Curriculum

Bachelor’s Degree Programme in Global Nutrition and Health

Metropolitan University College and VIA University College

August 2011
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Structure and content of the programme

The purpose of the education Bachelor’s Degree Programme in Global Nutrition and Health (GNH) is to qualify the graduates to take an interdisciplinary and intercultural approach to nutrition and health challenges in a globalized world and to work in national as well as international settings. The educational programme qualifies the graduate to independently plan, implement and evaluate tasks, projects and interventions in order to promote health and to prevent diseases.

The programme’s official length is 3 ½ year’s corresponding to 210 ECTS points and includes elements from natural, social, human and health sciences as well as two internships and a Bachelor Project. The educational programme is divided into 14 modules from which students develop academic and professional competencies to function as GNH professionals and/or be ready for further studies. A module contains theoretical and/or practical elements related to nutrition and health, and learning outcomes of each module are listed in the module descriptions.

The programme includes five joint compulsory modules with a total of 80 ECTS and two separate study programmes of nine modules corresponding to 130 ECTS including internships, elective modules, and a bachelor project. The students choose one of the two following study programmes:

- Public Health Nutrition and Food Policy
- Lifestyle and Health Education

The five joint compulsory modules equip students with knowledge and understanding, skills, and competencies within the subjects listed:

- Nutrition, food and the human body
- Health promotion and disease prevention
- The global burden of diseases, with focus on non-communicable diseases
- Project management, communication and educational practice with an intercultural focus
- The impact of globalization on lifestyle and living conditions
- Ethics, sustainability and inequalities of health

The study programme ´Public Health Nutrition and Food Policy´ includes the following core areas:

- Nutrition, health and food policies and strategies
- Food safety and security; market and consumption
- Sustainable food systems and environmental health
- Public health nutrition
- The double burden of diseases

The study programme ´Lifestyle and Health Education´ includes the following core areas:

- Nutrition, health and food habits
- Physical activity in relation to health promotion and diseases prevention
- Pedagogy and health education strategies
- Health behaviour and facilitation of lifestyle changes
- Psychology, addiction and well-being

The programme includes 10 ECTS of elective modules providing the students with the opportunity for in-depth study according to their individual interest.
Teaching and learning methods and strategies
Throughout the education students are exposed to a variety of different teaching methods and learning conditions. The aim is to equip students with sufficient knowledge, skills and competencies to function as GNH professionals and/or be ready for further studies. The learning processes should motivate students to act and reflect independently and innovatively, but also to cooperate with fellow students and promote joint responsibility for further learning. Students have to participate and be active, and their contributions to the common, intercultural study environment, is highly appreciated. A broad range of teaching methods and activities are used to secure students’ exposure to both theoretical and practical dimensions of the GNH profession.

Students working hours are divided in the following three learning categories:

- **Face to face learning:** Time students spend in the classroom under the direction of the teacher, where the module teachers or invited guest lecturers will lecture, facilitate class discussions and various forms of exercises.
- **Directed learning:** Time students spend outside the classroom under the direction of the teacher working on various case studies and research activities, e.g. library searches, group/project work etc.
- **Autonomous learning:** Time students spend outside the classroom without the direction of the teacher where students are expected to read and analyze relevant literature related to the content of the module and to prepare written and oral assignments.

In-classroom teaching and learning
Learning activities in the classroom are organized to support the theoretical and academic content of the subject matter as well as the planned learning outcomes of the individual modules. Activities vary between lectures and supervision by teachers, students’ inputs and presentations, theoretical and practical exercises, simulations and role plays, dialogue and discussions, projects and case studies.

Outside-classroom learning
Learning activities outside the classroom are mostly organized by students, either individually or in the form of group work. All students are responsible for their own outside-classroom learning, including preparation for classes and assignments.

Academic supervision
The aim of academic supervision is to consider each student’s foundation, background and special needs, so that the academic tasks and challenges can be tailored to suit the learning of all students, keep their motivation, and support them to complete the education. Through structured conversations supervision can support individuals or groups to set up study plans or formulate methodologies or strategies to handle academic work.

Information, Communication and Technology (ICT)
Throughout the education the students and teachers will work with ICT as an integral part of the GNH learning environment. As a tool for learning, the integration of ICT helps students build study-related skills that broaden the students’ opportunities to actively participate, communicate, share information and co-operate within educational contexts.
ICT skills helps to put the teaching and learning processes throughout the Bachelor’s Degree Programme in Global Nutrition and Health on an equal footing with other media which supports and expands interaction throughout the education.

ICT tools are used to support the student in developing information competencies and the requirements for professional development and practice. By using ICT the students develop their ability to seek relevant information, critically select, evaluate, organize and use information from a wide variety of sources.

