

KIP

Curriculum

**GLOBAL NUTRITION
AND HEALTH**

August 1st 2019

KØBENHAVNS
PROFESSIONS
HØJSKOLE

FOREWORD

Dear student

The Global Nutrition and Health programme has the ambition to educate bachelors who will graduate with authority and a high professional standard.

To fulfill this ambition, we will aim to offer excellent teaching and work together with you and your fellow students to create a binding study environment with high commitment and participation. Throughout the program you will study current and relevant theories, you must learn to translate theory into practice, and you must train and practice skills.

While being enrolled as a student in the Global Nutrition and Health programme at Copenhagen University College we expect you to be a full time student, and you will find that we have high professional expectations to you as an individual and to the group of students as a whole.

Our goal is to educate effective professionals who work as change agents in practical 'real world' settings nationally and internationally with an overarching goal to improve nutrition and public health.

As a Global Nutrition and Health graduate from Copenhagen University College, you know how to think innovatively and inter-professionally, you will be able to reflect critically, and you have the foundation to participate in further development of the profession.

Welcome to Copenhagen University College

Best regards,



Mette Simonsen
Head of department

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1 PREAMBLE

Around the world, there is increasing demand for professional graduates of Global Nutrition and Health who can work independently on a well-documented basis.

As a graduate of Global Nutrition and Health, you have contemporary knowledge on practice and research within the profession and can translate this knowledge into concrete action. You are able to work inter-professionally, act and think innovatively and participate in development of the profession.

At Global Nutrition and Health (GNH), we are working to integrate theory, research and practice through the transference of theoretical content and findings from the latest research into practical exercises and skills, in academic and work-placement environments. Our goal is to educate effective professionals who work as change agents in practical 'real world' settings nationally and internationally with an overarching view to improving nutrition and public health.

We offer an interdisciplinary education in an international study environment with students and faculty from many countries. We expect you to contribute to our intercultural learning environment, to act as GNH ambassadors as well as to be responsible for your own learning processes and be committed to your studies on a full time basis.

The education consists of 7 semesters and is prescribed to take three and a half year. The curriculum consists of two parts, the first four semesters are jointly developed and shared among both institutions offering the education, University College Copenhagen and VIA University College and the last three semesters are specific for the particular educational institution. The joint part is presented in the appendix and refers to § 7 in the Executive Order for Global Nutrition and Health. Learning outcomes achieved during the first two years of the educations are listed in the joint part (see appendix).

2 PURPOSE OF THE EDUCATION

2.1 Graduate Profile

The purpose of the profession is, in collaboration with public citizens and other professionals, to contribute to reduce inequalities in health on local, national and global levels, by facilitating life-long healthy living for individuals, groups and social communities. The profession conducts its practice in alignment with societal, scientific and technological development.

A Bachelor Degree in Global Nutrition & Health will provide the graduate with the following core competencies:

- Independently develop, plan, organise, implement and evaluate nutrition and health interventions from an ethical, rights-based, holistic and inter-professional approach, respecting cultural and social diversity
- Independently initiate and use innovative and creative solutions in global nutrition and health in order to promote sustainable healthy living
- To develop, implement and evaluate food-, nutrition- and meal policies as well as local health policies
- To secure, document and evaluate food safety and food security
- To communicate effectively and appropriately in all situations and impart health promoting initiatives in global nutrition and health

- To collaborate across organisational and structural frameworks in global nutrition and health
- To participate in research and development activities

2.2 Purpose and Executive Order

The purpose of the Bachelor Degree Programme in 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.

Graduates possess the knowledge, skills and competencies specified in the Appendix.

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.

3 TITLE OF THE EDUCATION

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

4 STRUCTURE OF THE EDUCATION

This respective curricula consist of two parts, one part is specific for the particular educational institution and the other part is jointly developed and shared among both institutions offering the education, University College Copenhagen and VIA University College.

4.1 Overview of Structure and Content of the Education

A Bachelor in Global Nutrition and Health is a full time programme of three and a half years and consists of 210 ECTS-points divided into 7 semesters, each equivalent to 30 ECTS-points.

The programme's theoretical elements consist of 180 ECTS-points and the practical elements consist of 30 ECTS-points.

