

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Master in Science - Global Public Health Nutrition • Master in Science - Global Public Health Nutrition with Professional Experience • Master in Science - Global Public Health Nutrition with International Experience <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Bachelor of Science (BSc) Honours - Human Nutrition • Bachelor of Science (BSc) - Human Nutrition • Diploma of Higher Education (Dip HE) - Human Nutrition • Certificate of Higher Education (CertHE) - Human 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)	Biomedical Sciences https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-biomedical-sciences.pdf?sfvrsn=2bf2c881_12
Professional statutory or regulatory body	Association for Nutrition (AfN) accreditation is pending https://www.associationfornutrition.org/
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • Global Public Health Nutrition, Full-time, September start - 4 years standard length with an optional year abroad or placement
Valid for cohorts	From 2022/3

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: <https://www.westminster.ac.uk/study/undergraduate/how-to-apply>

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

<https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning>

Aims of the programme

The MSci Global Public Health Nutrition (GPHN) is designed for students who wish to pursue a career focusing on improving health outcomes for communities on a local, national and global level through the medium of food. The MSci offers an integrated undergraduate and postgraduate four-year programme that is designed to prepare students for professional practice by drawing upon knowledge, skills and experience from diverse areas of science bringing them together to form a cohesive discipline. Each year of the course has been designed to build personal and professional development in a seamless and progressive fashion, therefore as students move on to the postgraduate level (i.e. final year) they will have been appropriately prepared to undertake specialist education in global public health nutrition.

The MSci GPHN 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 encompassing sociopolitical and public health contexts. The course aims to provide academic training to prepare participants to work in a variety of environments including government agencies, health care systems, international organisations, bilateral aid agencies, non-governmental organisations, industry as well as academic and research institutes. A unique component of the MSci is the opportunity to undertake a 'real world' mini-project in the third year that enables students to design, apply and implement a live project to either enhance the health and well-being goals of a specific community. This offers students authentic experience to apply skills and knowledge they have learnt on the degree in a real setting. In the final year, students can build on this experience in an extended independent project (60 credits) on a contemporary topic related to global public health nutrition, a unique distinction of the MSci pathway compared to the BSc pathway.

The UN global sustainable development goals (SDG) are intertwined throughout the MSci GPHN programme through course-level learning outcomes, teaching and learning opportunities and assessment. This allows students to view critical global issues and challenges through the lens of nutrition. First-year students will explore their local community to understand and analyse how relevant the SDG are in improving health, wellness and prosperity within diverse community groups. Second-year students will get the opportunity to consider SDG from the perspective of food and nutrition intersecting with planetary and human health spheres that could be linked with diet and disease. The third year provides students with the opportunity to explore topics such as devising nutritional policy in an emergency setting; from man-made conflict zones, global pandemics to natural disasters across the world. These three years provide a solid foundation for the student with the final year focused around the development of specialist practitioner skills in global public health nutrition.

Professionally the course is pending accreditation by the UK Association for Nutrition (AfN), therefore on graduating from the course students can register as an Associate Nutritionist with a view to work towards full registration status in their professional graduate careers.

More broadly the MSci Global Public Health Nutrition has been designed to:

- Provide students with a comprehensive, current and relevant programme of study delivered in a rich learning environment that is inclusive, supportive and equitable, enabling and encouraging all students to achieve their individual potential without impediment.
- Provide students, through core and option modules, with a knowledge and understanding of the science of Global Public Health Nutrition and to be able to use these critically in problem-solving and data handling.
- Enable students to acquire transferable practical and laboratory skills.
- Enable students to relate the scientific aspects of Global Public Health Nutrition to current clinical, public health and societal and commercial issues.
- Enable students to gain advanced skills and expertise in Global Public Health Nutrition enhance career prospects in this specialist field.
- Enable students to contextualise scientific knowledge and opinion within a historical, geographical and cultural framework, referencing current expected standards of equality, diversity and inclusivity.
- Include the flexibility to allow students to undertake a work placement or international study experience whilst studying for their degree and gain recognition of that experience through specific award titles
- Integrate learning across undergraduate through to postgraduate that offers students continuity in personal professional development as they develop specialist expertise in Global Public Health Nutrition

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial

- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

The development of these graduate attributes is oriented towards employability upon completion of the course and these five attributes are aligned to various Course Learning Outcomes as shown in the table later in this document.

