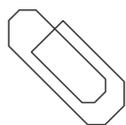


Gør tanke til handling
VIA University College



Curriculum VIA Global Nutrition and Health

Curriculum approved 23 August 2017. Applies from 1 September 2017.

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Introduction

The curriculum for VIA Global Nutrition and Health has been drawn up pursuant to Ministerial Order no. 504 of 30/05/2016 on the Professional Bachelor Programme in Global Nutrition and Health, Ministerial Order no. 1047 of 30/06/2016 on Academy Profession Programmes and Professional Bachelor Programmes, and the ministerial orders mentioned in Section 22. Authority

The curriculum has been drawn up by VIA Health in collaboration with representatives of Central Denmark Region, North Denmark Region, the Local Government Regional Council, the Health Cartel and private organisations. The curriculum was submitted for consultation to the study programme's corps of external examiners and the education committee, and subsequently approved by the Rector of VIA University College.

The curriculum describes the content and structure of the study programme, as well as the opportunities and obligations associated with studying Global Nutrition and Health at VIA University College.

The curriculum constitutes the legal basis for the study programme and defines the framework for the overall course of study as provided at VIA UC.

1 The purpose of the profession and the study programme

1.1 Graduate profile

The purpose of the profession is to work with the public and other professionals in ways that help reduce health inequality at local, national and global level by facilitating lifelong healthy lifestyles for individuals, groups and societies as a whole. The practices adopted by the profession reflect developments in society, science and technology.

The Professional Bachelor Programme in Global Nutrition and Health provides graduates with the ability to:

- Independently develop, plan, organise, implement and evaluate nutrition and health interventions, based on an ethical, holistic and interdisciplinary approach that respects cultural and social diversity
- Develop, implement and evaluate policies for food, foodstuffs and meals, as well as local health policies
- Guarantee, document and evaluate food safety and food security
- Independently initiate and use innovative and creative solutions in the field of global nutrition and health, in order to promote sustainable and healthy lifestyles
- Communicate effectively and appropriately to a broad audience, and convey information about health-promotion initiatives in the field of global nutrition and health
- Work with others across organisational and structural frameworks in the field of global nutrition and health
- Participate in research and development.

The work of VIA Global Nutrition and Health takes place in private and public companies, institutions and organisations at both national and international level. VIA Global Nutrition and Health engages in interprofessional and intersectoral collaboration in order to support and strengthen individuals, groups and society in their efforts to change the conditions that have negative consequences for health.

Impact:

- Reduction of health inequality
- Healthy lifestyles and enhanced well-being for all in every age group
- Improved nutrition and health
- Food safety and food security
- Sustainable resource management.

The future development prospects for the profession lie in promoting the health of individual citizens and of the general public, in:

- International organisations
- National and international companies
- The food sector
- Interdisciplinary health-promotion projects in both the public and private sector, targeting:
 - social housing areas
 - institutions (schools and educational institutions, pre-school institutions, residential care centres, etc.)
 - refugee centres
 - health centres.

1.2 Purpose of the study programme

The purpose of the Professional Bachelor in Global Nutrition and Health programme is to equip graduates with an intercultural, interdisciplinary and interprofessional perspective, and the competencies to independently develop, implement and evaluate sustainable health-promotion and disease-prevention interventions, as well as local food and health policies within global nutrition, food safety and food security, in order to work in nutrition and health in Denmark and abroad.

Graduates have adopted a rights-based approach to their profession, and are able to solve challenges in global nutrition and health at individual, group and national level. They possess the competencies to participate in research and development, and in theoretical and practical continuing and further education study programmes.

The programme is based on knowledge derived from research and development in the field of Global Nutrition and Health, as well as on knowledge of professional practice in the type of jobs for which graduates are qualified. Graduates have acquired the skills and competencies stipulated in Appendix 1.

On successful completion of the programme, graduates are entitled to use the title *Professionsbachelor i Global Nutrition and Health* in Danish, or *Bachelor of Global Nutrition and Health* in English. The full title of the study programme in English is *Bachelor's Degree Programme in Global Nutrition and Health*.

2 The structure of the study programme

The prescribed period of study for the programme is 3½ years over seven consecutive semesters. Each semester is prescribed to 30 ECTS credits (hereafter ECTS) and concludes with an exam.

The programme as a whole is prescribed to 210 ECTS, split between 180 ECTS for theory and 30 ECTS for practical work.

Pursuant to Ministerial Order no. 504 of 30/05/2016 on the Professional Bachelor Programme in Global Nutrition and Health, the programme consists of general curriculum provisions prescribed to 120 ECTS and an institution-specific part prescribed to 90 ECTS. The general provisions have been agreed between all providers of the study programme in Denmark. This curriculum incorporates and complies with the general provisions. VIA Global Nutrition and Health determines the institution-specific content.

ECTS (European Credit Transfer System) is used to quantify the total workload on study programmes. One student full-time equivalent (FTE) corresponds to 60 ECTS. The standard study time for full-time students is approx. 40 hours per week. Study activity includes preparation, self-study, classes, processing, assignments, projects, exams, etc. See also Section 9: Forms of Teaching and Working and Section 16.2: Study activity.

2.1 Overview – the structure and content of the programme

	Heading	Theory (ECTS)	Practice (ECTS)	The semester's 30 ECTS consist of	
				Interprofessional programme elements	Elective programme elements
Se- mester 1	Food, Nutrition and Health in a Global Perspective	30	0	0	0
Se- mester 2	Health Promotion and Applied Research Methods in Global Health	30	0	0	0
Se- mester 3	Sustainable Living and Inequalities in Health	30	0	0	10
Se- mester 4	Interventions in a Lifecycle Perspective	15	15	10	0
Se- mester 5	Project Management, Intervention and Innovation in a Global Health Perspective	30	0	5	0
Se- mester 6	Global Nutrition and Public Health Promotion	18	12	5	0
Se- mester 7	Electives and Bachelor Project	27	3	0	10

2.2 Themes covered by the programme

VIA Global Nutrition and Health consists of seven themes, which together cover the areas within which students must acquire the knowledge, skills and competences to complete the study programme.

	Themes covered	No. of ECTS
T1	Food, Nutrition and Health in a Global Perspective	30
T2	Health Promotion and Applied Research Methods in Global Health	30
T3	Sustainable Living and Inequalities in Health	30
T4	Interventions in a Lifecycle Perspective	30

Themes covered during the first two years must make up a total of¹		120 ECTS
T5	Project Management, Intervention and Innovation in a Global Health Perspective	30
T6	Global Nutrition and Public Health Promotion	30
T7	Bachelor project	30
The themes covered during the final 1½ years of the programme must make up a total of		90 ECTS
Total:		210 ECTS

2.3 The ECTS allocation between subject areas during the first two years of the study programme.

Subject areas	No. of ECTS
Health Science	35
Natural Science	50
The Humanities	21
Social Science	14
Total	120

2.4 Exams during the programme

Semester 1						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical /practical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
<i>The Semester 1 exam for Food, Nutrition and Health in a Global Perspective consists of two part exams:</i>						
*Part exam 1a Weighting: 50%	Theoretical	Written	Individual	The 7-point grading scale	Internal	16
*Part exam 1b Weighting: 50%	Theoretical	Written	Individual	The 7-point grading scale	Internal	14
Semester 2						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical /practical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
<i>The Semester 2 exam for Health Promotion and Applied Research Methods in Global Health consists of two part exams:</i>						
*Part exam 2a Weighting: 50%	Theoretical	Oral	Individual	The 7-point grading scale	Internal	15

¹ The themes for the first two years are listed in the joint curriculum provisions for VIA Global Nutrition and Health, Appendix 1.

*Part exam 2b Weighting: 50%	Theoretical	Written and oral	Individual	The 7-point grading scale	Internal	15
Semester 3						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical/practical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
*Sustainable Living and Inequalities in Health	Theoretical	Oral and written	Individual	The 7-point grading scale	External	30
Semester 4						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical/practical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
*Part exam 4a: Interventions in a Lifecycle Perspective Weighting: 80%	Theoretical/practical	Oral and written	Individual	The 7-point grading scale	Internal	15
Part exam 4b: Internship Weighting: 20%	Theoretical/practical	Written	Individual	The 7-point grading scale	Internal	15
Semester 5						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical/practical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
*Project Management, Intervention and Innovation in a Global Health Perspective	Theoretical/practical	Oral and written	Group	The 7-point grading scale	Internal	30
Semester 6						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical/practical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
*Part exam 6a Weighting: 50%	Theoretical	Oral and written	Individual	The 7-point grading scale	Internal	15
*Part exam 6b Weighting: 50%	Theoretical	Written	Individual	The 7-point grading scale	External	15
Semester 7						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical/practical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	

*Electives and bachelor project	Theoretical	Oral	Individual	The 7-point grading scale	External	30
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**Indicates exams listed on transcripts.*

All of the exams must comply with the ministerial orders on the programme, on the grading scale and on assessment, as well as on exams on professional bachelor programmes.

For all exams, requirements may be stipulated with which students must comply during the theoretical or practical part of the programme, in advance of sitting the exam.

The programme lecturers, internship supervisors or equivalent assess whether these requirements have been met with and whether the content lives up to academic standards of integrity. For internships, the exam requirement may take the form of compulsory participation. Read more in Section 6.1: Compulsory attendance and participation.

3 Structure of the programme

VIA Global Nutrition and Health consists of seven semesters, each prescribed to 30 ECTS, which students must complete to graduate.

In the following section, the Danish Qualifications Framework is used to describe the objectives for learning outcomes. The curriculum uses the concepts of internship and internship supervisor.

3.1 Semester 1

3.1.1 Contents

This semester introduces key concepts from health, natural and social sciences and humanities relevant to understanding the field of Global Nutrition and Health. The main subjects are: concepts of health and well-being; the global burden of disease and health inequality; nutrition and dietary guidelines; physiology; biochemistry; sociology of food; and intercultural communication.

3.1.2 Learning outcomes

Graduates possess the knowledge to:

- Name, describe and analyse theory and practice applied within food, nutrition as well as food and health policies
- Describe, compare and criticise food and health policies and various actors' and structures' influence on health promoting and disease preventing interventions
- Describe contextual and structural factors' influence on healthy living
- Describe and reflect upon how values, habits, perceptions and beliefs interact with people's social and cultural practices
- Describe national and international health systems and their influence on public health,
- Describe the profession's use of information and communication technology and the impact of technology thereon

- Describe and analyse the use of communication theory and methods and reflect upon the communicative impact in terms of dialogue and forming relations

Graduates possess the skills to:

- Analyse and assess health habits and status in order to promote healthy living and well-being among target groups with diverse social and cultural backgrounds
- Analyse and justify the need for education, in order to motivate individuals, groups and local communities, while respecting cultural and social backgrounds
- Analyse and justify food and health policies in local, national, regional and international contexts
- Use relevant ICT and welfare technology in a way that makes the greatest possible use of the target groups' resources.

Graduates possess the competencies to:

- Use the right technology, including ICT, in the right professional contexts
Demonstrate responsibility and keep informed of professional development, analysing their own learning processes and development needs.

3.1.3 Number of ECTS

All 30 ECTS in this semester are theory-based.

3.1.4 Requirement(s) for sitting the semester exams

The requirements below must be met before students are permitted to sit the semester exam. Students who fail to comply with the requirements before the exam date will not be allowed to sit the exam and will be deemed to have used one of their exam attempts (as per the Exam Order).