A full time study-year at GNH consists of 60 ECTS-points. This includes student activity in both theoretical and practical elements. It also includes preparation, independent study, teaching, e-learning, processing, assignments, projects and exams. Each student is expected to study 41,5 hours a week on average.

Attendance during internship is compulsory and a prerequisite for the final internship exam. Attendance during internships is on average 30 hours á week.

4.2 Themes of the Education

Themes according to the executive order:

	Semester	Themes	ECTS
Joint part	1	<p>Food, Nutrition and Health in a Global Perspective</p> <p>This theme introduces key concepts from health, natural and social sciences and humanities relevant for understanding the field of global nutrition and health. Main subjects are concepts of health and well-being, global burden of disease and health inequalities, nutrition and dietary guidelines, physiology, biochemistry, sociology of food, and intercultural communication.</p>	30
	2	<p>Health Promotion and Applied Research Methods in Global Health</p> <p>This theme focuses on health promotion, educational theory and practice, and research methods. Main subjects are health communication, health education, motivation, didactics and learning theories, quantitative and qualitative methods.</p>	30
	3	<p>Sustainable Living and Inequalities in Health</p> <p>This theme focuses on local and global sustainability to promote health and health equality for individuals, groups and communities. Main subjects are sustainability theory, food systems, food security, consumer and market mechanisms, and community development.</p>	30
	4	<p>Interventions in a Lifecycle Perspective</p> <p>This theme focuses on nutrition and interventions targeting all across the lifespan in real life settings. The main subjects are lifespan nutrition, physical activity, planning and intervention theories and tools and internship.</p>	30
Total			120
Institutional part	5	<p>Public Health, Nutrition & Wellbeing in a Global Perspective</p> <p>Semester 5 expands on theories and methodology from previous themes with specific focus on global health promotion and public health, as well as research carried out in culturally and socially diverse contexts. Furthermore, this theme will train the students' ability to work in inter-professional and inter-sectoral collaborations including collaboration in research and development. The underpinning topics are public health, health inequality, complex interventions, epidemiology, research methods, ethics and knowledge dissemination.</p>	30

	6	Project Management and Culturally Sensitive Interventions to Promote Global Nutrition & Health Semester 6 connects all the knowledge from previous themes to be applied in real life projects in improving nutrition and promoting health in local, community, national and international settings. The underpinning topics are project management, complex interventions, entrepreneurship & innovation, planning and mapping tools and research methods.	30
	7	Internship and Bachelor Project This theme focuses on preparing the students for their future professional life through internship and the bachelor project. In the internship the students are expected to apply knowledge, skills and competencies gained in previous themes. The bachelor project is closely linked to praxis, with a focus on contributing to solving profession relevant health challenges.	30
Total			210

The education is structured in ECTS-points within the first two years and the last 1½ year respectively.

Science	ECTS-credits First two years	ECTS-credits Last 1½ year	Total
Health Science	35	30	65
Natural Science	50	15	65
Humanities	21	19	40
Social Science	14	26	40
Total	120	90	210

4.3 Allocation of ECTS-Points in Theoretical and Practical Input

The allocation of ECTS-points between theoretical and practical input, including inter-professional and electives.

	Semester	Theoretical input	Practical input	Hereof inter-professional components*	Hereof electives*
		ECTS	ECTS	ECTS	ECTS
Joint part	1	30			
	2	30			
	3	30			10
	4	15	15	10	
Total of the first two years		<i>105</i>	<i>15</i>	<i>10</i>	<i>10</i>
Institutional part	5	30		10	
	6	25	5		10
	7	20	10		
Total of the last year and a half		<i>75</i>	<i>15</i>	<i>10</i>	<i>10</i>
TOTAL		180	30	20	20

* *Inter-professional and elective elements constitute parts of the semesters total ECTS-points.*

For students with an individual study plan as a result of periods of illness, study leave or other circumstances, the progression listed in the table above is void. Affiliation with a certain student group cannot be guaranteed in individual study plans.