Whilst graduate attributes are acquired through a number of different modules throughout your course, employability will be embedded throughout the course via the provision of Work-Based Learning opportunities (WBLO) intended to foster key skills development opportunities that prepare students for graduate employability. WBLOs are incorporated into the curriculum in the first (level 4) and second year (level 5) that are reflected in activities and assessments that have been designed in collaboration with employers in the STEM field, including leading nutritionists. This has been embedded throughout the course; however key modules include Professional development in Science (Level 4), Research Methods (level 5) and Community Engagement in Sport, Physical Activity and Nutrition (level 6). Furthermore, nutrition-specific 'live project' assessments have been incorporated at Applied Nutrition (Level 5) and Exercise Physiology in action (Level 5). Assessments in these modules have been co-produced with specific employers to give all students the opportunity experience to apply the knowledge and skills they have developed in 'real-world' scenarios.

Along with the embedded WBLO students will also have the option to undertake a year-long work placement or international study experience between Levels 5 and 6, The optional work placement will be a minimum of 35 weeks' duration and a maximum of 52 weeks' duration, taken between Levels 5 and 6 and commonly referred to as a 'sandwich placement'. Placements provide opportunities for students to apply their knowledge and skills in a real-world setting and thereby gain valuable and relevant experience. The international study experience will be for a minimum duration of 26 weeks with a maximum of 52 weeks and allows student to experience living and studying in different cultures and environments. The destination for international study experience may vary each year dependent on availability, while relevant work placements will be the responsibility for students to organise.

As students enter the final year (Level 7) of the course they will have the opportunity to develop specialist expertise required for a graduate Global Public Health nutritionist. By the end of the course, students will be able to design nutrition interventions to enhance nutrition-related health outcomes at the population level and be aware of challenges and opportunities for programme funding. They will have sound knowledge of the value of public policy in global public health nutrition, demonstrating the key aspects of policy analysis, development and implementation. Students will develop the skills to think critically to design innovative solutions for major global challenges for food, nutrition and health. All of these represent potential areas to develop a career after graduation. Together with the broad skill set of nutrition obtained throughout the degree, this course helps students develop specialist attributes that offer springboards into graduate employment as a Global Public Health nutritionist.

The unique learning components of this course include the 'live' community engagement project and the extended research project which increase the student's experience of inquiry-driven learning. This fosters student's ability to think critically, creatively and compassionately as independent practitioners, fosters an entrepreneurial spirit and develops effective scientific communicators. These attributes are not only integral for a future career within global public health nutrition but are also high-value transferable skills relevant to a range of graduate careers.

There is a growing appetite for and attention to good nutrition internationally, nationally and locally; with government policy on school meals, growing environmental concerns and recognition of risk factors contributing to pandemics aligning core values of nutrition with public health. Indeed, the MSci GPHN may open opportunities to pursue careers in organisations such as the NHS, NGOs, local councils, national governments, and the UN. As such, prospective students of the MSci GPHN may gain an advantage in the job market with an extra year of skills and knowledge in a specialised area, compared to students solely completing an undergraduate Human Nutrition course.

This course is pending accreditation by the Association for Nutrition (AfN), the professional body that defines and advances standards of evidence-based practice across the field of nutrition and at all levels within the workforce. This accreditation certifies that the course delivers evidence-based nutrition education to a professional level, providing a solid foundation for a career in nutrition. Therefore, on completion of the required modules, students will be able to join the AfN as Associate Nutritionist. After graduation, students can continue their professional development and work towards full registration status with the AfN.

In summary, the MSci Global Public Health Nutrition pathway aims to create graduates who are:

- Knowledgeable in their subject and able to expand upon that knowledge;
- Problem solvers who are curious, flexible, rigorous and willing to trust their own initiative;
- Able to consolidate and complement their academic learning, knowledge and skills with authentic skills relevant to the workplace;
- Aware of the importance of their discipline in shaping the modern world and its role in providing solutions for real-world challenges;

- Able to consider all perspectives and to collaborate with others with different areas of expertise;
- Professional and principled in their outlook.
- highly qualified and possess an advanced postgraduate degree in Global Public Health Nutrition.