The use of ICT in education planning, implementation and evaluation should contribute to innovation, variety, flexibility and versatility in teaching and study methods.

**ECTS credits**

The European Credit Transfer System (ECTS) is a system of merit transfers, which has been developed under the Socrates/Erasmus programme, as a method of improving the conditions for academic recognition of studies abroad.

ECTS credits are allocated to course modules to describe the students workload required to complete them. They reflect the quantity of work each course requires in relation to the total quantity of work required to complete a full year of academic study. 60 ECTS credits equal the work of a full time student for one year. Credits are awarded only when the course has been completed and all required examinations have been successfully taken.

**Exemption (credit transfer)**

Exemption for parts of the educational programme can be granted on the basis of previously obtained qualifications. The exemption is granted on the basis of documented completed education or employment that is comparable to the part of the education for which the exemption is applied for. Exemption is granted on the basis of the educational institution’s assessment of whether previously completed educational programmes correspond to theoretical elements of the education, as well as whether qualifications attained through employment correspond to the objectives established for the internships included in the education.

The assessment is made on the basis of documented completed education and employment. Documentation for completed education must be in the form of formal test- and examination certificates as well as course- and educational diplomas. In relation to employment, documentation will generally be in the form of contracts of employment, references etc.

Exemption is granted as an actual reduction of the education in terms of time or as exemption from parts of the education. The decision about exemption is made by the educational institution.

**Dispensation**

In the event of unusual circumstances, the educational institution may grant exemptions from the local supplement to the curriculum. Unusual circumstances will typically also be unforeseen circumstances that the student has not had the possibility of taking into account in connection with usual planning.
**Internship periods**

The internship is compulsory and is divided into two internships for a total of 20 weeks corresponding to 30 ECTS. The first internship, module 7, runs for 8 weeks (12 ECTS) and the second internship, module 13, runs for 12 weeks (18 ECTS). Both internships can be taken in Denmark or abroad.

The Internship modules constitute an important part of the GNH Bachelor’s Degree Programme as it combines knowledge gained during academic studies with a professional work setting.

Both the educational institution and the internship supervisor have to approve the internship objectives for the students learning outcomes in connection to knowledge, skills and competencies stated in the internship guidelines and legal requirements. The internship supervisor and the student evaluate learning outcomes of the internship and the educational institution assesses the evaluation subsequently.

**Examinations**

The purpose of examinations is to assess the degree to which the qualifications obtained by the student are in concordance with the specified objectives of the respective modules. The programme includes external and internal examinations plus several mandatory assignments and activities. External examinations are judged both by external examiners appointed by the Danish Ministry of Education and by internal examiners. Internal examinations are evaluated by minimum 1 internal examiner.

The education consists of 14 modules which have to be evaluated and passed. There are five external examinations placed after module 4, 5+6, 10, 11+12 and 14 respectively. The other modules are evaluated by internal examinations and/or other activities.

For the external examinations the Danish 7-grade scale will be used. To pass an examination the student must receive “2” or above. Internal examinations and other activities will be evaluated by the 7-grade scale or by the grades passed/not passed. The student can enter for a specific examination three times. When already passed the examination cannot be redone. When signing up for a module the student is automatically enrolled for examination and the examination will be considered started unless the student has withdrawn from the examination in advance.

**Bachelor Thesis**

The bachelor thesis should demonstrate an understanding of, and capacity to reflect upon, a practice-based research problem and use theory and methodologies to answer a research question. The research question is chosen by the students and approved by the supervisor. The thesis will address a research problem central to a professional area and the GNH education and include elements relevant for practical implementation of the GNH profession.

**Internationalisation**

The Bachelor’s Degree Programme in Global Nutrition and Health is an interdisciplinary, intercultural and globally orientated education. Throughout the course of the education the students are exposed to an intercultural working environment with students and teachers from a number of countries and cultural backgrounds. Awareness and understanding of unequal nutrition and health conditions in various part of the world is part of the curriculum, and competencies to promote improved health conditions both locally and
globally are stated learning outcomes. On a daily basis students are confronted with global health and lifestyle issues and further trained in how to implement projects and interventions to inform and educate various target groups.

The Bachelor’s Degree Programme in Global Nutrition and Health has partnership agreements with educational institutions both in Europe and overseas and receive a number of exchange students every semester. GNH students are also encouraged to complete one or several theoretical modules abroad with the precondition that the modules abroad correspond to the subjects and learning outcomes they would have had and achieved at The Bachelor’s Degree Programme in Global Nutrition and Health. For studies abroad it is recommended to choose module 8, 9 and/or 10. Internships (module 7 and 13) can take place in Denmark or abroad. Preconditions for taking modules abroad are that the students’ applications are accepted at the foreign institutions and that their study plans are approved by the GNH administration beforehand.