Two requirements apply to the exam in this semester.

Attendance is compulsory for the study activities included in the exam requirements. Students who fail to comply with this requirement will not be allowed to sit the semester exam. Students who fail to comply with one or more of the requirements will be deemed to have used one of their exam attempts.

Exam requirements apply to the following:

a) Oral group presentation

The exam requirement is based on the theory classes in Intercultural Communication and consists of an oral group presentation.

The purpose of the presentation is to account for and demonstrate the understanding of the theory presented in a text selected by the institution, and to discuss it in an intercultural perspective relevant to the profession, using appropriate academic terms and concepts. The presentation is based on the selected text, which is part of the syllabus and deals with an aspect of intercultural communication. Attendance at the presentation is compulsory, and every member of the study group must contribute to it.

Oral group presentations are held regularly during the semester – to the extent possible, this consists of one group presentation per class. The dates for the group presentations are announced at the start of the semester.

b) Written group report and oral group presentation

The exam requirement is based on the theory classes in the courses Sociology of Food and Health & Basic Nutrition and Dietary Recommendations and Guidelines, and consists of a written report group report and an oral group presentation.

The purpose of the exam requirement (for the written report and presentation) is that students:

- Via independent study, gain insight into a selected country's food culture, as well as the health (including diet-related) problems and challenges faced by the population concerned
- Gain insight into cultural, historical and socio-economic factors that influence the health of the population in the country in question
- Gain insight into the country's nutrition recommendations and food-based dietary guidelines, including any visual models (food pyramids, diet circles, etc.), and assess their comprehensibility, layout and complexity
- On the basis of the above, identify priorities for the future that will help promote the health of the population as a whole or a section thereof
- Practise conveying academic knowledge to fellow students in a structured manner
- Develop skills in writing academic assignments.

Based on the above, students produce a written report in groups. They also draw up a two-day diet plan, with dishes typical of the host culture, adapted to fit the chosen type of person (based on age, gender and level of activity). The plan is calculated manually (based on energy and macronutrients in %), and the diet is then assessed according to current nutrient recommendations as well as food-based dietary guidelines. It is then presented as a form, attached as an appendix to the written report.

The written report must be min. 16,800 and max. 19,220 characters (incl. spaces, excl. table of contents, list of references and appendices). The appendices must include all of the calculations. The written report must be submitted in WISEflow. The institution specifies the submission deadline.

Formal requirements for the presentations: The content of the oral group presentation must be structured to fit the description of its purpose above. As part of the presentation, students select and cook a meal typical of the host culture for their fellow students to taste and assess. Each group is allocated 15–20 minutes for its presentation. The presentations take place in the kitchen of the institution. Attendance is compulsory for all presentations by all groups. The institution announces the dates for presentations.

The remedial option to the exam requirement 1.1.5a Oral Group Presentation is to submit an individual written assignment on a text selected by the study programme and based on the exam requirement described in 1.1.5a. Extent: Min. 7,100, max. 7,300 characters (including spaces).

The remedial option to the exam requirement 1.1.5b Written Group Report, as well as Oral Group Presentation, depends on the part of the requirement not met.

- If the written report was not prepared based on the above criteria, the student may resubmit the report, remedying any defects and/or omissions.
- Students who fail to attend either their own presentation or presentations by other students must produce a voice-over of the part of their own presentation for which they were responsible or a written summary of the main points of the other groups' presentations, based on the material that those groups have made available on the intranet (PowerPoint files, posters and written reports). Extent: The length of the summary depends on the number of presentations missed. For each presentation missed, a summary of 2,300–2,500 characters must be written. The institution specifies the submission deadline.

3.1.5 Exams

One exam is held during the semester (see “Exams” in Section 2.4. for details)

3.1.6 Exam content and conditions

Semester 1 concludes with the semester exam, which consists of two written individual part exams with internal assessment. This exam focuses on food, nutrition and health in a global perspective. The exam in Semester 1 consists of two part exams:

Part exam 1a

The exam is an individual, four-hour, invigilated written exam in Basic Nutrition and Dietary Recommendations and Guidelines, Physiology and Biochemistry. The purpose of the exam is to evaluate students' knowledge of diet, nutrition and health, and of the body's basic physiological and biochemical processes in relation to nutrition and health, as well as their ability to describe and justify diets in relation to selected principles for nutrition and nutrition-related problems faced by individuals and groups in different cultures.

The part exam lasts four hours and is taken online via FLOWlock, a sub-system of WISEflow, where students do not have access to notes on the computers used.

The part exam consists of a number of questions based on the course syllabus. These include multiple-choice questions, simple questions that call for brief answers, and more complex ones that require more detailed explanation. Students must answer 50% of the questions correctly in order to achieve the grade 02. The only study aid permitted is a simple calculator (calculators on mobile phones and computers are not allowed). The exam is held at the institution at the end of the semester.

Students are responsible for bringing to the exam a working computer that can access the institution's wireless network and FLOWlock. If the exam is briefly interrupted due to problems with the institution's internet connection and/or problems with the connection to FLOWlock caused by the institution, it will be extended by a corresponding period of time. In the event of longer interruptions caused by the institution's internet connection and/or problems with the connection to FLOWlock caused by the institution, the exam will be halted and rescheduled. Under these circumstances, students will not be deemed to have used an exam attempt.

Part exam 1b

The exam is a written individual assignment in the courses Nutrition-related and Non-communicable Diseases and The Global Burden of Disease, Sociology of Food and Health, Concepts of Health, Study Technique and Intercultural Communication. The exam is based on an interdisciplinary assignment set by the institution on a nutrition-related disease or a lifestyle condition. The purpose of the exam is to evaluate the students' knowledge of a selected nutrition-related disease or lifestyle condition, the etiology of the disease and its prevalence in selected populations, as well as their knowledge of its causes and consequences on an individual and societal level. Students are also expected to demonstrate their ability to propose and justify preventative measures and culturally sensitive communication strategies aimed at conveying information about the disease to a selected population and reducing its prevalence in the long term.

The extent of the written assignment is min. 20,000 and max. 24,000 characters (incl. spaces, excl. table of contents, list of references and appendices).

The assignment is written over five working days during the final week of the semester and submitted via WISEflow.

The semester exam covers the learning outcomes for the semester. The institution announces the date and time of the part exams at the start of the semester.

See also Section 11: General information about exams and assessments on the programme.

3.1.7 The basis for the exam

The assessment is based on the students' written answers to the assignments covered by the exam. Part exam 1a only includes questions about the syllabus for the semester. However, for part exam 1b, in addition to knowledge of the syllabus, students are expected to demonstrate the ability to access and use data from international tables and databases, the use of which has been covered in classes during the semester.

3.1.8 Assessment

Both part exams are assessed separately. When both have been passed with a minimum grade of 02, an overall grade is awarded. The two part exams are given equal weighting in the grade.

The semester exam is internal and assessed according to the 7-point grading scale by lecturers from the educational institution.

3.1.9 Study aids

Calculators are the only study aid permitted for part exam 1a.

Study aids are permitted for part exam 1b.

3.1.10 Language

All exams and assessments are in English. See Section 11: General information about exams and assessments on the programme.

3.2 Semester 2

3.2.1 Contents

This semester focuses on health promotion, educational theory and practice and research methods. The main subjects covered are health communication, theories of motivation, health education, didactics and learning theories, and quantitative and qualitative methods.

3.2.2 Learning outcomes

Graduates possess the knowledge to:

- Describe, analyse, and reflect upon contextual and structural factors' influence on healthy living
- Define, describe, compare, and reflect upon theories and methods used within global health, inequalities in health, global burden of disease, health promotion and disease prevention, didactics, education, project management, and research
- Describe, analyse, explain, and reflect upon how values, habits, perceptions, and beliefs interact with people's social and cultural practices

- Describe and reflect upon the profession's use of information and communication technology and the impact of technology thereon
- Define, describe, compare, and reflect upon the use of communication theory and methods, as well as the ability to describe, explain, and reflect upon the communicative impact in terms of dialogue and forming relations
- Define, describe, compare, and reflect upon research methods, and relate this knowledge to research and development oriented work in a professional practice
- Define, describe, compare, and reflect upon theory and practice applied within food, nutrition, food safety and food security as well as food and health policies

Graduates possess the skills to:

- Analyse, evaluate, and justify the need for education, and motivate individuals, groups, and local communities in a manner that takes into account and respects cultural and social backgrounds
- Mediate healthy living in heterogeneous and intercultural environments
- Use relevant ICT and welfare technology in a way that makes the greatest possible use of the target groups' resources.
- Perform situation-specific and professionally relevant communication tasks in relation to health promotion in inter-professional practice
- Analyse and evaluate the need for, as well as mediate capacity building with the aim of strengthening individuals, groups and communities to act on determinants that negatively influence health
- Analyse and evaluate health habits and -status in order to promote healthy living and well-being among target groups with diverse social and cultural backgrounds
- Describe, analyse, apply and reflect on relevant study and work methods to search for, assess and interpret empirical data, theory and research methods, as well as initiate and participate in innovation-, research- and development-oriented work

Graduates possess the competencies to:

- Plan and carry out educational activities in complex settings
- Plan and carry out health-promotion activities for individuals and groups
- Use the right technology, including ICT, in the right professional contexts.

3.2.3 Number of ECTS

All 30 ECTS in this semester are theory-based.

3.2.4 Exam requirement

The requirements below must be met before students are permitted to sit the semester exam. Students who fail to comply with the requirement before the exam date will not be allowed to sit the exam and will be deemed to have used one of their exam attempts (as per the Exam Order).

Only one requirement applies to the exam in this semester.

Attendance is compulsory for the study activities included in the exam requirement. Students who fail to comply with this requirement will not be allowed to sit the semester exam. Students who fail to comply with one or more of the requirements will be deemed to have used one of their exam attempts.

a) Exercises in Dietary Assessments and Anthropometric Measurements

The compulsory attendance requirement for sitting the exam is based on the theory classes in Dietary Assessments and Anthropometric Measurement. It consists of four compulsory exercises in methods of dietary assessment and one in anthropometrics, all of which are followed by written progress reports. Students must also attend min. 80% of the classes.

The written progress reports are inserted into a single document (portfolio style), which will contain all of the reports by the end of the course. The written document must be min. 14,400 and max. 21,600 characters (incl. spaces, excl. cover page, table of contents, appendices and list of references).

The exam requirement covers the following exercises and reports:

Exercises in methods of dietary assessment:

The purpose of the exercises in methods of dietary assessment is to ensure that students:

- Gain experience of using prospective and retrospective methods of dietary assessment
- Are trained in both manual and computer-aided diet calculations
- Gain experience of evaluating their own and other people's diets on the basis of current recommendations for energy, macronutrient and micronutrient intake, as well as current official food-based dietary guidelines (official national or international dietary recommendations)
- Learn how to draw up a Food Frequency Questionnaire and to process and present the data generated
- Learn to adopt a critical approach to the strengths and weaknesses of the individual methods of dietary assessment.

Exercise 1: 24-hour diet interview

Students conduct a 24-hour diet interview with a fellow student, manually calculate their dietary intake, write an assessment of the diet compared with the current recommendations on calories and macronutrient intake and official food-based dietary guidelines, and critically assess the interview method. They then submit individual written reports on the results of the 24-hour diet interview. Extent: 3,600–4,800 characters. All of the calculations as well as the completed interview questionnaire must be attached as appendices. Templates for the interviews and manual calculations are available on the intranet.