The academic teaching team include a range of AfN accredited nutritionists and experienced researchers and practitioners whose expertise span from Nutritional Science, to Global Public Health Nutrition giving students the opportunity to learn and develop skills which can open multiple career avenues on graduation. For example, graduates of this course can go to a range of different routes that may include: Health promotion within the local community, nationally and globally; the Food Industry; Public Sector Organisations; Dietetics; Research; Self-employed consultancy; Academia; the Health and Fitness Industry; Charities; and international public health nutrition positions.

MSci Global Public Health Nutrition can also provide a foundation for further academic study and qualifications e.g. MPhil/PhD.

What will you be expected to achieve?

Learning outcomes are statements on what successful students have achieved as the 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)
- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 4 course learning outcomes: upon completion of Level 4 you will be able to:

- CLO4.1 Demonstrate knowledge and understanding of the fundamental principles, concepts and terminology that underpin Human Nutrition through the study of molecular, cellular and physiological processes. (KU GA)
- CLO4.2 Access library, university-wide and internet resources to engage with scientific literature and demonstrate the ability to undertake simple research tasks with guidance, also to communicate in a clear and articulate manner using appropriate scientific language, via a range of formats and approaches. (GA KTS)
- CLO4.3 Demonstrate competence in basic experimental, numeracy and literacy skills along with the ability to present, evaluate and interpret simple experimental data in order to develop structured and coherent arguments and make sound judgments in accordance with basic scientific theories. (KU GA PPP KTS)
- CLO4.4 Understand and appreciate the complex and diverse nature of life processes and acquire a basic understanding of how various disciplines can come together, to promote health and well-being in line with the global Sustainable Development goals. (KU GA)
- CLO4.5 Identify individual and collective goals and responsibilities, in particular those being developed through practical, laboratory and problem solving tasks, and perform in a manner appropriate to these roles. (GA PPP)
- CLO4.6 Demonstrate knowledge and understanding of professional values, ethical standards and professional codes of conduct associated with Human Nutrition. Recognise the importance of treating all individuals and cultures with respect and acknowledge the harm that results and has resulted from not doing so. (GA PPP)
- CLO4.7 Reflect on progress in their studies and seek assistance or guidance as appropriate in order to understand the applicability of the taught material to careers in the field, and thereby enhance their own personal development planning. (GA PPP KTS)
- CLO4.8 Understand the ethical and social implications of current and historical scientific research and knowledge. In turn, appreciate the value of drawing upon diverse approaches and perspectives in promoting individual and community health and well-being via nutrition-related practices. (GA)

Level 5 course learning outcomes: upon completion of Level 5 you will be able to:

- CLO5.1 Demonstrate knowledge and systematic understanding of key nutritional factors that promote health and well-being such as chemical composition and nutritional quality of foods, social and environmental influences on nutritional intake and exercise habits, energy systems, energy balance, diet-disease relationships and behaviour change, in line with global Sustainable Development Goals. (KU)
- CLO5.2 Apply the underlying concepts and principles in Human Nutrition in a wide context, theoretically and/or practically. (KU GA PPP KTS)

- CLO5.3 Demonstrate knowledge of principal research techniques used in Human Nutrition including the ability to evaluate the appropriateness of different approaches to solving problems in nutrition, and to recognise that statements should be tested and that evidence is subject to investigative work and evaluation. (KU GA PPP KTS)
- CLO5.4 Apply a range of communication practices and resources relevant to Human Nutrition, including data collection and analysis using a range of methods relevant to the field, highlighting any issues of uncertainty in the process/es, and using statistics where appropriate. (KU GA PPP KTS)
- CLO5.5 Think independently (requiring minimum direction) in order to obtain topical scientific literature and formulate hypotheses with subsequent exploratory planning and/or execution of investigation. (KU GA PPP KTS)
- CLO5.6 Acquire skills transferrable to the workplace and demonstrate the ability to articulate these skills via different channels such as curriculum vitae and professional development portfolio. (GA PPP KTS)
- CLO5.7 Communicate effectively in a group; recognise and respect the views and opinions of other team members and solve set tasks coherently. (GA PPP KTS)
- CLO5.8 Demonstrate knowledge, understanding and application of professional values, ethical standards and professional codes of conduct associated with Human Nutrition. Reflect on the importance of treating all individuals and cultures with respect and acknowledge the harm that results and has resulted from not doing so. (GA PPP)
- CLO5.9 Recognise and reflect upon the ethical and social implications of current and historical scientific research and knowledge. In turn, reflect on the value of drawing upon diverse approaches and perspectives in promoting individual and community health and well-being via nutrition-related practices. (GA PPP)