**Study Counselling**

Study counseling can be seen as a supplement to academic supervision and aims at facilitating the well-being of students to increase the likelihood that students complete their education and exploit their potentials to the best of their ability. The following six purposes are central to the study counseling function to help students to:

- Understand what are required to succeed in an education of higher learning in Denmark.
- Adapt to a multicultural learning environment and to study in a second language, English.
- Acquire general study competences.
- Understand the structure of the education and to enable them to make well informed choices of relevance to their academic and practical training as well as their future career.
- Overcome educational and/or personal challenges while studying.
- Facilitate an open and active study environment that supports good interpersonal relations and personal engagement in the education.

Study counseling tasks can be carried out by study counselors as well as teachers assigned specific tasks. They can be part of the teaching or organized as separate activities conducted in smaller groups or individually. The initiative can be taken by the students as well as teachers and study counselors. However, the responsibility to provide services that fulfill the purposes lies with the management. The function is documented and evaluated on a regular basis involving representatives of all students.

**Module outline**

Modules 1-4 are joint for both study programmes and constitute the foundation year. Module 10 in semester 5 is also a joint module. Modules 5, 6, 8, 11, and 12 are specific for each study programme.

Modules 7 and 13 are internships.

Module 9 is an elective module, and module 14 is the bachelor project.

The following pages contain the module descriptions for the joint modules and the two study programmes, ‘Public Health Nutrition and Food Policy’ (PHNFP) and ‘Lifestyle and Health Education’ (LHE), respectively.
Module 1: Food and lifestyle in a global health perspective (joint)

Content:
This module focuses on food and lifestyle, and underpins the rationale for the 3 ½ year Bachelor’s Degree Programme in Global Nutrition and Health. Main subjects are intercultural communication, concepts of health, sociology of food, food consumption and dietary recommendations and guidelines.
Furthermore, the module introduces study techniques, group dynamics, critical argumentation and scientific/academic reasoning.

Learning outcomes:
On completion of this module the student will have achieved the following:

Knowledge and understanding of:
- Impact of globalization on lifestyle and living conditions
- The global burden of disease and the concepts of health, the right to health, and inequalities of health
- Intercultural communication and group dynamics
- Global socio-economic and cultural practices in food consumption and dietary patterns
- Various global and national dietary recommendations and food-based guidelines

Skills to:
- Identify cultural differences and intercultural communication barriers
- Be sensitive to food diversity in national as well as international settings
- Analyze food cultures from literature and assess reasons, commonalities and differences
- Identify and associate the appropriate concepts of health and disease with various settings
- Identify, analyze and construct academic argumentation

Competencies to:
- Form and participate in a group
- Differentiate between academic and non-academic arguments
- Interact sensitively with people from various cultural, socio-economical and educational backgrounds

Scientific areas and ECTS points:

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Evaluation: Internal examination
Module 2: Nutrition, Physiology and Biochemistry (joint)

Content:
This module focuses on natural sciences including biochemistry, physiology, nutrition and diet as well as an introduction to physical activity.

Learning outcomes:
On completion of this module the student will have achieved the following:

Knowledge and understanding of:
- Biochemistry related to metabolism of nutrients
- Physiology related to nutrition and physical activity
- Energy, macro - and micro nutrients
- Impact of physical activity in relation to energy expenditure and requirements

Skills to:
- Do dietary calculations with a focus on the use of food composition tables, energy percentages and portion sizes
- Calculate energy requirements and energy expenditure

Competencies to:
- Compare and contrast various global and national dietary requirements, recommendations and food-based dietary guidelines

Scientific areas and ECTS points:

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Evaluation: Internal examination
Module 3: Quantitative approaches to diet and disease (joint)

Content:
This module focuses on quantitative research methods, including basic statistics. Main subjects are epidemiology, non-communicable diseases, dietary assessment methods, sociology of food and nutrition.

Learning outcomes:
On completion of this module the student will have achieved the following:

Knowledge and understanding of:
- Quantitative data collection methods and statistical analyses
- Basic epidemiology including relevant study designs
- Non-communicable diseases and nutritional deficiencies in a global perspective
- Body composition and anthropometric measurements
- Social research into health and lifestyle

Skills to:
- Assess nutritional status of individuals and populations
- Evaluate dietary intake through different dietary assessment methods
- Read and understand quantitative studies, including various statistical data
- Interpret socio-economic data
- Analyse and understand how to construct and use questionnaires and surveys

Competencies to:
- Analyse quantitative data based on diet and lifestyle interventions
- Use socio-cultural factors in segmenting and targeting risk groups

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Evaluation: Internal examination
Module 4:  
Educational theory and planning, communication and qualitative methods (joint)

Content:
This module focuses on educational theory and planning, as well as related topics of psychology and health-communication. Furthermore, the module introduces qualitative research methods.