Exercise 2: Food frequency questionnaire

Based on a problem chosen by the study group, the students, working in groups, draw up a food frequency questionnaire (FFQ). The problem and the questionnaire must be approved by the lecturer before the exercise begins. The FQQ is completed by 10–20 people. The students are responsible for recruiting respondents. The students then give an oral presentation including a visual summary of the results (in tables, figures, averages, etc.). Each group has approx. 15 minutes for the presentation. The completed FQQ is included in the portfolio.

Exercise 3: Diary of four consecutive days of food intake, including weighing the food and quantifying physical activity

The students record and weigh all food and drink and keep a record of all physical activity over four consecutive days. The food and drink consumed are entered into a programme that calculates, for example, average intake of calories, macronutrients and micronutrients. The students then assess the nutritional quality of the diet on the basis of current recommendations on intake of calories, macronutrients and micronutrients, as well as current official food-based dietary guidelines. The data regarding physical activity is used to calculate average PAL values and facilitate a more accurate assessment of calorie intake. The report must include a critical assessment of the method. Individual written report: Extent: 4,800–7,200 characters.

Exercise 4: Diet history interview

Diet history interviews combine the prospective and retrospective methods of dietary assessment mentioned above with an interview about the respondent's dietary habits. The idea is to obtain in-depth knowledge of their habitual food intake and assess their diet in comparison with current recommendations for calories, macronutrient and micronutrient intake, as well as official food-based dietary guidelines. The students then draw up a proposal for optimising the respondent's diet. For the purposes of this exercise, fellow students act as the respondents. The written report includes an account of the methods used, a nutritional assessment of the diet, and a proposal for optimising the respondents' diets. Extent: 4,800–7,200 characters.

Exercise in anthropometric measurements

The purpose of the exercise in anthropometric measurements is to ensure that students:

- gain experience of using various methods of analysing body composition
- gain practical experience with both manual and computer-aided methods of measurement
- gain experience of assessing their own and other people's body composition, based on official national or international recommendations
- gain insight into the role of body composition analysis in the various methods of assessing the dietary intake of individuals and groups
- learn to adopt a critical approach to the strengths and weaknesses of specific methods of analysing body composition.

The students analyse the body composition of a fellow student through manual measurements and calculations (based on skinfold measurements, waist circumference and hip/waist ratio) and by conducting computer-aided measurements (bioimpedance). The results are analysed and written up, and the body composition is compared with current recommendations. The students also evaluate the validity of the methods used. Individual written report: Extent: 2,300–4,800 characters. All calculations, along with the data sheet, must be attached as appendices.

The remedial option for students who fail to comply with exam requirement 3.2.4 a above. Exercises in Dietary Assessments and Anthropometric Measurements depend on the requirement(s) with which they have failed to comply. Students who are unable to attend classes when the five exercises are held during the course must use their own study time to complete the exercises and report on them, as per the stipulated criteria. Students who fail to comply with the requirement for 80% compulsory attendance must also submit a written assignment that accounts for the theory behind the areas of use and practices for each individual method. Extent: Min. 10,000 characters, max. 12,000 characters. The institution specifies the submission deadline.

3.4.5. Exams

One exam is held during the semester (see "Exams" in Section 2.4 for details).

3.4.6. Exam content and conditions

Semester 2 concludes with the semester exam, the content of which focuses on the theory and methodology that underpin health promotion.

The exam in Semester 2 consists of two part exams:

Part exam 2a: Theoretical foundations

The exam is an individual oral exam.

It consists of 10 questions (each of which has three sub-questions). They will be available on WISEflow two weeks prior to the oral exam, which takes place at the end of the semester. On the day of the exam, students draw lots for one of the ten questions, which forms the basis for the exam.

Each student has 20 minutes to prepare in a separate room. All materials are permitted in the preparation room. Only personal notes made during the 20 minutes of preparation time are permitted in the exam.

A total of 20 minutes are allocated for the exam and assessment of each student (15 minutes for the exam, five minutes for deliberation, etc.). The students leave the room during the deliberations. They are then called back to be told their grades and receive very brief feedback.

Part exam 2b: Health Communication Strategy

The final exam in Health Communication Strategy consists of an individual oral exam based on a written group assignment. The focus is on the development of a health-communication strategy, based on data collected by the students. A single grade is awarded on the 7-point grading scale, covering both the written report and the individual oral exam. The exam is assessed internally.

The written assignment is max. 36,000 characters for groups of three. For groups of four, add an extra 2,400 characters, for groups of five an extra 4,800 characters. Each student's contribution must be clearly identified. The introduction and conclusion can be co-authored. The assignment must be submitted online via WISEflow.

As part of the written assignment, students will be required to recruit relevant interview subjects and then plan, generate, process and analyse interview data, either as a focus group or as individual interviews, and discuss the findings in a sociological/anthropological perspective. Subsequently, students will present a way to convey the results of the interviews to a chosen target group and thereby demonstrate skills in oral and written communication.

The written assignment forms the basis for the oral exam. A total of 25 minutes are allocated for the exam and assessment of each student (10 minutes for student preparation, 10 minutes for the exam and five for deliberation etc.). The students leave the room during the deliberations. They are then called back to be told their grades and receive very brief feedback.

The semester exam covers the learning outcomes for the semester. The date and time of the exam is announced during study start.

3.3.7. The basis for the exam

The exam is based on the student's oral performance in part exam 2a and their oral and written performances in part exam 2b.

Assessment

Both part exams are assessed separately. When both have been passed with a minimum grade of 02, an overall grade is awarded. The two part exams are given equal weighting in the grade.

The semester exam is internal and assessed according to the 7-point grading scale by lecturers from the educational institution.

Study aids

Study aids are permitted for part exam 2a.

Study aids are permitted for part exam 2b.

Language

Both exams are in English.

3.3 Semester 3

3.3.1 Contents

Semester 3 focuses on local and global sustainability to promote health and health equality for individuals, groups and communities. The main subjects covered are sustainability theory, food systems, food security, consumer and market mechanisms and community development.

3.3.2 Learning outcomes

Graduates possess the knowledge to

- Name, describe, analyse and reflect upon theory and practice applied within food production, food safety and food security as well as food and health policies
- Describe, analyse and reflect upon contextual and structural factors' influence on healthy living
- Describe, analyse, explain and reflect upon how values, habits, perceptions and beliefs interact with people's social and cultural practices
- Name, describe, analyse and reflect upon methods and standards for quality assurance and quality development
- Reflect on ethical problems related to food production and health

Graduates possess the skills to:

- Analyse and justify food- and health policies in local, national, regional and international contexts for the purpose of achieving food safety, food security and sustainable use of resources
- Apply, assess and justify methods and standards for quality assurance and quality enhancement.

Graduates possess the competencies to:

- Generate innovative and creative solutions in order to promote sustainable and healthy living
- Develop and evaluate food and health policies in institutional, local and national environments
- Demonstrate responsibility and keep informed of professional development, analysing their own learning processes and development needs.
- Initiate and take responsibility for quality assurance and quality enhancement

3.3.3 Number of ECTS

All 30 ECTS in this semester are theory-based.

10 of the 30 ECTS for the semester must consist of elective programme elements.

3.3.4 Exam requirement

The requirements below must be met before students are permitted to sit the semester exam. Students who fail to comply with the requirement before the exam date will not be allowed to sit the exam and will be deemed to have used one of their exam attempts (as per the Exam Order).

Only one requirement applies to the exam in this semester.

Students who fail to comply with this requirement will be deemed to have used one of their exam attempts.

Exam requirement: Written assignment

Students write an individual interdisciplinary synopsis of max. 12,000 characters. The synopsis is on the subject of food safety and aspects relating to food production in a selected country, taking into account its national and international political dispositions. The synopsis must include at least three articles found during systematic searches of the VIA libraries' databases. The institution specifies the submission deadline.

Students who fail to comply with the above exam requirement must complete the activity (see Section 16) by a date specified by the programme.

3.3.5. Exams

One exam is held during the semester (see "Exams" in Section 2.4. for details)

3.3.6. Exam content and conditions

Semester 3 concludes with the semester exam, which consists of an oral exam based on a written group report. The exam focuses on Sustainable Living and Inequalities in Health.

Based on a case selected by the lecturers concerning food production in a specific country or region, groups of students formulate a problem and study various aspects of food production, both in relation to the country or region and in an international perspective. The group work results in a written report of max. 36,000 characters, which as a minimum must include the following:

- Introduction
- Problem statement
- Processing of the problem statement
- Discussion
- Conclusion
- List of references

The oral exam is based on the written report and a specific question related to one of the courses taken during the semester. Once the written report has been submitted, students are given 10 questions related to the case and the course. On the day of the exam, immediately before the oral exam, students draw lots for one of the ten questions. This forms the basis for their presentations.

Each student is allocated 25 minutes – seven minutes for their presentation, 13 minutes for discussion and questions by the lecturers, and five minutes for deliberation and grading.

The semester exam covers the learning outcomes for the semester. The exam is held at the institution at the end of the semester. The date and time of the exam is announced at the start of the semester.

See also Section 11: General information about exams and assessments on the programme.

3.3.7. The basis for the exam

The basis for the exam consists of the students' written reports and oral performance. The main emphasis is on oral performance.

3.3.8. Assessment

The semester exam is an external exam assessed according to the 7-point grading scale and conducted by one or more lecturers from the educational institution and an external examiner.

3.3.9. Study aids

Study aids are permitted.

3.3.10 Language

The exam is conducted in English.

3.4 Semester 4

3.4.1 Contents

This semester focuses on nutrition and interventions targeting people of all ages in real life settings. The main subjects covered are lifespan nutrition, physical activity, planning and intervention theories and tools, and internship.

3.4.2 Learning outcomes

Graduates possess the knowledge to:

- Describe, analyse and reflect upon theory and practice applied within food, nutrition as well as food and health policies
- Define, describe, compare and reflect upon theory and methods used within global health, inequalities in health, global burden of disease, health promotion and disease prevention, didactics, health education, entrepreneurship, project management and research
- Describe, analyse and reflect upon contextual and structural factors' influence on healthy living
- Describe, explain and reflect upon how values, habits, perceptions and beliefs interact with people's social and cultural practices
- Describe, analyse and reflect upon humans' goals, also seen in the context of inter-professional and inter-sectorial cooperation
- Reflect on ethical problems
- Define, describe, compare and reflect upon the use of communication theory and methods and the communicative impact in terms of dialogue and forming relations
- Describe and reflect on their own professional practice as well as the tasks and responsibilities of the profession in an organisational, administrative and societal perspective

Graduates possess the skills to:

- Analyse and evaluate health habits and -status in order to promote healthy living and well-being among target groups with diverse social and cultural backgrounds
- Analyse and evaluate interventions in order to promote sustainable living for all in all age groups
- Work to motivate individuals, groups and local communities in a manner that respects cultural and social backgrounds
- Analyse and evaluate the need for, as well as mediate capacity building with a view towards enabling individuals, groups and communities to counteract factors that have a negative impact on health
- Mediate healthy living in heterogeneous and intercultural environments
- Perform situation-specific and professionally relevant communication tasks, supervision, and counselling to humans in relation to health promotion in inter-professional practice
- Apply inter-professional and inter-sectorial collaboration in various contexts
- Use relevant ICT and welfare technology in a way that makes the greatest possible use of the target groups' resources.
- Describe, analyse, apply and reflect on relevant study and work methods in relation to searching for, assessing and interpreting empirical data, theory and research methods, and initiating and participating in innovation, research and development-oriented work.

