discussed in the majority of modules.

The course has a large international identity with many previous international graduates that go on to work for Ministries of Health (in countries like Somalia, Uganda, Malawi, 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 across the world and in the UK. Some students decide to reside in the UK and work within the NHS or in Local councils or in policy roles, nutrition programme officer positions or as community support workers.

Professional Development: Encouraging Choice

All module leaders invite guest speakers to enrich the scope of experience and knowledge the students can learn from. This has also opened opportunities for internships and post-graduate positions following graduation. The Westminster Nutrition Society holds regular talks and changes for students to meet employers and Alumni students to provide guidance and support to students when deciding upon their future steps following graduation. The variety assessments providing throughout the course will equip the students with both specific and transferable skills that are essential within the public health nutrition field.

Transferable skills for MSc Global Public Health Nutrition

In all modules students will be supported to develop transferable skills in the areas of group work, problem solving and organisation as well as the skills required to utilise and manage information, self-motivation and reflexion and effective written and verbal communication. These skills are essential for any future career but are particularly vital as an effective and successful Public Health Nutritionist. In most modules you will be encouraged to engage in presentations, public speaking and communicating complex messages in a simplified format. As with all areas of learning, commitment and dedication to strengthening skills and gaining subject specific knowledge will result in an enriched student experience when studying this MSc Global Public Health Nutrition.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements of what successful students have achieved as a result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Cognitive Skills, are learning outcomes that help build conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- 001 Critically apply knowledge of the principles of human nutritional science, critically evaluate energy and nutrient requirements through the life cycle. Prepare and present health promotion materials (KU PPP SS)
- 002 Critically analyse patterns and trends in nutritional problems in low, middle- and high-income contexts. Appraise the impact of diet on diseases (both communicable and non-communicable) using epidemiological data and population-based approaches. Linking to national and global nutrition targets and the sustainable development goals (KU PPP)
- 003 Strategically evaluate the key features of the governance, organization and delivery of public health, nutrition, and food systems low, middle- and high-income countries, including the development and evaluation of health and nutrition policies, ensuring EDI issues are considered and discussed. (KU PPP KTS SS CS)
- 004 Consider appropriate methods to appraise and assess nutritional status in populations living in different contexts, planning programmes to address these issues and debate the role of dietary guidelines and references in health and nutrition. (KU PPP SS)
- 005 Critically assess the impact of climate change on food security and nutrition globally, critique global food systems, stakeholders and solutions developed to achieve national and global nutrition targets and the sustainable development goals. (KU PPP CS)
- 006 Judiciously design health and nutrition programmes and policies to overcome the impact of climate change, globalisation, food insecurity and other social political economic and environmental factors on the global food system. (KU PPP SS CS)
- 007 Critically discuss the importance of the use of qualitative and quantitative research methods in Public Health Nutrition in a local and global context and discriminate between both the qualitative and quantitative research-led evidence that informs on nutritional situations and solutions within global Public Health Nutrition. (PPP KTS SS CS)
- 008 Critically apply nutritional and participatory needs assessment tools to supporting participative planning of global health and nutrition programmes. (PPP KTS)
- 009 Effectively and competently communicate utilising multiple written and oral approaches and simplify and disseminate complex information for a variety of audiences. (PPP KTS)
- 010 Demonstrate proficiency in innovation and intersectoral engagement through entrepreneurial approaches and show competency in public health nutrition-based research, design and analytical skills (GA, KTS, PPP) (PPP KTS)

How will you learn?

Learning 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 recognise 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 utilisation 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 is our student and staff communication interface and is a key resource whilst studying at Westminster. Blackboard helps students and tutors to Share learning resources (module outlines, lecture notes, assignment briefs), communicate and collaborate together effectively as well as complete and submit assignments electronically.

The School of Life Sciences is committed to the University of Westminster Equality, Diversity and Inclusion (EDI) policy with a local implementation based on three central elements:

- ***Our commitment*** is to ensure an inclusive, safe and supportive learning, working and social environment which enables scientific research and teaching to flourish and encourages our future scientists to grow and realise their true potential.
- ***Our goal*** is to empower all students and staff to critically reflect on their understanding and positionality, with respect to the wide-ranging global scientific perspectives (past and present); encouraging the open debate of differing points of view.
- ***Our pledge*** is to respect and value our diverse Life Sciences community (within and beyond the University of Westminster) and foster an equitable culture as we move forward in the field.

These three elements inform and direct all our learning, teaching and research activities and have been central to our course design process as can be seen in the learning outcomes at course and module level. All staff and students in the school of Life Sciences are expected to embrace and respect these values.

Specifically, EDI will be embedded into the course by deepening knowledge of global issues affecting widely diverse populations from many geographical locations. Discussion and contribution to EDI-related matters within both the westernised and third world population such as gender and race health inequality will form a substantial component of the course content within various modules will be addressed. Issues related to and all students will have the opportunity to debate some of these key issues and in relation and taking into consideration their own personal experiences. Course content and interactive workshops also consider the approaches and styles to public health that may or may not be appropriate for different individuals based on factors including cultural background and personal beliefs and values.