Learning outcomes:
On completion of this module the student will have achieved the following:

Knowledge and understanding of:
- Qualitative data collection methods and analysis
- Educational theories and models
- Perspectives on human nature and learning processes of individuals and groups
- Communication models and tools

Skills to:
- Plan, generate and process qualitative data in the field of health, nutrition and food habits
- Plan, carry out and evaluate educational activities in various target groups and respective contexts
- Communicate and advocate nutrition and health to various target groups

Competencies to:
- Reflect upon different educational theories and practices in relation to various target groups and contexts
- Develop interview guides and conduct interviews
- Communicate nutrition and health promotion to individuals, groups and communities

Scientific areas and ECTS points:

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Evaluation: External examination
Module 5: Food Security and Food Safety (PHNFP)

Content:

This module links food security and food safety, and focuses on affordability, accessibility and availability of food and the underlying political and economic causes and challenges. It covers hygiene and risk management policies including prevention of food contamination throughout the food supply chain.

Learning outcomes:

On completion of this module the student will have achieved the following:

Knowledge and understanding of:

- The concepts of food safety and food security
- Food microbiology, food hazards and food-borne diseases
- Food standards as a tool for protecting and improving public health
- Global food production systems and policies
- Food ethics and legislation

Skills to:

- Identify links between food security/insecurity and hunger
- Identify, analyse and evaluate factors influencing food demand and supply and their implications for public health nutrition
- Analyse food safety related to various food products

Competencies to:

- Evaluate food quality standards
- Critically reflect on food resources and distribution locally and globally

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Evaluation: External examination covering both module 5 and 6
Module 6: Food and Nutrition Policy, Consumption and Markets (PHNFP)

Content:
This module focuses on factors influencing the global food system from food production through to food consumption including interdisciplinary social science perspectives on food and nutrition policy as well as consumption and market challenges. The module further examines food production systems, the supply chain and stakeholders interest in relation to public health nutrition policies and concerns.

Learning outcomes:
On completion of this module the student will have achieved the following:

Knowledge and understanding of:
- Food production and food supply chains
- Social theories, concepts and norms and their intersection with food policies, consumption and markets
- Links between food market mechanisms, consumption and policies at national, regional and global levels
- Various actors and structures, motivations and agendas in food and nutrition policies

Skills to:
- Undertake a critical stakeholder and agency analysis, including the role of power
- Develop a food and nutrition policy for a specific country, locality or topic
- Critically assess and search for interdisciplinary literature and collect, analyse and evaluate data and evidence relating to food and nutrition policy, consumption and markets
- Communicate and advocate, both orally and written, for different perspectives within contemporary food policy and food consumption issues

Competencies to:
- Independently apply appropriate social theories and concepts to food and nutrition policy, consumption and market analysis
- Apply policy analysis to food and nutrition problems
- Develop a critical understanding of global food supply chains in relation to consumption, markets and public policy
- Reflect on different and competing stakeholder perspectives on key issues shaping food supply and food and nutrition policy

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Evaluation: External examination covering both module 5 and 6
Module 7: Internship I (PHNFP + LHE)

Content:
This module focuses on developing professionalism in relation to the chosen specialization and obtaining practical experience in working with health and nutrition related issues in different target groups. Most of the module will be spent at a work site, and a smaller part will be a preparation and follow up activities. During the practical part students are expected to progress from observation to active participation.

Learning outcomes:
On completion of this module the student will have achieved the following:

Knowledge and understanding of:
- The application process
- Practical application of models and tools from previous modules
- Daily activities and working relationships of an institution or a private enterprise
- Different career opportunities

Skills to:
- Formulate internship objectives
- Plan and carry out nutrition and health related activities in various target groups and contexts
- Cooperate with colleagues from various professional backgrounds
- Identify learning needs for future professional practice

Competencies to:
- Reflect upon and evaluate different nutrition and health practices in relation to various target groups and contexts
- Evaluate internship learning outcomes

ECTS points: 15, whereof 12 ECTS during the internship period and 3 ECTS during preparation and follow up.

Evaluation: Internal evaluation
Module 8: Sustainability, Participation and Environmental Policy (PHNFP)

Content:

This module focuses on the importance of natural resources such as water, soil, biodiversity, fishery and energy for a sustainable future. It introduces and provides an analytical overview to the key concepts in sustainability and environment and their impact on food, nutrition and health policies. Issues are investigated from a participatory perspective through communities, civil society and the emerging idea of a food citizen.