Graduates possess the competencies to:

- Plan and carry out nutrition and health interventions based on an ethical, holistic and inter-professional approach, in a manner that respects cultural and social diversity
- Plan and carry out health-promotion activities for individuals and groups
- Identify and analyse their own personal learning needs by reflecting on their own and others' practices, with a view towards ongoing professional development
- Analyse and perform communication tasks in a variety of contexts, including in equal, dialogue-based and value-generating relationships with other people and partners in interdisciplinary collaboration
- Using the right technology, including ICT, in the right professional contexts
- Demonstrate responsibility and keep informed of professional development, analysing their own learning processes and development needs.

3.4.3 Number of ECTS

15 of the 30 ECTS for the semester consist of theory.

15 of the 30 ECTS for the semester consist of practice.

10 of the 30 ECTS for the semester must consist of inter-professional programme elements.

3.4.4 Exam requirement

For their semester to be approved, students must comply with the exam requirement below. Students who fail to comply with the requirement will be deemed to have used one of their exam attempts (as per the Exam Order).

Exam requirements concerning practice apply to completing this semester.

Students who fail to comply with this requirement will be deemed to have used one of their exam attempts.

Attendance is compulsory for the study activities included in the exam requirement. Students who fail to comply with the compulsory attendance requirement will not be allowed to finish the semester. Students who fail to comply with one or more of the requirements will be deemed to have used one of their exam attempts.

a) Internship

The exam requirement is based on the practical training. Students must comply with the compulsory attendance requirement, which corresponds to min. 30 hours per study week.

If students fail to comply with the above exam requirements, the remedial option depends on an individual assessment, based on frequency of absence and the learning objectives not achieved (see Section 16).

3.4.5. Exams

Two part exams are held during the semester (see under "Exams" in Section 2.4. for more details).

3.4.6. Exam content and conditions

The exam in Semester 4 consists of two part exams (one oral, one written), which focus on interventions in a life-cycle perspective, as well as the practical training.

Part exam 4a: Interventions in a Lifecycle Perspective

During Semester 4, students conduct min. three counselling sessions (approx. one hour per session) with a test subject. The term “test subject” indicates that the counselling is free, that the subject has been informed that the counsellor is a student, and that the main purpose of the session is to provide the student with practical experience. Students are responsible for recruiting their own subjects. The subjects must not be the student’s friends, relatives, roommates, girl/boyfriends, etc. Ideally, the subjects should be in no way personally acquainted with the student. Advice on recruiting subjects will be given in class. At the beginning of the semester, students are given a recommended timetable for the three sessions, which fits in with relevant teaching throughout the semester.

As the basis for the oral exam, the student must upload a *video clip*, a *subject consent form* and a *synopsis* to WISEflow.

Video clip:

Students must submit a 2–4-minute video from one of the counselling sessions for the exam. Students must record all of the sessions to ensure that they have the best possible raw material from which to make their selection. For the exam, students select video clips that demonstrate a dilemma for the counsellor, a challenge, a specific technique or something else relevant to the curriculum for the semester that they would like to discuss. It is essential that the clip conveys the counsellor’s actions/reactions (as opposed to, e.g. the subject merely telling their story) in order to facilitate an evaluation of the students’ counselling skills. However, these skills can also be demonstrated by showing less-than-ideal behaviour on the part of the counsellor, in order to explain during the exam what they should have done, why and how.

Uploaded videos that do not show the counsellor’s face, that lack either picture or sound, or that fail in some other way to adequately show the counsellor’s actions/reactions, will be deemed unusable and the student will not be allowed to take the exam. The student must then submit a new clip. However, they are entitled to use the same subject, synopsis and consent form if they so wish.

Subject consent form:

A consent form is available on Studynet. It informs the subject about the legal and practical terms for the counselling, and documents that the subject has received and accepted the terms and received the counselling. The subject must read and sign the consent form before the first counselling session. The form must be signed again once all of the sessions have concluded. A copy of the signed form is submitted along with the exam synopsis and the video clip, and serves as documentation that the sessions took place. It is the students’ responsibility to check that consent forms are completed correctly. They may be rejected otherwise. Students who fail to submit one or more of the three items – synopsis (see below), video clip or consent form – before the deadline will not be eligible to sit the exam.

Synopsis:

During the counselling sessions, students identify a dilemma for the counsellor, a challenge, a specific technique or something else relevant to the curriculum for the semester that they would like to discuss during the exam. This is then narrowed down to a problem formulation and phrased as a *question*. Students select a video clip that shows 2–4 minutes of a counselling session that illustrates the problem. The focus must be on the counsellor’s (re)action(s) (see above). The purpose of the synopsis is to present the problem and the subject, as well as the theoretical foundation for a discussion of the problem which takes place during the oral exam. Guidance on the structure of the synopsis will be given in class at the beginning of the semester.

The max. length for the synopsis is 7,200 characters (incl. spaces, excl. cover page and bibliography).

Oral exam:

Five cases will be uploaded to WISEflow two weeks before the exam. At the individual oral exam, students draw lots for one of the five cases. The exam is based on this case. Students give a short presentation (approx. 10 mins.) in which they respond to the questions in the case description. The presentation, synopsis

and video clip are the focus of a discussion between the examiners and student lasting approx. 20 minutes. The examiners then deliberate, inform the student of their grades and provide brief, oral feedback.

Part exam 4b: Internship

The second part exam consists of a blog on which students work during their internships. It is based on their individual learning objectives, which in turn are based on the learning objectives for the semester. It is a requirement that students reflect on their own learning objectives in the blog. The assessment is based on whether students have reflected on all of their individual learning objectives.

A blogging tool will be provided by the institution.

The part exams cover the learning outcomes for the semester.
The date and time of the part exams is announced at study start.

3.4.7. The basis for the exam

The exam is based on students' oral and written performances in part exam 4a and their written performance in part exam 4b.

3.4.8. Assessment

Both part exams are assessed separately. When both have been passed with a minimum grade of 02, an overall grade is awarded.

The semester exam is internal and assessed according to the 7-point grading scale by lecturers from the educational institution.

3.4.9. Study aids

Study aids are permitted for part exam 4a.

Study aids are permitted for part exam 4b.

3.4.10 Language

All exams and assessments are in English.

3.5 Semester 5

3.5.1 Contents

Semester 5 focuses on project management with an innovative and entrepreneurial approach in a global health perspective. It examines how various scientific approaches and research methods can contribute to and complement each other within the context of local, national or global projects and interventions.

3.5.2 Learning outcomes

Graduates possess the knowledge to:

- Define, describe, compare, and reflect upon theories and methods used within global health, inequalities in health, global burden of disease, health promotion and disease prevention, didactics, education, project management, and research
- Describe, compare and criticise food and health policies and various actors' and structures' influence on health promoting and disease preventing interventions
- Reflect on ethical problems
- Describe, compare and reflect upon innovation as a method to change practice - and describe simple implementation methods in relation to concrete target groups

- Name, describe, analyse and reflect upon methods and standards for quality assurance and quality development
- Describe and reflect on their own professional practice as well as the tasks and responsibilities of the profession in an organisational, administrative and societal perspective
- Describe the priorities of professional efforts under the given conditions in the health care sector
- Define, describe, compare, and reflect upon the philosophy of science, research methods and models for evaluation, quality assurance and -development, and relate this knowledge to research-development-oriented work in a professional practice

Graduates possess the skills to:

- Analyse and evaluate interventions in order to promote sustainable living for all in all age groups
- Analyse and evaluate the need for, as well as mediate capacity building with a view towards enabling individuals, groups and communities to counteract factors that have a negative impact on health
- Mediate healthy living in heterogeneous and intercultural environments
- Perform situation-specific and professionally relevant communication tasks, supervision, and counselling to humans in relation to health promotion in inter-professional practice
- Apply, assess and justify methods and standards for quality assurance and quality enhancement.
- Describe, analyse, apply and reflect on relevant study and work methods in relation to searching for, assessing and interpreting empirical data, theory and research methods, and initiating and participating in innovation, research and development-oriented work.

Graduates possess the competencies to:

- Plan and carry out nutrition and health interventions based on an ethical, holistic and inter-professional approach, in a manner that respects cultural and social diversity
- Plan and carry out health-promotion activities for individuals and groups
- Plan and independently assume responsibility for innovative and creative solutions, with a view towards promoting sustainable healthy living
- Plan and carry out educational activities in complex settings
- Identify and analyse their own personal learning needs by reflecting on their own and others' practices, with a view towards ongoing professional development
- Analyse and perform communication tasks in a variety of contexts, including as part of equal, dialogue-based and value-generating relationships with other people and partners in interdisciplinary collaboration
- Plan and independently enter into interdisciplinary and intersectoral collaborations, and, based on a holistic approach, play a key role in supporting people and communities
- Use the right technology, including ICT, in the right professional contexts.

3.5.3 Number of ECTS

All 30 ECTS in this semester are theory-based.

5 of the 30 ECTS for the semester must consist of interprofessional programme elements.

3.5.4 Exam requirement

For their semester to be approved, students must comply with the exam requirement below. Students who fail to comply with the requirement will be deemed to have used one of their exam attempts (as per the Exam Order).

Only one requirement applies to completing this semester.

Students who fail to comply with this requirement will be deemed to have used one of their exam attempts.

Attendance is compulsory for the study activities included in the exam requirement. Students who fail to comply with the compulsory attendance requirement will not be allowed to finish the semester. Students who fail to comply with one or more of the requirements will be deemed to have used one of their exam attempts.

a) Project work and academic analysis

This exam requirement is based on the course Nutrition – Contemporary Dietary Issues. It covers project work leading to an academic analysis of a popular alternative form of diet from a nutritional and health – as well as ethical and sustainable – perspective. The project work includes a number of practical study activities, report writing, oral presentation and peer review by other groups, as described below. The work is done in study groups set up by the students themselves and refers to a specifically selected alternative form of diet.

Objective: The objective of the assignment is to describe, analyse and evaluate a contemporary diet from a nutritional, health-related, ethical, environmental and sustainability perspective. With regard to the nutritional perspective, the diet must be analysed and compared with official nutrition recommendations and dietary guidelines. Another objective is for students to gain insight into everyday meal practices associated with the diet concerned.

Work method: The project work is done in groups of 3–4 students, based on systematic literature searches and dietary assessments. Students work on their projects throughout the semester.

Products:

- Written report
- Oral presentations with opponent groups

Compulsory practical activities:

- Students must plan and conduct an assessment of the diets of one or more people living on the specific alternative diet, using a relevant dietary assessment method.
- The students must also adhere to the diet themselves for three consecutive days, during which they weigh and record their food intake. Dietary calculations for the three days are made in VITAKOST.
- Food preparation day in the institution kitchen (room 43.14). A meal characteristic of the diet is prepared and presented to the class and evaluated from a nutritional perspective.

Formalities regarding the oral presentations:

Each group is allocated 30 minutes for their presentation, including five minutes for feedback from the opponent group. All group members must contribute actively during the presentation. The presentation must include a comprehensive introduction to the diet's structure and food-based dietary guidelines as described by the promoters of the diet. The diet's nutritional quality must be presented, emphasising both positive and negative aspects.