4.4 Exams

According to the Executive Order for Global Nutrition and Health chapter 3, the following rules apply regarding exams in the education:

- Exams are placed in the end of the semester
- Attendance during internship is compulsory and a prerequisite for the final internship exam
- Additional relevant rules from Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes also apply to the GNH education

Exams	Internal or external	Examination and structure	Evaluation	ECTS
1st semester	Internal	*Exam A: Written exam in groups of maximum 2-4 students	7-point grading scale	7,5
	Internal	*Exam B: Written individual exam	7-point grading scale	22,5
2nd semester	Internal	*Exam A. Written individual exam	7-point grading scale	7,5
	External	*Exam B: Written and oral individual exam	7-point grading scale	15
	Internal	*Exam C: Written exam in groups of maximum 2-4 students	7-point grading scale	7,5
3rd semester	Internal	*Written exam with a group submission (consisting of maximum 6 students á group) and individual oral defence	7-point grading scale	30
4th semester	Internal	*Exam A: Practical individual exam consisting of a portfolio and an oral examination	7-point grading scale	15
	Internal	*Exam B: Written exam in groups of maximum 2-4 students	7-point grading scale	15
5th semester	External	*Exam A: Written individual exam	7-point grading scale	20
	Intern	*Exam B: Oral exam in groups of 5-7 students	7-point grading scale	10
6th semester	Internal	*Exam A: Written individual exam with an oral examination	7-point grading scale	10
	External	*Exam B: Written portfolio exam in groups of maximum 2-4 students with an oral examination in groups. 5 of the 20 ECTS points are practical elements submitted as portfolio components	7-point grading scale	20
7th semester	Internal	*Exam A: Written individual exam	7-point grading scale	10

	External	*BA Project: Individual submission of written project with an individual oral defense or Group submission of written project of maximum 3 students with an individual oral defense	7-point grading scale	20
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*Exams listed on the final transcript.

5 SEMESTERS OF THE EDUCATION

5.1 Context and Progression of the Semesters

The Bachelor Programme in Global Nutrition and Health consists of 7 semesters, each equivalent to 30 ECTS, which the student must complete to graduate as Bachelor of Global Nutrition and Health. Each semester is outlined in detail in the respective Semester Plan¹.

The learning outcomes are formulated in accordance with the Executive Order for Global Nutrition and Health and divided into the categories *knowledge*, *skills* and *competencies*. The specific learning outcomes for each semester is listed below. These are the basis for assessing the exams of each semester.

5.2 Semesters

<p>1st Semester</p> <p>Theme: Food, Nutrition and Health in a Global Perspective</p> <p>Semester 1 consists of theme 1 which introduces key concepts from health, natural and social sciences and humanities relevant for understanding the field of Global Nutrition and Health. Main subjects are concepts of health and well-being, global burden of disease and health inequalities, nutrition and dietary guidelines, physiology, biochemistry, sociology of food and intercultural communication.</p> <p>ECTS distribution Theoretical input: 30 ECTS</p>
<p>Learning Outcomes</p> <p>During the first semester the student will achieve the following learning outcomes:</p> <p>Knowledge² The graduate:</p> <ul style="list-style-type: none"> • 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 (G1),

¹ GNH semester plans can be found on University College Copenhagen's intranet. Each plan consists of general information, structure, content, learning outcomes, study activity model and teaching methods, assignments and tests, exams and prerequisites and literature

² G = Generic (mandatory) learning outcome. SS = Semester Specific learning outcome.

- possesses knowledge of, and is able to understand, food and health policy, and how such policies relate to health-promotion and disease-prevention (G3),
- possesses knowledge of national and international health systems, as well as their significance for public health (G6),
- possesses knowledge of, and is able to understand and reflect on, people's objectives, and in inter-professional and inter-sectoral collaboration on care packages (G8),
- possesses knowledge of, and is able to reflect on, the philosophy of science and apply this knowledge to profession related research and development (G15),
- possesses knowledge of, is able to understand, reflect on and explain cultural and contextual differences in concepts and perceptions of health, illness and food practices and how such concepts and perceptions influence healthy living (SS),
- possesses knowledge of, is able to understand, reflect on and describe how food microbiology and awareness of food hazards and food-borne diseases protect health and improve food safety (SS),
- possesses knowledge of, is able to understand, reflect on and explain the role of physiological and biochemical processes, macro and micro nutrients, energy balance and metabolism related to nutrition and health (SS).