Additional Year course learning outcomes: upon completion of Additional Year you will be able to:

- IEO.1 Enable personal development by devising a programme of international study that complements the content of the home degree programme and/or develops other interests. (GA PPP KTS)
- IEO.2 Appreciate the challenges and opportunities of studying/ working in an international context (GA PPP KTS)
- IEO.3 Demonstrate an understanding of, and respect for, the cultural norms and differences of the host country at a societal level as part of an inclusive, global outlook (GA PPP KTS)
- PEO.1 Reflect upon your greater knowledge of the career opportunities available to life sciences graduates in the job market and your personal aptitude for those opportunities. (GA PPP KTS)
- PEO.2 Demonstrate the acquisition of a range of professional, practical and key-transferrable skills relevant to the fields of employment where life sciences graduates are valued. (KU GA PPP KTS)
- PEO.3 Take personal responsibility for directing your own learning and future career making the best use of the opportunities, experiences and people that were available to you during your placement year. Draw upon the diverse approaches, perspectives, knowledge and experience of a diverse workforce, treating all individuals with respect and recognising their contribution to the host organisation. (KU GA PPP KTS)

Level 6 course learning outcomes: upon completion of Level 6 you will be able to:

- CLO6.1 Critically appraise principal aspects in nutrition, health and well-being, including the acquisition of detailed and coherent knowledge, along with the ability to understand and apply appropriate methods of acquiring, interpreting and/or analysing nutrition, health and well-being data, with a critical understanding of the contexts for their use. (KU GA PPP)
- CLO6.2 Engage with some of the current developments in nutrition, health and well-being and their global applications, including global Sustainable Development goals, and including the philosophical and ethical issues involved. (KU GA PPP KTS)
- CLO6.3 Read and use appropriate literature with a critical understanding and address aspects such as content, context, aims, objectives, quality of information, its interpretation and application. (KU GA PPP KTS)
- CLO6.4 Autonomously undertake laboratory and/or field investigations in a responsible, safe and ethical manner, demonstrating competencies in practical skills and showing sensitivity to the impact of investigations on aspects such as the environment, participants and communities. (GA PPP KTS)
- CLO6.5 Provide a clear and accurate account of a topic, organise arguments and engage in debate and/or dialogue in a professional manner using appropriate language, depending on the audience. (KU GA PPP KTS)
- CLO6.6 Identify methods/tools appropriate to solve problems (as an individual and/or a team member), justify choices and evaluate success or failure. (GA PPP KTS)
- CLO6.7 Apply knowledge, understanding and professional ethical values, to address familiar and unfamiliar problems and take responsibility to reflect on work, skills and development in the field of Global Public Health

Nutrition, and to treat all individuals and cultures with respect and acknowledge the harm that results and has resulted from not doing so. (KU GA PPP KTS)

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

- CLO7.1 Critically analyse current global patterns and trends of nutritional problems in varied in low middle- and high-income contexts; and subsequently plan, design and evaluate intersectoral programmes and policies to sustain or improve the nutritional status of these populations or communities (KU GA CS)
- CLO7.2 Design and implement novel methods to communicate science and nutrition interventions appropriate to the audience, while showing professionalism, empathy and compassion in the delivery (GA KTS)
- CLO7.3 Design innovative solutions and effective interventions to overcome the impact of climate change, globalisation and other social, political, economic and environmental factors on the global food system and food security. (KU GA CS)
- CLO7.4 Critically appraise effective strategies to assess and manage population food insecurity and malnutrition in all contexts across the globe, including emergencies (KU KTS CS)
- CLO7.5 Appraise the effectiveness of food and nutrition policies globally, especially those relating to low middle- and high-income countries. (CS)
- CLO7.6 Work effectively with a group as leader or member identifying and making appropriate use of the strengths of group members and be able to negotiate to a mutually agreed outcome (GA PPP KTS)
- CLO7.7 Critically reflect on their own learning to develop strategies for personal and professional development within global public health nutrition (GA PPP KTS)
- CLO7.8 Design, project manage and conduct their own ethically sound and innovative independent research project focusing on population health and nutritional outcomes, while demonstrating the ability to use appropriate methods (e.g. quantitative and qualitative), analyse, interpret, disseminate and defend project outcomes effectively. (KU KTS CS)