The oral presentations provide an opportunity for students to share the results of their analysis with the class, and to initiate discussion and/or dialogue with fellow students. Participation and attendance is compulsory for both one's own and the other groups' presentations. Reading and providing feedback on another group's written report is also compulsory. Feedback from the opponent group is given immediately after each presentation.

Formalities regarding the written report:

- The max. length for the written report is 24,000 characters incl. spaces, excl. list of contents, reference list and appendices.

- In the report, the students must state clearly who wrote which sections. The introduction, discussion and conclusion can be co-authored.
- Submission: The deadline for submission is announced at the start of the semester.

Content of the written report:

1. Introduction
 - 1.1 Research question
 - 1.2 Delimitation of the assignment
 - 1.3 Work method
2. The diet and the nutritional and dietary principles behind it, e.g.:
 - The diet's historical background and current popularity
 - The underlying dietary and nutritional principles
 - The ways in which the diet conforms to or differs from the official food-based dietary guidelines of a chosen country/area
 - A presentation of the author's/inventor's main arguments in favour of the diet (e.g. physiological, health-related, historical, cultural or environmental)
3. Nutritional assessment of the diet compared to official nutrition recommendations and dietary guidelines, based on data from:
 - the respondent's/people's diet
 - the student's own three-day weighed food records and calculations
 - the four-day dietary plan for a chosen type of person, including nutritional calculations
 - selected literature.
4. A presentation of the scientific evidence

A presentation of available scientific evidence in favour of or against the chosen diet

An evaluation of at least two selected studies, including a critical assessment of the studies' quality
5. A discussion of the diet in terms of the environmental and sustainability perspective
6. Discussion
7. Conclusion

List of references

List of appendices

The remedial option to requirement 3.5.4 a is project work and academic analysis:

- If the written report was not prepared based on the above criteria, the student may resubmit the report, remedying any defects and/or omissions.
- Students who fail to attend their own presentation or presentations by other students must produce a voice-over for the part of their own presentation for which they were responsible, along with a written summary of the key points of the other groups' presentations, based on the material that those groups make available on the intranet (e.g. PowerPoint files, posters and written reports).

The length of the summary depends on the number of presentations missed. For each presentation missed, students must write a summary of 2,300–2,500 characters.

3.5.5. Exams

One exam is held during the semester (see "Exams" in Section 2.4. for details)

3.5.6. Exam content and conditions

Semester 5 concludes with the semester exam, which focuses on Project Management, Intervention and Innovation in a Global Health Perspective.

The exam for the courses Research Methods, Documentation and Evaluation, Ethics, Health Economy, Philosophy of Science, Project Management and Interventions is based on a written assignment of 21,600–36,000 characters (9–15 standard pages), depending on the size of the group, and consists of the project and intervention chosen by the group and individual reflections. An oral group exam based on the written assignment is also held. It consists of a five-minute student presentation based on the assignment, followed by a general discussion of the students' projects and reflection on the knowledge and skills acquired during the module. The general exam lasts up to 60 minutes, depending on the size of the group.

The dates for exams and for the submission of and feedback on assignments will be stated in detail in a separate assignment description.

The semester exam covers the learning outcomes for the semester.

The exam is held at the institution at the end of the semester. The date and time of the exam is announced at the start of the semester.

See also Section 11: General information about exams and assessments on the programme.

3.5.7. The basis for the exam

The exam is based on students' oral performance and their written product.

3.5.8. Assessment

The semester exam is internal and assessed according to the 7-point grading scale by lecturers from the educational institution.

3.5.9. Study aids

Study aids are permitted for this exam.

3.5.10 Language

The exam is conducted in English.

3.6 Semester 6

3.6.1 Contents

Semester 6 focuses on the promotion of public health in a local, national and global perspective. Public health nutrition issues serve as a foundation for the development and implementation of public health policies. The knowledge, skills and competencies acquired during the bachelor degree programme at VIA Global Nutrition and Health are applied in practice on academic assignments and internships.

3.6.2 Learning outcomes

Graduates possess the knowledge to:

- Define, describe, compare, and reflect upon theories and methods used within global health, inequalities in health, global burden of disease, health promotion and disease prevention, didactics, education, project management, and research
- Describe, compare and criticise food and health policies and various actors' and structures' influence on health promoting and disease preventing interventions
- Describe and reflect on their own professional practice as well as the tasks and responsibilities of the profession in an organisational, administrative and societal perspective
- Describe the priorities of professional efforts under the given conditions in the health care sector

- Define, describe, compare, and reflect upon the philosophy of science, research methods and models for evaluation, quality assurance and -development, and relate this knowledge to research-development-oriented work in a professional practice

Graduates possess the skills to:

- Analyse and evaluate interventions in order to promote sustainable living for all in all age groups
- Analyse and justify local, national, regional and international food policies and health policies designed to promote food safety and the sustainable use of resources
- Describe, analyse, apply and reflect on relevant study and work methods in relation to searching for, assessing and interpreting empirical data, theory and research methods, and initiating and participating in innovation, research and development-oriented work.

Graduates possess the competencies to:

- Plan and carry out nutrition and health interventions based on an ethical, holistic and inter-professional approach, in a manner that respects cultural and social diversity
- Plan and carry out health-promotion activities for individuals and groups
- Plan and independently assume responsibility for innovative and creative solutions, with a view towards promoting sustainable healthy living
- Plan and assume responsibility for the development and evaluation of food policies and health policies in institutional, local and national settings
- Identify and analyse their own personal learning needs by reflecting on their own and others' practices, with a view towards ongoing professional development
- Analyse and perform communication tasks in a variety of contexts, including as part of equal, dialogue-based and value-generating relationships with other people and partners in interdisciplinary collaboration
- Plan and independently enter into interdisciplinary and intersectoral collaborations, and, based on a holistic approach, play a key role in supporting people and communities
- Use the right technology, including ICT, in the right professional contexts.
- Demonstrate responsibility and maintain their personal and professional development by analysing their own learning processes and development needs.

3.6.3 Number of ECTS

18 of the 30 ECTS for the semester consist of theory.

12 of the 30 ECTS for the semester consist of practice.

5 of the 30 ECTS for the semester must consist of interprofessional programme elements.

3.6.4 Exam requirement

The requirements below must be met before students are permitted to sit the semester exam. Students who fail to comply with the requirement before the exam date will not be allowed to sit the exam and will be deemed to have used one of their exam attempts (as per the Exam Order).

Only one requirement applies to the exam in this semester.

Students who fail to comply with this requirement will be deemed to have used one of their exam attempts.

Attendance is compulsory for the study activities included in the exam requirement. Students who fail to comply with the compulsory attendance requirement will not be allowed to finish the semester. Students who fail to comply with one or more of the requirements will be deemed to have used one of their exam attempts.

a. Internship

The exam requirement is based on the practical training. Students must comply with the compulsory attendance requirement for internships, which corresponds to min. 30 hours per study week.

If students fail to comply with the above exam requirements, the remedial option depends on an individual assessment, based on frequency of absence and the learning objectives not achieved (see Section 16).

3.6.5 Exams

One exam is held during the semester (see “Exams” in Section 2.4. for details)

3.6.6. Content and form of the exam

Semester 6 concludes with the semester exam, which focuses on public health nutrition, policies and public health in a global perspective. The exam in Semester 6 consists of two part-exams:

Part-exam 6a

The exam is a written assignment on a topic of the students' choice, based on the internship. The exam comprises a written assignment produced individually or in groups, which focuses on a research question elaborated on by the students in the light of experience from the internship and written during it. Based on the research question, students conduct a literature review relevant to the profession. The assignment must be max. 36,000 characters, with an additional 7,200 characters per student for assignments written as a group.

As a minimum, the assignment must include the following:

Content of the written report:

- Introduction
- Research question
- Delimitation of the assignment
- Work method
- Theory
- Results
- Discussion
- Conclusion
- List of references
- List of appendices

Part-exam 6b

The exam is an oral exam based on a written synopsis. The part exam covers Public Health Nutrition, Public Health and Health Promotion, Health Policy Implementation and Philosophy of Intervention. The exam comprises a written assignment followed by an individual oral exam.

The synopsis must be max. 14,400 characters incl. spaces (approx. six standard pages) for individuals, with an additional 2,400 characters per extra student in groups.

In addition to syllabus literature, students are required to conduct a systematic literature search and include at least two scientific papers that address the selected problem.

The oral exam is based on the synopsis. 25 minutes are allocated per student: 10 minutes for the student presentation, 10 minutes for discussion and the lecturer/external examiners' questions, and five minutes for deliberation and grading.

The part exams cover the learning outcomes for the semester.

The exam is held at the institution at the end of the semester. The date and time of the exam is announced during study start.

See also Section 11: General information about exams and assessments on the programme.

3.6.7. The basis for the exam

The exam is based on students' oral performance.

3.6.8. Assessment

Both part exams are assessed separately. When both have been passed with a minimum grade of 02, an overall grade is awarded. The two part exams are given equal weighting in the grade.

Part-exam 6a is an internal exam conducted and assessed by lecturers from the educational institution. Part exam 6b is an external exam conducted by one or more lecturers from the educational institution and an external examiner.

3.6.9. Study aids

Study aids are permitted for both part exams.

3.6.10. Language

The exam is conducted in English.

3.7 Semester 7

3.7.1 Contents

Semester 7 focuses on research methodology and academic writing. Students draw on knowledge, skills and competencies acquired during the programme in order to write an academic paper that demonstrates their ability to identify a research problem that is based on practice and relevant to the profession. The analysis and discussion of the problem must also include a literature review.

3.7.2 Learning outcomes

Graduates possess the knowledge to

- Describe and reflect on their own professional practice as well as the tasks and responsibilities of the profession in an organisational, administrative and societal perspective
- Describe the priorities of professional efforts under the given conditions in the health care sector
- Define, describe, compare, and reflect upon the philosophy of science, research methods and models for evaluation, quality assurance and -development, and relate this knowledge to research-development-oriented work in a professional practice

Graduates possess the skills to:

- Analyse and evaluate interventions in order to promote sustainable living for all in all age groups
- Perform situation-specific and professionally relevant communication tasks, supervision, and counselling to humans in relation to health promotion in inter-professional practice
- Describe, analyse, apply and reflect on relevant study and work methods in relation to searching for, assessing and interpreting empirical data, theory and research methods, and initiating and participating in innovation, research and development-oriented work.

Graduates possess the competencies to:

- Plan and carry out nutrition and health interventions based on an ethical, holistic and inter-professional approach, in a manner that respects cultural and social diversity
- Plan and carry out health-promotion activities for individuals and groups
- Plan and independently assume responsibility for innovative and creative solutions, with a view towards promoting sustainable healthy living

3.7.3 Number of ECTS

27 of the 30 ECTS for the semester consist of theory.

3 of the 30 ECTS for the semester consist of practice.

10 of the 30 ECTS for the semester must consist of elective programme elements.

3.8 Professional Bachelor Project in VIA Global Nutrition and Health

The programme concludes with a bachelor project. The project is prescribed to 20 ECTS (out of a total for the programme of 210 ECTS) and concludes with an exam. The project cannot be finished until all other exams on the programme have been passed and the student has acquired 190 ECTS.

The exam, along with the other exams on the programme, documents the extent to which the student has met VIA Global Nutrition and Health's overall targets for learning outcomes.