Learning outcomes:

On completion of this module the student will have achieved the following:

Knowledge and understanding of:

- Environmental problems and management of natural resources
- Different perspectives on environmental status and implications for policy development
- Current sustainability issues and the emerging trends and policy agendas
- Key concepts of food citizenship and right to food
- Capacity building through education and public participation

Skills to:

- Identify links between selected environmental problems and public health
- Critically assess relevant national and international agreements relating to environmental problems
- Analyze contemporary sustainability and environmental challenges using various assessment tools
- Grasp the different as well as the joint challenges faced by rich and poor countries in the context of sustainability
- Identify the effect of climate change on agriculture, food, nutrition and health

Competencies to:

- Reflect on competing perspectives with respect to sustainability and environmental policy
- Educate, advise and advocate on sustainability and environmental topics
- Develop and evaluate relevant participatory action plans
- Use participatory methodologies to develop community based strategies and actions
- Build organisational capacity to facilitate and implement effective global public health nutrition and food policy actions
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**Evaluation:** Internal examination
Module 9: Elective module (PHNFP + LHE)

Content:

The elective module is an opportunity for the student to widen his/her perspective on nutrition and health related issues. The module can reflect contemporary or basic skills related to issues of relevance for the profession, and can be chosen from internal or external curricula. The module can include theoretical and/or practical elements and has to be approved by the GNH administration.

Learning outcomes:

On completion of this module the student will have the possibility to achieve the following:

- Supplement academic and professional skills acquired during the education.
- Gain in-depth knowledge within a field of one’s own choice, also from other professions.
- Strengthen and understand the link between theory and practice.

Scientific areas and ECTS points:

The module includes 10 ECTS within natural, social, human and health sciences depending on the choice of the student.

Examination: Internal examination
Module 10:
Interdisciplinary Research Methods, Interventions and Project Management (joint)

Content:
This module provides training in planning, implementation and evaluation of health and nutrition related projects and interventions. The module examines how different scientific approaches and research methods can contribute and complement each other.

Learning outcomes:
On completion of this module, the student will have achieved the following:

Knowledge and understanding of:
- Interdisciplinary research methods and the involved philosophy of science
- Ethics in a professional context
- Group, team and partnership formation and management

Skills to:
- Identify, differentiate between and assess various scientific approaches and applied research methods
- Facilitate group processes and formation across cultural frameworks
- Understand appropriate use and limitations of project management tools

Competencies to:
- Participate in planning, management, implementation and evaluation of interdisciplinary interventions and projects sensitive to cultural diversity, in national as well as in international settings
- Respond critically to research findings and take part in research projects and development tasks

Scientific areas and ECTS points:

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Evaluation: External examination
Module 11: Public Health Nutrition (PHNFP)

Content:
This module focuses on the promotion and maintenance of the level of nutritional and physical health necessary for the social, cultural and economic well-being of local, national and global communities. It includes nutrition throughout the life course, global burden of disease, double-burden of malnutrition and inequalities in nutritional health.

Learning outcomes:
On completion of this module the student will have achieved the following:

Knowledge and understanding of:
- The evidence related to the risk on non-communicable diseases and nutrition and physical activity patterns and risk factors throughout the life course
- Developmental origins of health and disease
- Optimal infant and young child feeding, including breastfeeding and complementary feeding
- Nutrition and health regulations, policies and strategies to improve public health
- Prevalence of major nutritional deficiencies and range of intervention strategies

Skills to:
- Analyse and evaluate nutritional health status, using a variety of evidence
- Examine the socio-economic determinants of inequalities in health within and between countries
- Critically search for evidence of intersectoral policies and strategies
- Use nutrient profiling systems to classify foods into different health categories and assess the capacity of consumers to understand food labels
- Critique and/or defend nutrition and health claims and the regulatory systems

Competencies to:
- Recognise the need for specific nutrient requirements at all stages of the life course
- Assess the evidence underlying differences in nutritional recommendations and discuss how and why these vary in different countries
- Evaluate the impact of national food based dietary guidelines on eating patterns and vice versa
- Apply epidemiology to study and evaluate the relative effectiveness of different policies
- Describe and assess the impact of different economic instruments on food intake, dietary patterns and overall public health
Scientific areas and ECTS points:

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**Evaluation:** External examination covering both module 11 and 12.
Module 12: Global Nutrition and Health Promotion (PHNFP)

Content:

This module draws together the knowledge, skills and competencies gained from the beginning of the Bachelor’s Degree Programme in Global Nutrition and Health until now. A range of complementary strategies to promote, protect and support nutritional and physical health will be tested, including mapping tools and different health promotion theories and campaigns.

