



## PROGRAMME SPECIFICATION

### 1. Overview

<b>Academic Year (student cohorts covered by specification)</b>	2024-25
<b>Programme Title</b>	Nutrition for Global Health
<b>Programme Director</b>	Dr Hilary Davies-Kershaw
<b>Awarding Body</b>	University of London
<b>Teaching Institution</b>	London School of Hygiene & Tropical Medicine
<b>Faculty</b>	Epidemiology and Public Health
<b>Length of Programme (months)</b>	MSc: Full time = 12 months, Part time/Split study = 24 months
<b>Entry Routes</b>	MSc
<b>Exit Routes</b>	MSc / PGDip / PGCert
<b>Award Titles</b>	MSc Nutrition for Global Health (180 credits) Exit awards: PGDip Nutrition for Global Health (120 credits) all 8 modules, but no dissertation PGCert Nutrition for Global Health (60 credits) 4 modules
<b>Accreditation by Professional Statutory and Regulatory Body</b>	The MSc Nutrition for Global Health was first accredited by the Association for Nutrition (AfN) in 1999 and following a 5-yearly review, the programme has recently been reaccredited until 2025 <a href="https://www.associationfornutrition.org/degree-accreditation/accredited-programmes">https://www.associationfornutrition.org/degree-accreditation/accredited-programmes</a> .
<b>Relevant PGT <a href="#">QAA Benchmark Statement</a> and/or other <a href="#">external/internal reference points</a></b>	No applicable Subject Benchmark Statement available at Level 7

<b>Level of programme within the Framework for Higher Education Qualifications (FHEQ)</b>	Masters (MSc) Level 7
<b>Total Credits</b>	<b>CATS:</b> 180 <b>ECTS:</b> 90
<b>HECoS Code/s</b>	100247; 100473; 100962
<b>Mode of Delivery</b>	The programme is based at LSHTM in London and delivered by predominantly face-to-face teaching modes.
<b>Mode and Period of Study</b>	Full time (12 months) or part time/split time (max 24 months)
<b>Cohort Entry Points</b>	Annually in September
<b>Language of Study</b>	English
<b>Re-sit Policy</b>	<a href="https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-08a.pdf">https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-08a.pdf</a>
<b>Extenuating Circumstances Policy</b>	<a href="https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-07.pdf">https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-07.pdf</a>
<b>Programme Description</b>	The programme provides training in public health nutrition in a global setting. An integrated programme covers epidemiological, dietary, public health, social and biological aspects of nutritional science. Specialist topics include: maternal and child nutrition; nutrition in emergencies; nutrition programme planning, evaluation and monitoring; nutrition-related chronic disease. The main programme focus is on nutritional problems in low- and middle-income countries – although skills and learning outcomes are widely applicable to populations globally.
<b>Date of Introduction of Programme (month/year)</b>	The Department of Human Nutrition at LSHTM was founded in 1945 and postgraduate teaching initially began as a Diploma in Human Nutrition. This developed into a full MSc in the 1970s. Over time, the MSc in “Human Nutrition” broadened and evolved into an MSc in “Public Health Nutrition”. Reflecting

	increasing global focus, the MSc was renamed “Nutrition for Global Health” in Sept 2012.
<b>Date of production / revision of this programme specification (month/year)</b>	August 2023

## 2. Programme Aims & Learning Outcomes

<b>Educational aims of the programme</b>
<p>The aim of the MSc – consistent with LSHTM’s mission to improve health worldwide – is to provide comprehensive training in nutrition for global health.</p> <p>Students can specialise in a number of topics and in a range of contexts. An integrated programme covers epidemiological, dietary, public health, social and biological aspects of nutritional science. Specialist topics include maternal and child nutrition, nutrition in emergencies, nutrition programme planning, evaluation and monitoring, nutrition-related chronic disease.</p> <p>The main programme focus is on nutritional problems in low- and middle-income countries (LMIC) although skills and learning outcomes are widely applicable to all populations globally.</p>

## **Programme Learning Outcomes**

By the end of the programme, students will be expected to achieve the following learning outcomes – drawing on material taught across different elements and assessed in a variety of ways.

- i) demonstrate an advanced knowledge of public health nutrition at biological, social & policy levels.
- ii) assess critically, select and apply a range of appropriate research skills and techniques, including: anthropometry, dietary analysis, statistics, epidemiology, qualitative methods, research, computing & information retrieval.
- iii) interpret and synthesise different types of data used to analyse and assess nutritional problems at population and population sub-group levels
- iv) evaluate critically the findings of scientific studies on public health nutrition.
- v) disseminate and present research findings in a range of formats and contexts
- vi) identify and formulate appropriate responses and intervention strategies to address nutritional issues, taking into account the public health and social policy contexts
- vii) apply knowledge of effective teamwork and communication skills to solve problems and achieve goals

## **Teaching and Learning Strategy**

The programme is taught, through a variety of teaching methods including: lectures, small group seminars, practical, and group-work with peers. All elements of the programme have specific learning objectives, with content designed to help students achieve these outcomes. Students are expected to learn through both directed and self-directed study.

## **Assessment Strategy**

The programme is assessed through individual module assessments (which may include written coursework, written tests and exams, practical exams, group-work, presentations or other methods) and a project report (dissertation). Such tasks are designed to assess, via the most appropriate method, whether learning objectives have been met.

### 3. Programme Structure and features, modules, credit assignment and award requirements:

Full-time Masters	Term 1	Term 2	Term 3	Total Credits
Compulsory Modules	3	2		90
Recommended Modules		2		30
Peripheral Modules			*	15
Projects			1	45

**Notes:** \* Additionally, one 15-credit module is selected from peripheral options

Module information is correct at the time of publication, but minor amendments may be made subject to approval as detailed in [Chapter 3 of the LSHTM Academic Manual](#). Optional (i.e. recommended non-compulsory) modules listed are indicative and may change from year to year.

<https://www.lshtm.ac.uk/study/courses/changes-courses>

Term	Slot	Module Code	Module Title	Module Type (compulsory or recommended)	Credits (CATS)
1	AB1	2055	Fundamental Public Health Nutrition	Compulsory	35
1	AB1	2001	Basic Epidemiology	Compulsory	10
1	AB1	2021	Statistics for EPH	Compulsory	15
2	C1	2440	Maternal & Child Nutrition	Compulsory	15
2	C2	2417	Design & Analysis of Epidemiological Studies	Recommended	15
2	D2	2442	Nutrition Related Chronic Diseases	Compulsory	15
2	D1	2451	Nutrition in Emergencies	Recommended	15

#### Contact Time

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as on-campus lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision and external fieldwork or visits, as well as where tutors are available for one-to-one discussions and interaction by email. Module contact time will be defined in the individual module specifications and provided to students at the start of their programme.

This definition is based on the one provided by the [Quality Assurance Agency for Higher Education \(QAA\) Explaining contact hours \(2011\)](#). Student contact time, together with time allocated for independent study and assessment, determines the total student study hours for a module or programme. Although there are separate hours allocated for each of these activities, they should always be clearly linked together to support effective learning.

The London School of Hygiene and Tropical Medicine (LSHTM) defines high quality contact time as structured, focused, purposeful and interactive.

#### **4. Entry Requirements**

Please refer to the programme's entry requirements [here](#).