How will you learn?

Learning methods

The MSci Global Public Health Nutrition (GPHN) programme focuses on how nutrients and eating patterns impact health and well-being whilst taking a local and global view on how nutrition can benefit public health. Planned learning activities relate directly to the stated learning outcomes which have been defined to reflect both subject-related knowledge, intellectual and manual or practical skills along with an awareness of the professional and ethical contexts within which disciplines must operate.

Students will learn fundamental skills, knowledge and application within three main areas of nutrition in the first three years: Global Public Health, Sport and Exercise Nutrition and Nutritional Science to give them a broad interdisciplinary perspective of nutrition. Throughout the programme, an emphasis is placed on the practitioner skills within all domains of nutrition with various opportunities to apply learning throughout the programme. This culminates in the final year with students having the opportunity to develop authentic and advanced practitioner skills in Global Public Health Nutrition including an intimate knowledge and understanding of public policy on nutrition-related health outcomes and being equipped with the skills to create innovative Public Health interventions in a range of cultural, geographical, and environmental scenarios. Students begin preparation for graduate employability from the first year, with learning opportunities provided to develop key attributes for the workplace in both the nutrition and wider life sciences sector. This leads to the final year where students are given the opportunity to independently perform a large (60 credit) research project with the support of an academic supervisor. This postgraduate module allows the students to undertake in-depth research and/or practice focused topics within global public health nutrition. Through inquiry-driven learning, students will be able to address vital questions in this field, with examples that include (but are not limited to): an exploratory analysis of practices and perceptions of infant and young child feeding globally; a health system analysis of Nigeria's progress in achieving universal health coverage by 2030; and a comparative analysis of the impact of COVID19 on food security in low, middle and high-income countries. Online resources will be provided to help support a wide range of learning activities and students will learn how to effectively source credible scientific resources to aid their learning. The students will be supported in working independently and in group settings to consolidate and enhance their understanding of the topics being taught, and to hone their communication and problem-solving skills.

In addition to the formal scheduled teaching & learning sessions, the School operates a series of research seminars and 'academic conversations' given by invited expert speakers or staff within the university. Attendance at such events allows all students within the School the chance to experience cutting-edge research and scientific developments. The self-directed and tutor-directed private study also form a significant part of the learning experience.

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

Teaching methods

This and all other courses within the School of Life Sciences have been developed with an inclusive and equitable teaching philosophy and practice in mind, considering the needs of our diverse student body. Course design, development and delivery has been, and continues to be, informed by input from our Decolonising the Curriculum Working Group, Attainment Gap Working Group and Student EDI Champion to ensure all students are able to participate in a barrier free, active learning experience.

A blended teaching approach has been adopted by the School of Life Sciences whereby the MSci Global Public Health Nutrition will be delivered both through online and in-person settings. In this way, the course aims to capitalise on the advantages offered by both online and face-to-face teaching and the flexibility that allows in the development of an inclusive timetable increasing accessibility for students with disabilities, caring responsibilities and those with other constraints on their time. Furthermore, blended learning is shown to be effective at improving the understanding of factual and conceptual knowledge taught. More importantly for global public health nutritionists, blended learning is an excellent tool to develop applied practitioners as it fosters the skills required to apply knowledge into practice.