Learning outcomes:

On completion of this module the student will have achieved the following:

Knowledge and understanding of:

- Tools to support the development and evaluation of successful nutrition and health promotion interventions and programmes
- Health promotion and disease prevention and how these two different approaches can be applied in a range of situations
- Communication theories to facilitate nutritional and physical health promotion in different target groups

Skills to:

- Create intervention objectives taking into consideration the socio-economic determinants of behaviour and the surrounding environmental conditions
- Select evidence-based methods combined with practical strategies to produce the most successful cost-effective interventions
- Plan for the acceptance, implementation and sustainability of a programme/intervention
- Evaluate the relative effectiveness of nutrition and health interventions and discuss the role of intersectoral policies and programmes

Competencies to:

- Apply development-oriented, innovative and sustainable solutions to global nutritional health issues
- Educate and empower individuals, groups and communities to improve their nutritional health and well-being
- Advise governmental, non-governmental and private sectors on most effective policies and interventions to promote, protect and support global nutritional health
- Address the need for research to promote protection and support of global health
**Scientific areas and ECTS points:**

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**Evaluation:** External examination covering both module 11 and 12.
Module 13: Internship II (PHNFP + LHE)

Content:
During the second internship the students are expected to apply knowledge gained during previous modules in a professional setting, and to practice skills and develop competencies relevant to the GNH education under the supervision of experienced professionals. In this internship the students must document independence and initiative in relation to different tasks agreed upon by the parties involved.

Learning outcomes:
On completion of this module the student will have achieved the following:

Knowledge and understanding of:
- Practical implementation of health and nutrition promotion and interventions.
- Employability and opportunities for future professional career.

Skills to:
- Act professionally and value and respect colleagues in different settings.
- Assess, plan and implement health promotion and disease prevention activities for individuals and groups in different local and global settings.
- Communicate effectively to individuals and groups.

Competencies to:
- Apply appropriate methods and tools relevant to the GNH profession.
- Collaborate on an ethical basis with other professionals in various cultural settings.
- Evaluate and document health promotion and disease prevention activities.
- Take responsibility for own learning needs and critically analyse own performance in a professional setting.

ECTS points: 18

Evaluation: Internal examination
Module 14: The Bachelor thesis (PHNFP + LHE)

Content:

The thesis is an interdisciplinary example of academic writing that demonstrates the student’s ability to identify a research problem and arrive at an appropriate research question, to undertake a literature review and analysis, and to identify relevant theory and choose and apply a research methodology for answering the research question. Students should discuss how their research can be applied or used in a practical or professional setting.

Learning outcomes:

On completion of this module the student will have achieved the following:

Knowledge and understanding of:

- A professional area of academic interest, through an in-depth investigation of a topic relevant to their study programme
- Theories and concepts relevant to the special area of interest
- Taxonomy and its use as a critical tool
- Academic writing

Skills to:

- Develop proficiency in applying research methods to a particular problem
- Plan and structure a period of academic work according to given deadlines
- Use analytical tools in relation to a research-based question
- Search for relevant interdisciplinary literature
- Collect, analyse and evaluate data and evidence related to a topic of special interest

Competencies to:

- Independently apply appropriate theoretical frameworks to a research problem
- Apply critical and analytical perspectives and knowledge gained during the course of the education to selected research problems
- Be able to critically assess relevant literatures and sources of evidence and data
- Reflect on a particular issue or topic and be able to draw conclusions and recommendations that are relevant to the practical implementation within the GNH profession
- Write and submit a bachelor thesis that meets the assessment criteria for a GNH bachelor thesis.

ECTS points: 20

Evaluation: External examination
Module 5: Lifestyle change theories and methods (LHE)

Content:

The module focuses on the theory and practice of changing lifestyle behavior. As such, the module will introduce lifestyle change theories and methods, and various approaches to motivating and facilitating learning in individuals and groups. Furthermore, the concept of lifestyle will be elaborated and ethical considerations relevant to processes of facilitation will be emphasized.

Learning outcomes:

On completion of this module, the student will have achieved the following:

Knowledge and understanding of:

- The concept of lifestyle and the complexity of changing health related behavior
- Lifestyle change theories and methods
- Different approaches to facilitating behavioral changes in individuals and groups
- Ethics and codes of conduct relevant to lifestyle interventions in personal and group work, i.e. confidentiality and relations of power.

Skills to:

- Analyze specific cases by utilizing lifestyle change theories and methods.
- Identify strengths and resources in individuals and groups as basis for behavioral change
- Apply methods of facilitation to change lifestyle behavior

Competencies to:

- Reflect on own practice and integrate ethical considerations in practice
- Initiate and facilitate lifestyle changes in individuals and groups
- Establish and sustain client relationships based on empathy, trust and respect

Scientific areas and ECTS points:

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Evaluation: External examination covering both module 5 and 6.
Module 6:
Food, nutrition and physical activity from a health education perspective (LHE)

Content:
This module enables students to understand how people learn in practical settings about food, nutrition and physical activity. Within these settings students will learn how to construct lifestyle interventions. Main topics covert will be: Educational processes in various settings, food preparation, physical activity and concepts of the body.

