



The Official Gazette A

Ministerial Order on the Bachelor's Degree Programme of Global Nutrition and Health

Pursuant to Section 22 of the Act on Academy Profession and Professional Bachelor Programmes, cf. Consolidation Act no. 1147 of 23 October 2014, as amended by Act no. 633 of 12 May 2015 and Act no. 411 of 11 May 2016, it is hereby established that:

provides the work placement site work together at all levels in order to ensure coordination between the theoretical teaching and the work placement. The educational institution

Part 1

Purpose

1. The purpose of the Bachelor's Degree Programme of Global Nutrition and Health is to qualify the graduate to use an interdisciplinary and inter-professional perspective, 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 security and health, with a view to employment at national or international level. The graduate adopts a rights-based approach to their profession and solves challenges in global nutrition and health at individual, group and national level. The graduate possesses the competencies to participate in research and development work and in academic and vocational further and/or higher education.

(2) Graduates possess the knowledge, skills and competencies specified in Appendix 1.

(3) The programme is based on research and development in the field of global nutrition and health, as well as on knowledge of professional practice and the positions for which graduates are qualified.

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

(2) The programme's English title is Bachelor's Degree Programme of Global Nutrition and Health.

Part 2

Duration, structure and organisation

3. The educational institution that provides the study programme is responsible for the programme in its entirety.

(2) The educational institution and the organisation that

is responsible for ensuring that the co-operation is established and maintained.

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

(4) The work placement site is responsible to the educational institution for the implementation of the work placement in accordance with guidelines laid down by the educational institution.

4 The programme is full-time and equivalent to 210 ECTS credits, of which 20 ECTS credits consist of elective elements, 20 ECTS credits consist of inter-professional elements and 20 ECTS credits consist of a bachelor project, of which the work placement accounts for 3 ECTS credits. One student FTE is equivalent to a year of full-time study, and corresponds to 60 ECTS credits.

(2) The study programme is divided into semesters. During each semester, students must achieve 30 ECTS credits. Semesters may be subdivided into modules equivalent to 10 ECTS credits.

5. The study programme consists of theoretical elements equivalent to a total of 180 ECTS credits and work placement equivalent to a total of 30 ECTS credits.

(2) The programme covers the following subject areas:

- 1) Health science subjects, equivalent to 66 ECTS credits.
- 2) Natural science subjects equivalent to 66 ECTS credits.
- 3) Humanities subjects, equivalent to 41 ECTS credits.
- 4) Social science subjects equivalent to 37 ECTS credits.

6 The programme includes the following compulsory themes during the first two years:

- 1) Food, Nutrition and Health in a Global Perspective, equivalent to 30 ECTS credits.
- 2) Health Promotion and Applied Research Methods in Global Health, equivalent to 30 ECTS credits.
- 3) Sustainable Living and Inequalities in Health, equivalent to 30 ECTS credits.
- 4) Interventions in a Lifecycle Perspective, equivalent to 30 ECTS credits.

7. Within the framework of this ministerial order, the educational institution lays down more detailed rules in a curriculum for the whole study programme. The curriculum consists of a common component designed to guarantee consistency across educational institutions and a component specific to the individual institution concerned. The common component is drawn up jointly by the institutions authorised to provide the study programme. The individual institutions authorised to provide the study programme draw up the specific component of the curriculum.

(2) The common component must describe the following:

- 1) The content of each theme during the first two years, cf. 6.
- 2) Objectives for learning outcomes after the first two years.
- 3) The split between the theoretical elements and work placement in terms of ECTS credits during the first two years of the study programme.
- 4) The ECTS allocation between subject areas, cf. 5 (2), during the first two years of the study programme.
- 5) Exams held during the first two years of the study programme, including which exams are assessed by an external examiner and which exams are practical and/or theoretical in content.
- 6) Requirements for the final bachelor project.
- 7) Rules on credit.

(3) The part of the curriculum specific to the institution is drawn up in accordance with the rules in the Ministerial Order on Academy Profession Degree Programmes and Professional Bachelor Programmes (the LEP Order). In the specific component, the individual institution describes the compulsory and elective content of the themes during the final 1½ years of the study programme.

Part 3

Examinations , etc.

8 Exams are held at the end of a semester.

(2) In the specific component of the curriculum, the institution describes the objectives for learning outcomes, for which exams are held as per (1).