In this course, the approach that blended learning takes will differ in each module to suit the specific needs of the learning outcomes and assessments in each module. This is likely to be a mixture of synchronous (i.e. live) and asynchronous (i.e. accessed in own time) resources online each week to cover the key theoretical components of a module, with the corresponding sessions on campus used to explore the topic, utilising an interactive, student-centred approach. These may include group work or practical lab-based activities, fieldwork/external visits and problem-based learning methods, where students are presented with real-world case studies to solve using theoretical content presented in the module, applied with due consideration of ethical, societal and cultural factors. Students will also undertake a final year extended independent project where they are required to plan, implement, and report upon an individual project under the guidance of an academic supervisor.

The use of a diverse range of teaching methods and activities is a reflection of the diverse learning styles of different individuals and by utilising a wide range of methods and activities we aim to offer the most inclusive learning environment possible. Taught material will be delivered without bias by a diverse and experienced teaching team supplemented with specialist guest lectures as appropriate. Teaching sessions draw upon diverse and representative reference sources to present appropriate, up to date scientific and professional information and opinions. In the spirit of the scientific method, students are encouraged to question and debate reference sources, presenting their arguments and conclusions in a logical, coherent and unbiased manner whilst understanding and respecting that others may have different views.

Assessment methods

The MSci Global Public Health Nutrition course uses a variety of inclusive assessment methods throughout the four years that designed with the diversity of the student body and their learning styles in mind enabling students to demonstrate achievement of the course learning outcomes. Typically, the diet of assessments for a module consists of regular formative assessments (which do not contribute to module marks but provide a vehicle for feedback to guide students in furthering their studies and assist them in optimising their performance in the summative assessments) and two or three summative assessments (which evaluate module learning outcomes and contribute to the module mark).

This course uses a variety of authentic assessments, i.e. assessments that requires students to use the same competencies, or combinations of knowledge, skills, and attitudes that they need to apply in situations in professional life. Examples include case studies, creation of tailored food recipes, client reports, objective structured practical exams, product pitches, e-posters or presentations. Some modules may also use in-class tests, essays, laboratory reports, literature reviews, dissertations and portfolios. Some aspects of summative assessment focus on group-work skills whilst others are based on individual tasks. Suitably well-chosen integrative assignments will help to ensure continuity of learning across disciplines. Attempting assessments is not just a means to determine attainment but also a learning opportunity. The formative (practice) assessments, may include 'mock' tests, exercises on coursework preparation, self-assessment tests amongst others. These continuous activities, monitored by tutors, will help students to undertake their own progress evaluation of the module material and adapt their learning strategy accordingly. Additionally, some modules assess learning outcomes or content from another module (called 'synoptic assessment'). This requires students to synthesise skills and knowledge from different modules and thereby promotes a broader perspective in learning. This approach encourages students to cultivate a flexible attitude that is receptive to multidisciplinary approaches.

Assessment methods through the course are also progressive, building a diverse set of skills, knowledge and expertise, and designed to develop students throughout the course with reflection of personal and professional development via formative and summative assessment is a common thread throughout the four years. Students will be expected to reflect on all learning material and development opportunities that they have undertaken in a given year and link this back to see how they have developed each year. This continued and progressive reflection on personal and professional development will help students tie together their journey on the programme and help prepare them for graduate opportunities.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	CLO4.1, CLO4.3, CLO4.5, CLO4.8, CLO5.1, CLO5.3, CLO5.4, CLO5.5, CLO5.7, CLO6.1, CLO6.3, CLO6.4, CLO6.5, CLO6.6, CLO7.1, CLO7.3, CLO7.4, CLO7.5, CLO7.7, CLO7.8, IEO.1, PEO.2
Literate and effective communicator	CLO4.2, CLO4.3, CLO5.4, CLO5.7, CLO6.3, CLO6.5, CLO7.2, CLO7.6, CLO7.8, IEO.3, PEO.2, PEO.3
Entrepreneurial	CLO4.7, CLO5.6, CLO6.4, CLO7.1, CLO7.3, CLO7.8
Global in outlook and engaged in communities	CLO4.4, CLO4.8, CLO5.1, CLO5.2, CLO5.8, CLO5.9, CLO6.1, CLO6.2, CLO6.4, CLO6.7, CLO7.1, CLO7.3, CLO7.4, CLO7.5, CLO7.8, IEO.2, IEO.3, PEO.1, PEO.2, PEO.3
Socially, ethically and environmentally aware	CLO4.4, CLO4.6, CLO4.8, CLO5.1, CLO5.8, CLO5.9, CLO6.2, CLO6.4, CLO6.7, CLO7.1, CLO7.3, CLO7.4, CLO7.8, IEO.2, IEO.3, PEO.2, PEO.3

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives:** are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.