Teaching methods

At postgraduate level, a substantial proportion of lectures and seminars are centred around research-informed learning and teaching techniques. This teaching approach fosters particular skills and attributes such as acquiring originality and creativity by formulating, evaluating and applying evidence-based solutions and arguments. Students also learn to apply systematic and critical assessments to solve complex problems and issues and analyse and critique various datasets. This teaching approach also provides students with an understanding of the need for a high level of ethical, social, cultural, environmental, and wider professional conduct as well as confidence to utilise tools to ascertain key priorities and address them, integrating voices from all stakeholders especially the target population.

Developing the links between research and teaching is an exciting way of engaging students in their learning. The course aims to produce graduates who will be professionals in the future, equipt at dealing with a rapidly-developing and changing world and the course curriculum was developed to bring out current and previous research developments in the discipline. The course will also develop students' capabilities in identifying and addressing new knowledge requirements, which is an essential element of their learning. Enquiry-based learning through interactive, research-led teaching sessions, workshops and tutorials that centre around active and student-focussed learning and laboratory sessions focussed on enhancing students research and employability skills can provide the means for developing future postgraduate students with appropriate skills for adapting and participating in real world issues. Students will actively engage and extend their own knowledge by undertaking their own research projects as well as participating and aiding in the Food Nutrition and Public Health team's ongoing research. Students are also encouraged to attend staff research seminars and local research meetings on Public Health Nutrition as part of the curriculum.

Assessment methods

The overall assessment strategy is designed to assess the learning outcomes of the course. To achieve this, a variety of assessment methods and techniques are utilised to embed learning and develop the necessary skills required to advance in a career within Public Health Nutrition. 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. Examples of these methods of assessments include critical reviews, scientific reports, policy analyses and creation and individual research. Students will also significantly develop and enhance their communication by presenting posters, group and individual presentations and programme proposals.

Students are assessed in ways that give them the skills needed for employment and ongoing research processes in the discipline. All assessments require students to actively investigate and critically evaluate previous research and utilise evidence-based approaches to seek effective solutions. Students are assessed through policy analysis, critiques of current journal articles and direct application of nutrition assessment approaches. The dissertation component of the degree is supported by a health specific research training "tool kit" clearly articulated and embedded into the PG research methods and project modules. Students will be guided and supported by academic staff who are experts in their field when undertaking these large projects.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	002, 003, 004, 005, 006, 007, 010
Literate and effective communicator	001, 004, 006, 009
Entrepreneurial	004, 006, 007, 010
Global in outlook and engaged in communities	002, 003, 004, 005, 006, 007, 008
Socially, ethically and environmentally aware	003, 004, 005, 006, 007, 010

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

Module Code	Module Title	Status	UK credit	ECTS
7HMNT002W	Concepts and Principles of Human Nutrition	Core	20	10
7HMNT013W	Diet and Disease in Public Health	Core	20	10
7HMNT017W	Nutrition Interventions and Programme Planning (NIPP)	Core	20	10
7HMNT008W	Nutritional Assessment	Core	20	10
7HMNT014W	Policy and Governance for Public Health Nutrition	Core	20	10
7HMNT015W	Postgraduate Research Methods for Health Sciences I	Core	20	10
7HMNT018W	Research Methods II & Research Project for Health Sciences	Core	40	20
7HMNT035W	Community Engagement in Health, Physical Activity and Nutrition	Option	20	10
7HMNT016W	Global Challenges in Food and Health	Option	20	10
7HMNT019W	Nutrition in Emergencies	Option	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

The MSc Global Public Health Nutrition (GPHN) is accredited by the Association for Nutrition (AfN) [287].

Students can apply for associate registration once they pass their MSc GPHN and then apply for a full nutritionist after a year practice. If the MSc GPHN student has an UG degree or experience in nutrition, they can apply for full nutritionist status after success completion of the degree.

They can also apply to be accredited as a certified nutritionists after graduation with the World Public Health Nutrition Association.

Course management

Your course is one of a number of programmes in the School of Life Sciences, part of the College of Liberal Arts and Sciences within the University of Westminster, and is managed by a designated course leader. In addition to the course specific role of the course leader, the Head of School, other senior school staff and the Associate Heads of College, also provide support and management at their respective levels. We also have a school employability director and global engagement coordinators who oversee employability and international study opportunities respectively. The course leader is also collectively supported in the management and running of the course by the course teaching team through their responsibilities for individual modules and contributions to planning. You will meet your course leader, teaching team and members of the school senior management during arrivals week, a programme of events designed to help you with enrolment, registration, and orientation to the university, its processes and the culture of higher education.

The course is monitored each year by the course leader and senior members of the School and College to ensure that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Each course will have Course Representative meetings throughout the year and staff will consider the outcomes from these meetings, evidence of student progression and achievement and the External Examiner's reports to evaluate the effectiveness of the course. All courses are reviewed annually as part of the School, College and University Continuous Improvement Processes, reporting finally to the Academic Council of the University which has overall responsibility for the maintenance of quality and standards in the University.

Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

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 and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. 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 utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that site. Students 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.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>.

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

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

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the

effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2025©