Learning outcomes:
On completion of this module the students will have achieved the following:

Knowledge and understanding of:
- Theoretical frameworks supporting educational activities in practical settings
- Interdisciplinary approaches to physical activity using different concepts of the body
- Exercise physiology and physical activity recommendations with respect to particular population groups and nationalities
- Food preparation and nutrition related educational materials for different populations
- The social embeddedness of meals and eating patterns

Skills to:
- Apply and assess physical activity methods in order to promote physical health of target groups
- Plan and evaluate food preparation activities, in the context of cultural and social aspects of meal and eating practices
- Motivate and manage groups in relevant practical settings and environments

Competencies to:
- Initiate and implement health education activities in various settings and target groups
- Reflect on the practical implications of initiated activities
- Evaluate health education activities

Scientific areas and ECTS points:

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Evaluation: External examination covering both module 5 and 6.
Module 7: Internship I (PHNFP + LHE)

Content:
This module focuses on developing professionalism in relation to the chosen specialization and obtaining practical experience in working with health and nutrition related issues in different target groups. Most of the module will be spent at a work site, and a smaller part will be a preparation and follow up activities. During the practical part students are expected to progress from observation to active participation.

Learning outcomes:
On completion of this module the student will have achieved the following:

Knowledge and understanding of:
- The application process
- Practical application of models and tools from previous modules
- Daily activities and working relationships of an institution or a private enterprise
- Different career opportunities

Skills to:
- Formulate internship objectives
- Plan and carry out nutrition and health related activities in various target groups and contexts
- Cooperate with colleagues from various professional backgrounds
- Identify learning needs for future professional practice

Competencies to:
- Reflect upon and evaluate different nutrition and health practices in relation to various target groups and contexts
- Evaluate internship learning outcomes

ECTS points: 15, whereof 12 ECTS during the internship period and 3 ECTS during preparation and follow up.

Evaluation: Internal evaluation
Module 8:
Food, nutrition and physical activity from a lifestyle perspective (LHE)

Content:

This module focuses on the impact of food, nutrition and physical activity on health and lifestyle diseases, throughout the life course.

Learning outcomes:

On completion of this module the student will have achieved the following:

Knowledge and understanding of:

- Dietary requirements and recommendations in a life course perspective
- Dietary recommendations to prevent overweight and lifestyle diseases in risk groups
- Physiological responses to physical activity in relation to lifestyle diseases
- The lived experiences of lifestyle diseases and subjective experiences of satiety and hunger

Skills to:

- Design individual dietary and physical activity plans based on analysis and assessment of lifestyle and risk profiles.
- Facilitate lifestyle changes and educate individuals within diet and physical activity
- Communicate and advice on food choices and meal patterns in line with dietary recommendations and guidelines

Competencies to:

- Educate individuals and groups within the field of nutrition, lifestyle diseases and physical activity, considering cultural diversity.
- Evaluate individual dietary and physical activity plans
- Reflect on own professional practice.

Scientific areas and ECTS points:

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Evaluation: Internal examination
Module 9: Elective module (PHNFP + LHE)

Content:

The elective module is an opportunity for the student to widen his/her perspective on nutrition and health related issues. The module can reflect contemporary or basic skills related to issues of relevance for the profession, and can be chosen from internal or external curricula. The module can include theoretical and/or practical elements and has to be approved by the GNH administration.

Learning outcomes:

On completion of this module the student will have the possibility to achieve the following:

- Supplement academic and professional skills acquired during the education.
- Gain in-depth knowledge within a field of one’s own choice, also from other professions.
- Strengthen and understand the link between theory and practice.

Scientific areas and ECTS points:

The module includes 10 ECTS within natural, social, human and health sciences depending on the choice of the student.

Evaluation: Internal examination
Module 10:
Interdisciplinary Research Methods, Interventions and Project Management (joint)

Content:
This module provides training in planning, implementation and evaluation of health and nutrition related projects and interventions. The module examines how different scientific approaches and research methods can contribute and complement each other.

Learning outcomes:
On completion of this module, the student will have achieved the following:

Knowledge and understanding of:
- Interdisciplinary research methods and the involved philosophy of science
- Ethics in a professional context
- Group, team and partnership formation and management

Skills to:
- Identify, differentiate between and assess various scientific approaches and applied research methods
- Facilitate group processes and formation across cultural frameworks
- Understand appropriate use and limitations of project management tools

Competencies to:
- Participate in planning, management, implementation and evaluation of interdisciplinary interventions and projects sensitive to cultural diversity, in national as well as in international settings
- Respond critically to research findings and take part in research projects and development tasks

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Evaluation: External examination
Module 11: Health psychology and contextual influences (LHE)

Content:

The module provides a foundation in psychological processes related to health. In particular health psychology is studied within a range of contextual factors exploring the types of influences effecting eating habits. From this students will learn to apply methods and techniques for conducting lifestyle interventions.