- Additional information may also be included above each level for example where you must choose one of two specific modules.

Modules

Level 4

Module Code	Module Title	Status	UK credit	ECTS
4BIOL002W	Cell Biology	Core	20	10
4PHYM001W	Human Physiology	Core	20	10
4HMNT002W	Metabolism of Nutrition and Exercise	Core	20	10
4HMNT001W	Principles of Human Nutrition	Core	20	10
4BIOM006W	Professional Development in Science (PRoDS)	Core	20	10
4HMNT004W	Psychology and Sociology of Health and Well-being	Core	20	10

Level 5

Module Code	Module Title	Status	UK credit	ECTS
5HMNT002W	Applied Nutrition	Core	20	10
5HMNT004W	Developing the Nutritionist and Exercise Scientist	Core	20	10
5HMNT001W	Diet in Health and Disease	Core	20	10
5PHYM006W	Exercise Physiology in Action	Core	20	10
5BIOM010W	Research Methods	Core	20	10
5EVBI001W	Contemporary Global Challenges in Biology	Option	20	10
5BICH001W	Metabolic Biochemistry	Option	20	10

Additional Year

Module Code	Module Title	Status	UK credit	ECTS
6BIOL005W	Life Sciences International Study Module (year-long)	Option	120	60
6BIOM009W	Life Sciences Work Experience Placement Module (year-long)	Option	120	60

Level 6

Module Code	Module Title	Status	UK credit	ECTS
6HMNT003W	Applied Nutrition and Performance	Core	20	10
6HMNT004W	Applied Public Health Nutrition	Core	20	10
6HMNT006W	Community Engagement in Sport, Physical Activity and Nutrition	Core	20	10
6HMNT005W	Nutrition in Emergencies	Core	20	10
6HMNT002W	Nutrition in Practice	Core	20	10
6BIOM006W	Applied Medical Sciences	Option	20	10
6BIOL001W	Designing a Sustainable World	Option	20	10

Module Code	Module Title	Status	UK credit	ECTS
6BICH004W	Gene Editing and Genomics	Option	20	10
6PHYM005W	Psychology of Sport, Exercise and Nutrition	Option	20	10

Level 7

Module Code	Module Title	Status	UK credit	ECTS
7BIOM016W	Extended Postgraduate Project	Core	60	30
7HMNT016W	Global Challenges in Food and Health	Core	20	10
7HMNT017W	Nutrition Interventions and Programme Planning (NIPP)	Core	20	10
7HMNT014W	Policy and Governance for Public Health Nutrition	Core	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 MSci Global Public Health Nutrition is pending accreditation by the Association for Nutrition (AfN). AfN (the recognised professional body for the regulation and registration of nutritionists) embraces those involved in public health, care, food, exercise and policy. One of the Association's responsibilities is running the UK Voluntary Register of Nutritionists (UKVRN). As graduates from this degree course, you are immediately eligible for addition to the Register as Associate Nutritionists on successful completion of all required modules.

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 work placement and international study arrangements 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 Annual Monitoring processes, reporting finally to the Academic Council of the University which has overall responsibility for the maintenance of quality and standards in the University.

Students on our BSc Human Nutrition programme will have the option to transfer onto the MSci Global Public Health Nutrition programme in the second year if they wish to change course (subject to approval from relevant course leaders). Equally students on the MSci programme who do not wish to complete the full four year course can exit at the end of the third year with a BSc Human Nutrition (subject to passing all modules). Changing courses will not affect AfN registration status provided students successfully complete all relevant modules at levels 4 to 6.

Academic regulations

The current Handbook of Academic Regulations is available at 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, additional support available and to your Campus Registry. 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. 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. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and 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 four libraries, each holding 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. 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 in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services 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. 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 each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation 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 revalidation panels to provide feedback on their experiences. Student feedback from previous years 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 student engagement activities at Course/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 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.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

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 they take full advantage of the learning opportunities that are 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 – 2022©