The bachelor project for the degree programme VIA Global Nutrition and Health includes 3 ECTS for practical work.

The bachelor project consists of a written part and an oral part. It can be written individually or in groups, and may be mono- or interprofessional.

The written project: The max. length of the written project is 84,000 characters, corresponding to 35 standard pages (excl. cover page, summary, abstract, table of contents, list of references and appendices). For projects written by more than one student, the assignment is extended by max. 24,000 characters (equivalent to 10 standard pages) per additional student. For group projects, all of the members are responsible for the overall content and form.

The oral exam: Each student is allocated 45 minutes for the oral exam. The supervisor and external examiner discuss the project on their own for 5–10 minutes, after which the students have 10 minutes in which to give their presentations. The presentation may be based e.g. on key problems addressed in the project or new perspectives on them. The supervisor and external examiner then have approx. 20 minutes to question the student, followed by 5–10 minutes for deliberation. The exam is based on the written project and takes the form of an academic discussion that may encompass any aspect of the project.

The problem area must be approved by the educational institution.

The bachelor project documents the student's ability to work on an academic problem encountered in practice, in a way that incorporates relevant theory and methodology. They must demonstrate their ability to independently use the profession's working and problem-solving approaches, and incorporate the results of practice-related research and development work, as well as research-based literature relevant to the problem concerned.

3.8.1 Exam requirement

There is one compulsory study activity (elective course).

The project cannot be finished until all other exams on the programme have been passed and the student has acquired 190 ECTS.

4 Elective programme elements

Students on VIA Global Nutrition and Health must also complete 20 ECTS of elective programme elements. Sections 2.1 and 3 stipulate the timing of the elective elements.

The elective programme elements facilitate immersion in selected themes and enhance and/or expand the students' academic profiles. This gives students, within the framework provided, an opportunity to design their own programmes and take responsibility for them.

10 ECTS of elective programme elements must be taken during the first two years, the other 10 ECTS during the final 1½ years.

The elective elements during the first two years focus on the profession.

The elective elements during the final 1½ years are taken at the start of a semester. The content is either profession-based or interprofessional, and has broad appeal. The courses are open to students from various study programmes. The elective elements taken during the final 1½ years may include content chosen by the student and approved by the institution.

VIA's range of elective programme elements is continually adapted to reflect key social trends and trends in the profession's field of activity. The elective elements may last two, four or six weeks. They may be offered by the students' own study programmes or other programmes/campuses. See the intranet and the appropriate website for details of elective programme elements for the current semester. Elective programme elements may be taken at VIA, elsewhere in Denmark or abroad, and can consist of theoretical and/or practical ECTS.

The elective elements bring flexibility to the programme and help to ensure that it reflects the latest developments, research and practice in relevant academic themes.

By prioritising their wishes for the elective programme elements, the students develop their own academic profile and have the opportunity to explore a variety of job and career opportunities. The elective elements may also incorporate talent-development activities.

Ideas for the themes, form and content of the elective programme elements are developed in collaboration with the profession, educational institutions and the students, and discussed in the relevant forums.

4.1 Credit transfer of elective elements

Successfully completed programme elements are equivalent to corresponding programme elements at another institution offering the degree programme in Denmark.

The duty of disclosure and the rules regarding automatic application for credit transfer for completed and/or passed programme elements on at least the same level (compulsory credit transfer) – which are found in the Admissions Order and Ministerial Order on Admission to and Enrolment on Academy Profession and Professional Bachelor's Degree Programmes – do not apply to the elective programme elements on VIA Global Nutrition and Health.

Credit transfers for elective programme elements are approved on the basis of an academic assessment of whether completed programmes, in terms of content and level, are commensurate with the content and level of one or more elective programme elements.

5 Interprofessional programme elements

Students on VIA Global Nutrition and Health must complete 20 ECTS of interprofessional programme elements. Sections 2.1 and 3 stipulate the timing of the interprofessional programme elements.

The focus of the interprofessional programme elements is on coherent and meaningful courses of study, in which the participants' professional competencies are utilised and interprofessional competencies are developed on the basis of the individual citizen's condition, resources and objectives.

These elements help students acquire competencies that qualify them to engage professionally in and develop different types of interprofessional and intersectoral partnerships.

10 ECTS of interprofessional programme elements are taken during the first two years, 10 during the final 1½ years.

VIA develops and runs interprofessional programme elements corresponding to 5 out of the 20 ECTS across its programmes.

The interprofessional elements and study activities reflect real-world interprofessional and intersectoral challenges and partnerships. They are organised in a way that makes use of the professions' overall academic competencies as they relate to the individual citizen's goals, independent of structures and organisations.

Interprofessional programme elements run either as integrated elements of the study programme or as independent courses of study, in collaboration with other study programmes and/or professions.

The interprofessional programme elements may be either theoretical or practical. The content is developed in close collaboration with practice, focuses on citizen perspectives, and is based on meaningful, practice-related cases and challenges.

6 Internship

Practical experience is central to professional bachelor programmes. The links between theory and practice help students acquire the competencies and skills to work in the profession, based on relevant knowledge, methods and techniques.

The relationship between theory and practice helps students achieve the programme's learning outcomes.

Internships train and educate students in current, specific and complex real-world professional situations and processes. Students are involved in practical collaborations, in which stakeholders in professional healthcare influence one another. In their encounters with practice, students develop their professional identity and competencies, and are able, with an increasing degree of independence, to perform tasks associated with the profession and with interprofessional work.

The educational institution and the organisations that provide internship places are part of a mutually binding collaboration that contributes to the programme's quality enhancement and assurance, guarantees the conditions for student learning, and supports the links between theory and practice in the students' learning.

6.1 Compulsory participation and attendance

As per Section 8 (3) of the Programme Order, attendance is compulsory during the internship. Complying with the compulsory attendance requirement is a prerequisite for sitting the semester exams.

The compulsory participation and attendance requirement for students on VIA Global Nutrition and Health is described in part 16 of the curriculum.

6.2 Co-operation between the educational institution and internship site

The educational institution and organisations that provide internship places enter into binding agreements across sectors. Internships may, for example, be in local authorities or private companies.

The shared objectives of the co-operation are to offer the best possible learning opportunities for students and to assure and enhance the quality of the study programmes.

The co-operation focuses on social challenges, key trends in jobs and professions, and requirements placed on professionals, as well as research and development within specific professions, and how this influences the development of professional degree programmes.

The co-operation also encompasses dialogue about programme content, links between theory and practice, and conditions for the students' learning.

The co-operation supports quality, relevance and development on all levels, and provides clear milestones for the professional work on the study programmes.

The co-operation between educational institutions and internship sites is formalised at the following levels:

- The strategic level
 - Between the senior management of the educational institution and the senior management of the organisations providing internship places.
- The tactical level
 - Between the management of study locations and the management of internship institutions.
- The operational level
 - Between the lecturers from the study locations and the internship supervisors.
 - Between the individual students, the lecturers from the study locations and the internship supervisors.

6.3 Approval of the internship site

The educational institution approves the internship site on the basis of the following two criteria:

- The internship site must account for how it will ensure that the students have opportunities to acquire the learning outcomes described for the individual semesters. This account must describe the organisational, professional and educational conditions at the internship site.
- The internship site must account for how the students' evaluations of the internship will be incorporated into ongoing quality-enhancement work. This quality enhancement must be done in co-operation with the educational institution.

In addition, the educational institution's approval of the internship site is subject to the following (see Ministerial Order no. 504 of 30/05/2016 on the Professional Bachelor in Global Nutrition and Health section 2(3)):

(3) The institution must approve the internship site. In managerial terms, an internship site constitutes a defined area that is approved by the educational institution, cf. the relevant criteria in the curriculum.

6.4 The internship site's role and responsibilities

It is the internship site's responsibility to ensure that the necessary conditions are met so that the students have the opportunity to live up to the objectives for the internship.

The internship site is responsible for contacting the educational institution if challenges arise related to complying with the approved framework or if it is deemed likely that any student will struggle to achieve their learning objectives.

The internship site cannot interrupt the internship without consulting VIA Global Nutrition and Health.

7 Innovation

The purpose of innovation in the study programme is to provide students with a strong academic foundation and train them to adopt an entrepreneurial approach in order to generate value for citizens, society, companies and the profession. The study programme seeks to provide students with entrepreneurial competencies that involve knowledge of and skills in developing new welfare solutions in collaboration with their own and other professions, civil society and the private sector.

Innovative educational opportunities help ensure that students forge careers that advance the academic profile of, or develop, the profession.

The programme encourages the students' entrepreneurial spirit through specific mono- or interdisciplinary courses of study. These courses of study must be based on real, topical social issues, selected on the student's own initiative.

The campus hothouse trains students in employability, in entrepreneurship and working with the private sector, e.g. by availing themselves of opportunities such as acting as a sounding board for individual students, courses and events.

8 Research and development

The programme is organised so that the student acquires competencies aimed at *creating* and *applying* knowledge that will benefit the programme, profession and practice.

Knowledge is *generated* by the students' involvement in innovative research- and development-based processes that draw on specific events and challenges related to the experiences of patients, citizens and users. The students may be involved either in a single programme or across multiple programmes, in the private or public sector, and in organised research and development environments.

Knowledge is *applied* by involving national and international research-, development- and experience-based knowledge throughout the programme. The programme builds on the latest knowledge regarding the profession, its development and research.

Generating and *applying* knowledge means that students are able to seek out, manage and integrate national and international knowledge regarding practice, research and development, and also reflect on different forms of knowledge and evaluate its relevance in the specific situation.

Research and development in healthcare professional bachelor degree programmes is based on an understanding of the fact that knowledge is created, circulated and used in a dynamic process involving lecturers, students, researchers and practitioners, as well as patients, citizens and users. It is also based on interaction between the different players in the health service and society in both the public and the private sectors.

The programme is designed to enhance students' professional, methodological and personal competencies in relation to *generating* and *applying* knowledge. This is done throughout the course of the programme by

means of the various study activities. Students have the opportunity to get involved and work systematically with relevant methodological approaches in ways that challenge their curiosity, creativity, judgement and dynamism in relation to research and development.

9 Forms of teaching and working

The programme is organised jointly by the educational institution and the internship site. The classes are designed to strengthen the relationship between the students' theoretical and practical learning. As far as possible, the forms of teaching and working are organised so that practical experience is processed in the theory classes, and insights from theoretical teaching are used in analyses and actions in practice.

Forms of work and teaching are used to support the students and develop their professional identity. The use of different forms of teaching enhances the students' opportunities to acquire the learning outcomes and use them in professional analyses and practical situations.

The students encounter forms of work and teaching that support the retention and development of curiosity, commitment, self-confidence and enterprise in relation to resolving professional problems. The aim is to develop the students' judgement and capabilities via a range of teaching methods.

The educational institution describes the forms of teaching and working, including study activities, on the basis of four categories in the study-activity model.

The teaching includes classes initiated by the lecturers in which both students and lecturers participate. Lecturers can initiate other study activities in which they do not participate. Students can also initiate their own study activities, which may or may not involve participation by lecturers.

In the practical classes during the theoretical part of the programme, the focus is on training and testing practical skills. The idea is to prepare students to use their skills in nutrition and health in practice. Skills are acquired via the repetition of training situations in various different contexts.