(3) Attendance during the work placement is mandatory. Attendance is a prerequisite for sitting the exam at the end of the work placement.

(4) Otherwise, the rules contained in the Ministerial Order on Tests and Exams in Vocational Higher Education Programmes (the Exam Order) apply.

Part 4

Other regulations

9. Students must complete the programme within six years of commencing their studies. This does not include leave of absence due to childbirth, adoption, long-term illness, national service, UN service, etc. In special circumstances, the institution may extend the programme beyond six years.

10. Changes may only be made to the common part of the curriculum with the agreement of all of the educational institutions authorised to provide the study programme. Any changes must also be discussed with the educational institution's partners on the study programme.

(2) The rules concerning amendments to curricula contained in the Ministerial Order on Academy Profession Degree Programmes and Professional Bachelor Programmes, as well as in the Act on University Colleges, also apply.

11 The rules concerning professional bachelor study programmes contained in the Ministerial Order on Academy Profession Degree Programmes and Professional Bachelor Programmes, with the exception of the requirements regarding the common part of the curriculum, also apply.

Part 5

Date of commencement, etc.

12. This order enters into force on 1 August 2016.

(2) Ministerial Order no. 926 of 25 August 2011 on the Bachelor's Degree Programme of Global Nutrition and Health is hereby repealed.

(3) Students who were enrolled on the Global Nutrition and Health study programme before 1 August 2016 may complete the programme under the ministerial order mentioned in (2) until the summer of 2019, cf., however, (4).

(4) The educational institution may make transitional arrangements so that students who enrolled on the Global Nutrition and Health study programme before 1 August 2016 must complete the programme under the rules set out in this ministerial order.

Appendix 1

Objectives for learning outcomes for the Bachelor's Degree Programme of Global Nutrition and Health

The objectives for learning outcomes include the knowledge, skills and competencies that a bachelor in Global Nutrition and Health must achieve during the programme.

Knowledge

The graduate:

- 1) possesses knowledge of, and is able to understand and reflect on theory and practice in diet, nutrition, food safety, food security, food policy and health policy,
- 2) possesses 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) possesses knowledge of, and is 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) possesses knowledge of, and is able to understand and reflect on, the importance of contextual and structural factors for healthy lifestyles,
- 5) possesses knowledge of, and is able to understand and reflect on, the interaction between values, habits, beliefs and faith and social and cultural practices,
- 6) possesses knowledge of national and international health systems, as well as their significance for public health,
- 7) possesses knowledge of, and is able to reflect on, the profession's use of information and communication technology, and the effect of such technology in supporting better nutrition and health,
- 8) possesses knowledge of, and is able to understand and reflect on, people's objectives, and is able to participate in inter-professional and inter-sectoral collaboration on care packages,
- 9) is able to reflect on ethical problems, including sustainable use of resources and the environment,
- 10) possesses knowledge of, and is able to understand, innovation as a method to change practice, and is familiar with simple implementation methodologies in relation to specific target groups,
- 11) possesses knowledge of, and is able to reflect on the application of communication theories and methods, and understand the communicative significance in relation to dialogue and forming relationships,
- 12) possesses knowledge of methods and standards for quality assurance and quality enhancement, and is able to reflect on their use,
- 13) possesses knowledge of, and is 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) possesses knowledge of the priorities for deploying professional resources under the prevailing framework conditions in and outside the health service,

15) possesses knowledge of, and is able to reflect on, the philosophy of science, 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.

Skills

The graduate is able to:

- 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 and assess 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 and assess 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 inter-professional practice,
- 8) initiate and develop inter-professional and inter-sectoral collaboration in a range of contexts,
- 9) use professionally relevant information, communication and welfare technology, which incorporates thinking about the individual's own resources to the greatest possible extent,
- 10) use, assess and justify methods and conventions for quality assurance and enhancement,
- 11) apply relevant study and working methods to search for, assess and interpret empirical evidence, theory and research methods, and to initiate and participate in innovation, development and research work.

Competencies

The graduate is able to:

- 1) independently work with, and assume responsibility for, nutrition and health interventions from an ethical, holistic and interdisciplinary approach with respect for 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 inter-professional partners,
- 8) work with, and independently enter into and coordinate, inter-professional and inter-sectoral collaboration and, on the basis of a holistic perspective, support people and social groups (communities) as key, active stakeholders,
- 9) work with and use technology, including information and communications technology, relevant to the profession in the relevant context,
- 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.