Learning outcomes:

On completion of this module the student will have achieved the following:

Knowledge and understanding of:

- Basic psychological processes relevant to health education programs, as well as their physiological components
- Contextual factors as these influence eating, health behavior and lifestyle choices
- Practical methods for including contextual factors in facilitation and education
- Personal identity and social stigma in disease prevention and health education

Skills to:

- Analyze how contextual factors influence the health behavior and lifestyle choices of individuals and groups
- Design health intervention programs based on health psychology and contextual influences
- Work with individuals and groups using methods and techniques drawn from knowledge of psychological processes and contextual influences.

Competencies to:

- Incorporate contextual and psychological factors in the practices health education
- Research and analyse the types of influences shaping eating habits and the relevance of these to health education practice
- Interact with sensitivity towards others, in terms of identity and social stigma, during facilitation and educational activities.

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Evaluation: External examination covering both module 11 and 12.
Module 12:  
Health education strategies and lifestyle interventions (LHE)

Content:
This module draws together knowledge, skills and competencies gained from the beginning of the Bachelor’s Degree Programme in Global Nutrition and Health until now. Within the context of key determinants of health, the students must demonstrate competencies as health educators by designing and critically evaluating appropriate health education strategies and interventions and their respective implications.

Learning outcomes:
On completion of this module the student will have achieved the following:

Knowledge and understanding of:
- Current evidence for determinants of health
- Methods for developing and applying health education strategies and lifestyle interventions

Skills to:
- Design nutrition and health strategies and interventions using relevant theories and models considering respective target groups
- Integrate knowledge of psychological processes and contextual factors in planning health education strategies and lifestyle interventions

Competencies to:
- Educate, empower and facilitate learning of individuals and groups to promote healthy living
- Analyse and evaluate health education strategies and lifestyle interventions to adapt recommendations and activities according to various contexts and needs

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Evaluation: External examination covering both module 11 and 12.
Module 13: Internship II (PHNFP + LHE)

Content:
During the second internship the students are expected to apply knowledge gained during previous modules in a professional setting, and to practice skills and develop competencies relevant to the GNH education under the supervision of experienced professionals. In this internship the students must document independence and initiative in relation to different tasks agreed upon by the parties involved.

Learning outcomes:
On completion of this module the student will have achieved the following:

Knowledge and understanding of:
- Practical implementation of health and nutrition promotion and interventions.
- Employability and opportunities for future professional career.

Skills to:
- Act professionally and value and respect colleagues in different settings.
- Assess, plan and implement health promotion and disease prevention activities for individuals and groups in different local and global settings.
- Communicate effectively to individuals and groups.

Competencies to:
- Apply appropriate methods and tools relevant to the GNH profession.
- Collaborate on an ethical basis with other professionals in various cultural settings.
- Evaluate and document health promotion and disease prevention activities.
- Take responsibility for own learning needs and critically analyse own performance in a professional setting.

ECTS points: 18

Evaluation: Internal evaluation
Module 14: The Bachelor thesis (PHNFP + LHE)

Content:
The thesis is an interdisciplinary example of academic writing that demonstrates the student’s ability to identify a research problem and arrive at an appropriate research question, to undertake a literature review and analysis, and to identify relevant theory and choose and apply a research methodology for answering the research question. Students should discuss how their research can be applied or used in a practical or professional setting.

Learning outcomes:
On completion of this module the student will have achieved the following:

Knowledge and understanding of:
- A professional area of academic interest, through an in-depth investigation of a topic relevant to their study programme
- Theories and concepts relevant to the special area of interest
- Taxonomy and its use as a critical tool
- Academic writing

Skills to:
- Develop proficiency in applying research methods to a particular problem
- Plan and structure a period of academic work according to given deadlines
- Use analytical tools in relation to a research-based question
- Search for relevant interdisciplinary literature
- Collect, analyse and evaluate data and evidence related to a topic of special interest

Competencies to:
- Independently apply appropriate theoretical frameworks to a research problem
- Apply critical and analytical perspectives and knowledge gained during the course of the education to selected research problems
- Be able to critically assess relevant literatures and sources of evidence and data
- Reflect on a particular issue or topic and be able to draw conclusions and recommendations that are relevant to the practical implementation within the GNH profession
- Write and submit a bachelor thesis that meets the assessment criteria for a GNH bachelor thesis.

ECTS points: 20

Evaluation: External examination