Training in practical skills is provided in classes with the lecturers present. Students also acquire practical skills under supervision in scheduled classes. Students are expected to take the initiative to choose their own focus areas and seek out supervision. The timetable also includes classes during which students are expected to train without supervision.

10 Educational opportunities abroad

The programme offers a number of opportunities abroad, the purpose of which is to equip students to act professionally in a globalised world. The study programme aims to ensure that students acquire intercultural and international competencies involving knowledge of and respect for other cultures, as well as the ability to reflect on academic problems and understand how they relate to the profession's practices and core areas.

The educational institution concludes agreements with institutions abroad to promote student and staff mobility. Students have the opportunity to take parts of the theoretical part or internship abroad, at educational institutions or internship sites approved by the educational institution.

The international dimension of the programme also covers the integration of international aspects into the day-to-day teaching. This helps to establish a stronger international learning and study environment, which incorporates international literature and global health challenges into the teaching, uses international guest lecturers, and participates in international knowledge development and research.

Each educational institution has entered into agreements with institutions and hosts abroad about student exchanges.

Joint procedures in VIA International assure the quality of this international work.

10.1 Exchange agreements and opportunities

VIA Global Nutrition and Health has entered into agreements with educational institutions in Europe, Asia, Australia, etc.

After the first year, students at VIA Global Nutrition and Health may take either semester 3, 4, 5, 6 or parts of semester 7 abroad.

11 General information about exams and assessments on the programme

At the end of each semester, students are assessed on the extent to which they have achieved the learning outcomes described for the semester. This assessment takes the form of either internal exams, conducted by internal examiner(s) appointed by the educational institution, or external exams, which also involve an external examiner appointed by the Minister of Higher Education and Science.

Exams on the degree programmes are held in a manner that complies with the requirements in the current ministerial orders and legislation on tests and exams on vocational higher education programmes.

The forms of exam vary, and reflect the professional content, forms of working used and learning outcomes for the individual semesters. The individual study programmes determine their own exam forms.

All exams on the first six semesters must be passed before students are allowed to take the final bachelor exam.

Exams at VIA Global Nutrition and Health are conducted in English. When evaluating students' performance in written exams and oral exams, based on materials written by the students themselves, students' spelling and communication skills form a significant part of the assessment.

The exam requirement consists of study activity, compulsory participation and compulsory attendance, as described under sections 16 and 3 for the individual semesters. Students have three attempts to complete each study activity.

If they fail to comply with the requirements for sitting the semester exam or do not sit it, they are deemed to have used one exam attempt, unless they were unable to attend due to documented illness or maternity/paternity leave.

Students who have started a programme element are automatically registered for exams in that element. They are not allowed to withdraw from the exams.

11.1 Special exam conditions

Please refer to the Ministerial Order on Examinations on Professionally Oriented Higher Education Degree Programmes for special exam conditions.

VIA Global Nutrition and Health offers special exam conditions for students with physical or mental disabilities or similar difficulties, where this is deemed necessary in order to put them on an equal footing with the other students sitting the exam. However, such provisions must not adversely affect the standard of the exam.

Special exam conditions may take the form of extra time, the use of study aids, postponement or alternative exam forms.

Pursuant to the Exam Order, special conditions are assessed and agreed between the student counsellor for VIA Global Nutrition and Health and the student concerned.

The deadline for applying for special conditions is two weeks before the exam. Applications are submitted to the student counsellor, who makes a decision in the specific case and reports back to the student on whether the application has been accepted a week before the exam.

11.2 The first-year exam

The first-year exam consists of the exams during the first and second semesters. The first-year exam must be passed before the end of the second year of study.

If the exam is passed as a resit before the beginning of the programme elements that constitute the third year of the programme, the exam is considered to have been passed on time. The student may then continue on the programme, as per the progression laid out in Part 2.1: Overview of the programme's structure and content.

The rule in the Exam Order section 6(3) must be complied with, i.e. that the students must pass the first-year exam before the end of the second year of study.

The exams that make up the first-year exam must be passed before a student can apply for a transfer, change of programme or leave of absence due to anything other than illness, maternity/paternity leave, adoption or national service.

11.3 Diploma

Section 2.4 contains an overview of the exams that appear on student diplomas.

12 Make-up exams and resits

12.1 Make-up exams

For students who are exempt from ordinary exams due to documented illness or other similar conditions in accordance with the Exam Order section 7, a new exam must be held as soon as possible after the ordinary one.

Students are automatically registered for the exam.

In special cases, make-up exams are held during the next ordinary exam period for the programme element. However, this does not apply to make-up exams for the bachelor project, which are always held during the same exam period.

Students are informed of the time and place of the make-up exam as soon as possible after the ordinary exam.

12.2 Resits

For students who have not passed an exam, a resit must be held as soon as possible. If a make-up exam is held, this will be considered the next exam attempt for students who have not passed the ordinary exam.

Students are automatically registered for the exam.

In special cases, resits are held during the next ordinary exam period for the programme element. However, this does not apply to resits for the bachelor project, which are always held during the same exam period.

Students are informed of the time and place of the resit as soon as possible after the ordinary exam.

13 Cheating, plagiarism and disruptive behaviour during exams

13.1 Cheating

As per the Exam Order, exam cheating is defined as when students, during an exam, obtain from or provide to other students unlawful help or use study aids that are not permitted.

If VIA Global Nutrition and Health becomes aware of instances of cheating, the student(s) involved will be expelled from the exam. If the allegation is confirmed, the student is deemed to have used one exam attempt.

If the exam has been assessed before the cheating is confirmed, the assessment does not count.

In special cases, VIA Global Nutrition and Health may disregard alleged cheating if it has not or could not have had implications for the assessment.

13.2 Plagiarism

Plagiarism is defined as students sitting an exam claiming the work of others as their own or citing their own previously assessed work without proper source references.

If VIA Global Nutrition and Health becomes aware of instances of plagiarism, the student concerned will be expelled from the exam. If the allegation is confirmed, the student is deemed to have used one exam attempt.

If the exam has been assessed before the plagiarism is confirmed, the assessment no longer counts.

In special cases, VIA Global Nutrition and Health may disregard alleged plagiarism if it has not or could not have had implications for the assessment.

13.3 Disruptive behaviour

Any student whose behaviour during an exam is disruptive will be expelled from the exam by VIA Global Nutrition and Health. However, in less serious cases, VIA Global Nutrition and Health will issue a warning first.

Students expelled from an exam due to disruptive behaviour are deemed to have used one exam attempt.

13.4 Aggravating circumstances

If there are aggravating circumstances pertaining to an instance of cheating, plagiarism or disruptive behaviour, VIA Global Nutrition and Health may suspend students for a period. Suspended students also receive a written warning stating that any repetition may lead to permanent expulsion and withdrawal of registration from VIA Global Nutrition and Health.

14 Complaints and appeals about exams

14.1 Appeals about exam conditions

Students are entitled to file complaints about exam conditions. Complaints must be submitted in writing, specifying the grounds, to VIA Global Nutrition and Health no later than two weeks after the student has been informed of the outcome of the exam assessment.

Exam appeals may be about:

- The exam basis
- The exam process
- The assessment

VIA Global Nutrition and Health immediately forwards the complaint to the assessors, who have two weeks to issue a ruling. They must comment on the specific questions addressed in the complaint. On receipt of the assessors' ruling, VIA Global Nutrition and Health sends it to the student concerned. They then have one week to comment on the assessors' ruling.

VIA Global Nutrition and Health, represented by the programme director, then makes a decision on the case. The decision must be in writing, include a justification and specify the appeal procedure. The decision may have one of the following outcomes:

- A new assessment (reassessment), though only for written exams
- A new exam (resit).
- Rejection of the appeal.

Complaints regarding exam conditions can only be upheld with unanimous agreement from the assessors. VIA Global Nutrition and Health immediately notifies the student and the assessors of the decision. If the decision involves an offer of a reassessment or resit, the student has two weeks in which to accept. Reassessments and resits must take place as soon as possible.

Reassessments and resits may result in a lower grade than the original assessment or exam. New assessors are appointed for resits and reassessments. For reassessments, the case file is presented to new assessors, who make a new assessment, which is submitted along with a written justification.

14.2 Appeals about exam conditions

For complaints about exam conditions, students may appeal against VIA Global Nutrition and Health's decision to a board of appeals set up by VIA Global Nutrition and Health. The appeal must be submitted in writing, specifying the grounds, to VIA Global Nutrition and Health no later than two weeks after the student has been informed of the outcome of the exam assessment.

The board of appeals at VIA Global Nutrition and Health is convened on a case-by-case basis. It consists of two external examiners, a lecturer entitled to conduct exams and a student. All members of the board of appeals must work in the field covered by VIA Global Nutrition and Health.

The board makes its decision based on the material presented when VIA Global Nutrition and Health made its ruling, and on the student's appeal and the stated grounds for it. The decision of the board of appeals may take the form of:

- A new assessment (reassessment), though only for written exams
- A new exam (resit).
- Rejection of the appeal.

The ruling in the appeal case should be sent as soon as possible to VIA Global Nutrition and Health, which then forwards the decision to the student.

If the decision involves an offer of a reassessment or resit, the student has two weeks in which to accept. Reassessments and resits must take place as soon as possible.

Resits and reassessments may result in lower grades. New assessors are appointed for resits and reassessments. For reassessments, the case file is presented to new assessors, who make a new assessment, which is submitted along with a written justification.

The appeal board's decision is final and cannot be referred to any other administrative body.

15 Requirements for written assignments and projects

15.1 Formal requirements

For written assignments and projects at VIA Global Nutrition and Health, the following formal requirements apply:

- A standard page is 2,400 characters, including spaces
- Requirement for a specific cover page. The cover page will be available on the intranet during the exam.
- Requirements for standard page setup
- Line spacing: 1.5
- Font: Times New Roman
- Font size: 12

15.2 References

The rules for quotes and source references in written assignments and projects at VIA Global Nutrition and Health are contained in the current version of "Technical Guidelines: List of References" as well as "Technical Guidelines: Guide to Written Assignments", which is available on the intranet.

Incorrect source references, including omitted ones, will be considered errors in the assignment or written project, and may also trigger a plagiarism investigation.

16 Compulsory attendance, compulsory participation and study activity

At VIA Global Nutrition and Health, it is a requirement that students are actively studying and participating in the programme activities. These activities are listed in the descriptions of the semesters in the curriculum, the study activity model and semester descriptions.

Students may comply with the requirement for compulsory participation, including compulsory attendance and study activity, in several ways.

This requirement can take the form of:

- compulsory attendance, i.e. that the student must be physically present
- compulsory participation, i.e. that the student must participate in the stipulated study activities
- an exam requirement, i.e. that students must submit a specified number of written and oral study products living up to standards of academic integrity and without plagiarism
- the exam requirement may also include compulsory attendance or participation
- exams that must be sat and passed.

VIA Global Nutrition and Health's requirements for compulsory participation, compulsory attendance and study activity are listed below.

16.1 Compulsory attendance and compulsory participation

At VIA Global Nutrition and Health, the exam requirement may consist of compulsory attendance. See Section 3 and the programme's semester descriptions for details.

During longer internship periods, students participate in predefined and targeted teaching and supervision with a view to achieving the described learning outcomes for the semester. Compulsory student participation during the internship period is an average of approx. 30 hours per week. The student's internship supervisor evaluates whether the student's participation has been satisfactory. The internship supervisor's certification is a prerequisite for students registering for the exam in the semester concerned. As a general rule, no compulsory attendance requirement applies to theory classes.

Compulsory participation

Students are obliged to participate in study activities that make up the exam requirement, and which must be completed before sitting the exam. Exam requirements may, for example, consist of assignments/products, oral presentations, participation in supervision and reflection interviews, group work and simulation activities. Specific requirements for compulsory participation are specified in the semester descriptions in the curriculum.

16.2 Study activity

Students at VIA Global Nutrition and Health are considered to be actively studying as long as they comply with the compulsory participation requirement.

Failure to comply with the study-activity requirement may affect students' entitlement to grants (SU).

Students who do not pass at least one exam at VIA Global Nutrition and Health for a consecutive period of at least one year will have their registration withdrawn by VIA Global Nutrition and Health, in accordance with

the rules set out in the Admissions Order. Students are informed about their lack of study activity before the registration is withdrawn.

Students may access information about their study activity at any time by contacting Study Administration.

Non-fulfilment of compulsory participation and compulsory attendance

Students who fail to comply with the requirement for compulsory participation and/or attendance will be considered to have used one exam attempt, unless they can document illness or have an exemption.

17 Transfers

Transfer to VIA Global Nutrition and Health, VIA University College, from the same study programme at another Danish educational institution can only take place once the student has passed exams equivalent to the first year of study at VIA.

Transfer also depends on there being vacant places on the programme at VIA Global Nutrition and Health, VIA University College.

Applications to transfer to VIA Global Nutrition and Health, VIA University College must be submitted online to: es@via.dk. The deadline for applications is no later than 1 June for transfer in September, or no later than 1 December for transfer in February.

Applications for transfer must include as a minimum the following:

- Study journal
- Description of basis for transfer.

18 Leave of absence

During a leave of absence from VIA Global Nutrition and Health, students cannot attend classes or take exams. After the end of the leave period, as far as possible, students re-enter the programme at the same point they reached prior to the leave.

Leave of absence that is not due to maternity/paternity leave, adoption or national service is only allowed for periods corresponding to whole programme elements.

During a leave period, students are not entitled to grants (SU) during absences for anything other than maternity/paternity leave or adoption leave.

All students are entitled to apply for leave of absence from their programme, but only once they have passed all of the exams that make up the first academic year. However, VIA is obliged to grant students leave of absence for maternity/paternity, adoption or national service.

18.1 Maternity, adoption and national service

Applications for leave due to documented maternity/paternity, adoption or national service must be granted by VIA Global Nutrition and Health. For the sake of the students, including their right to grants (SU), every attempt should be made to arrange the end of the leave period so that students experience the fewest and shortest possible teaching-free periods.

18.2 Application

Applications for leave must be in writing and stipulate the reasons. VIA Global Nutrition and Health may require that the application is submitted on separate form, including online.

In addition, only students who have passed the exams corresponding to the first year of study may apply for leave of absence not due to maternity/paternity leave, adoption or national service.

Applications for leave of absence cannot be retrospective, and must be submitted at least one month before the start of the leave period.

The time limits and procedures are specified on the intranet.

19 Credits

Students are entitled to credits for parts of the programme on the basis of previously acquired qualifications and competences, according to Ministerial Order no. 1147 of 23/10/2014 on Academy Profession Programmes and Professional Bachelor Programmes.

If a student applies for a credit assessment or transfer of credits from another higher education institution in Denmark or abroad, the institution must conduct an evaluation. Credits are granted on the basis of documented courses or employment that is commensurate with the part of the programme and internship for which credits are sought.

Students transferring to VIA who have completed two years of study on the same programme at another educational institution can have credits for the first two years transferred without individual assessment.

Students may not be granted credit transfers for the entrance qualifications.

Regarding credit transfer for study periods abroad, see the section on internationalisation.

Please also refer to the rules for compulsory applications for credit transfer in the Ministerial Order on Academy Profession Programmes and Professional Bachelor Programmes and the Admissions Order.

Applications for credit transfers that are not covered by the rules for compulsory credit transfer must be submitted no later than one month before the start of the programme element concerned.

20 Exemptions

VIA Global Nutrition and Health can grant exemptions from the rules in this curriculum's common and institution-specific parts determined by VIA Global Nutrition and Health, VIA University College or nationally in collaboration between all providers of VIA Global Nutrition and Health.

21 Commencement and transitional regulations

21.1 Commencement

This curriculum enters into force in 2016. Previous curricula for VIA Global Nutrition and Health are hereby repealed.

21.2 Transitional arrangements

Students who started their studies in 2015 will be covered by the new curriculum from academic year 2016/2017. Students who started their studies in 2013 and 2014 may complete the programme under the previous curriculum for VIA Global Nutrition and Health, in accordance with the previous ministerial order (cf. Ministerial Order no. 926 of 25/08/2011 on the Professional Bachelor in Global Nutrition and Health), until the end of the academic year 2017 (see Appendix 3). After that, the programme can only be completed in accordance with this curriculum.

22 Authority

This curriculum has been drawn up under the authority endowed by:

- The Danish Act on Academy Profession Programmes and Professional Bachelor Programmes (most recently promulgated by consolidated act no. 1147 of 23/10/2014)
- Ministerial order no. 1047 of 30/6/2016 on Admission to and Enrolment on Academy Profession and Professional Bachelor's Degree Programmes (the LEP Order)
- Ministerial Order no. 504 of 30/05/2016 on the Professional Bachelor Programme in VIA Global Nutrition and Health
- Ministerial Order no 107 of 27/01/2017 on Admission to and Enrolment on Academy Profession and Professional Bachelor's Degree Programmes (the Admissions Order)
- Ministerial Order no. 1046 of 30/06/2016 on Tests and Exams on Vocational Higher Education Programmes (the Exam Order)
- Ministerial Order no. 114 of 03/02/2015 on the Grading Scale and Other Forms of Assessment of Study Programmes under the Ministry of Higher Education and Science (the Marking Scale Order)

23 Appendices

Appendix 1 Overall objectives for the learning outcomes

Appendix 2 Structure of the programmes for students on transitional arrangements

24 Appendix 1 Overall objectives for the learning outcomes for VIA Global Nutrition and Health

<i>Learning outcomes – knowledge</i>
1) possess knowledge of and are able to understand and reflect on theory and practice in diet, nutrition, food safety, food security, food policy and health policy

- 2) possess knowledge of theories and methods used in global health, health inequality, the global cost of ill health, health promotion and illness prevention, didactics, health pedagogics, entrepreneurship, project management and research
- 3) possess knowledge of and are able to understand food and health policy, as well as the influence exerted by different stakeholders and structures on health-promotion and disease-prevention interventions
- 4) possess knowledge of and are able to understand and reflect on the importance of contextual and structural factors for healthy lifestyles
- 5) possess knowledge of and are able to understand and reflect on the interaction between values, habits, beliefs, faith and social and cultural practices
- 6) possess knowledge of national and international health systems, as well as their significance for public health
- 7) possess knowledge of and are able to reflect on the profession's use of information and communication technology, as well as the impact of technology on this
- 8) possess knowledge of and are able to understand and reflect on people's objectives, and are able to participate in interprofessional and intersectoral collaboration on care packages
- 9) are able to reflect on ethical problems, including sustainable use of resources and the environment
- 10) possess knowledge of and are able to understand innovation as a method of changing practice, and are familiar with simple implementation methodologies in relation to specific target groups
- 11) possess knowledge of and are able to reflect on the application of communication theories and methods, and understand the communicative significance in relation to dialogue and forging relationships
- 12) possess knowledge of methods and standards for quality assurance and quality enhancement, and are able to reflect on their use
- 13) possess knowledge of and are able to reflect on their own practice, as well as their profession's duties and responsibilities, in an organisational, administrative and social perspective and as part of the wider health service
- 14) possess knowledge of the priorities for deploying professional resources under the prevailing framework conditions both in and outside the health service
- 15) possess knowledge of and are able to reflect on the scientific theory, research methods and models for evaluation, quality assurance and quality enhancement, as well as relating this knowledge to research and development work in professional practice.

Learning outcomes – skills

- 1) assess health habits and status in order to promote healthy living and well-being among target groups with different social and cultural backgrounds
- 2) use, assess and master interventions in order to promote sustainable healthy living for all and in all age groups
- 3) assess and justify the need for teaching and motivate individuals, groups and local communities, paying due respect to cultural and social backgrounds
- 4) assess and justify food and health policies in local, national, regional and international contexts, in order to achieve food safety and security and sustainable use of resources
- 5) use, assess and master upskilling to improve the ability of individuals, groups and society to act on factors that have a negative impact on health
- 6) disseminate information about healthy living in heterogeneous and intercultural environments
- 7) master and apply situation-specific and professionally relevant communication, guidance and advice to people in health promotion and in interprofessional practice
- 8) master interprofessional and intersectoral collaboration in a range of contexts
- 9) use relevant ICT and welfare technology in a way that makes the greatest possible use of the target groups' resources.
- 10) use, assess and justify methods and described standards for quality assurance and enhancement
- 11) master relevant study and working methods, both to search for, assess and interpret empirical evidence, theory and research methods, and to initiate and participate in innovation, development and research work.

Learning outcomes – competencies

- 1) independently work with and assume responsibility for nutrition and health interventions from an ethical, holistic and interdisciplinary perspective, in a way that respects cultural and social diversity
- 2) independently work with and assume responsibility for the implementation of health-promotion initiatives for individuals and groups
- 3) independently work with and assume responsibility for innovative and creative solutions in order to promote sustainable healthy living
- 4) independently work with and assume responsibility for teaching in complex contexts
- 5) work with and assume responsibility for the development and evaluation of food and health policies in institutional, local and national environments

- 6) identify their own learning needs, with a view to continuous professional growth, by reflecting on their own and others' practices
- 7) work with and independently communicate in various contexts, including in equal, dialogue-based and value-generating relationships, with people and interprofessional partners
- 8) work with and independently enter into and coordinate interprofessional and intersectoral collaboration and, based on a holistic perspective, support people and social groups (communities) as key, active stakeholders
- 9) use the right technology, including ICT, in the right professional contexts.
- 10) work with and assume responsibility for quality assurance and enhancement
- 11) demonstrate personal professional responsibility and keep up-to-date by identifying and understanding their own learning processes and developmental needs.

25 Appendix 2 Programme structure for students on transitional arrangements

Pursuant to Section 21 of this curriculum (Entering into force and transitional arrangements), this appendix contains the rules and structures for students on transitional arrangements. See Section 21 for further details.

See Ministerial Order no. 926 of 25/08/2011 on the Professional Bachelor Programme in Global Nutrition and Health.

Module 13: Internship II (PHNFP + LHE)

Content:

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

Learning outcomes:

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

Knowledge and understanding of:

- Practical implementation of health and nutrition promotion and interventions
- Employability and professional career opportunities.

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 their own learning needs and critically analyse their own performance in a professional setting.

ECTS: 18

Assessment: Internal

Module 14: The bachelor project (PHNFP + LHE)

Content:

The bachelor project 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 appropriate to 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, students 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 programme to selected research problems
- Critically assess relevant literature and sources of evidence and data
- Reflect on a particular issue or topic and be able to draw conclusions and recommendations relevant to practical implementation in the GNH profession
- Write and submit a bachelor project that meets the assessment criteria for a GNH bachelor project.

ECTS: 20

Assessment: External exami