Skills

The graduate is able to:

- assess health habits and status in order to promote healthy living and well-being among target groups with different social and cultural backgrounds (G1),
- assess and justify the need for teaching, and motivate individuals, groups and local communities, paying due respect to cultural and social backgrounds (G3),
- assess inter-professional and inter-sectoral collaboration in a range of contexts (G8),
- use professionally relevant information, communication and welfare technology, which incorporates thinking about the individual's own resources to the greatest possible extent (G9),
- apply relevant study and working methodology to search for, review and evaluate extant knowledge related to nutrition and health from a global perspective (G11).

Competencies

The graduate is able to:

- identify their own learning needs and take responsibility for own their learning process and work in intercultural teams (G6),
- use technology, including information and communications technology, relevant to the profession in the relevant context (G9),
- manage and take responsibility for interaction with people from various cultural, socio-economic and educational backgrounds taking into consideration local and cultural norms and values (SS),
- manage and take responsibility for the assessment of health behaviours and health status in promoting healthy living and wellbeing (SS).

Exams

Exam A (7,5 ECTS)

Exam A is an internal, written exam in groups of 2-4 students.

Exam B (22,5 ECTS)

Exam B is an internal, written individual exam.

The assessment is individual and according to the Danish 7-point Grading Scale.

2nd Semester

Theme: Health Promotion and Applied Research Methods in Global Health

Semester 2 consists of theme 2 which focuses on health promotion, educational theory and practice, and research methods. Main subjects are health communication, health education, theories of motivation, didactics and learning theories, quantitative and qualitative methods.

ECTS

Theoretical input: 30 ECTS

Learning outcomes

During the first semester the student will achieve the following learning outcomes:

Knowledge³

The graduate:

- 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 (G2),
- possesses knowledge of, and is able to understand and reflect on, the importance of contextual and structural factors for healthy lifestyles (G4),
- possesses knowledge of, and is able to understand and reflect on, the interaction between values, habits, beliefs and faith and social and cultural practices (G5),
- possesses knowledge of, and is able to reflect on, professionally relevant information and communication technology and the effect of such technology in supporting healthy lifestyles (G7),
- 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 (G11),
- possesses knowledge of methods and standards for quality assurance and quality enhancement, and is able to reflect on their use (G12),
- possesses knowledge of, and is able to reflect on, the philosophy of science, research methods, research design and introduction to data analysis, and relate this knowledge to profession-related research and development (G15),
- possesses knowledge of, is able to understand, reflect on, describe and compare different perspectives on learning processes in individuals, groups and cultural contexts as it relates to health promotion (SS).

Skills

The graduate is able to:

- identify, assess and justify the need for teaching, and motivate individuals, groups and local communities, paying due respect to cultural and social backgrounds (G3),
- disseminate information about healthy living in heterogeneous and intercultural environments (G6),
- apply situation-specific and professionally relevant communication, guidance and advice to people in health promotion and in inter-professional practice (G7),
- identify and use professionally relevant information, communication and welfare technology, which incorporates thinking about the individual's own resources to the greatest possible extent (G9),

³ G = Generic (mandatory) learning outcome. SS = Semester Specific learning outcome.

- apply relevant study and working methods to search for, assess and interpret empirical evidence, theory and research methods, and to participate in innovation, development and research work (G11),
- plan data collection as well as generate and process qualitative and quantitative data (SS),
- evaluate, reflect over and validate the cultural appropriateness of communication strategies and educational activities in promoting health (SS).

Competencies

The graduate is able to:

- manage and work with the implementation of health-promotion initiatives for individuals and groups (G2),
- identify their own learning needs with a view to continuous professional growth by reflecting on their own and others' practices (G6),
- work with and use technology, including information and communications technology, relevant to the profession in the relevant context (G9),
- reflect on and engage in culturally appropriate communication that is sensitive to individual differences (SS).

Exam prerequisites

Prerequisite for exam A in Quantitative methods:

- Record and register data from dietary survey

Prerequisite for exam B in Qualitative methods:

- Conduct 1 interview (see the exam guidelines)

Exams

Exam A (7,5 ECTS)

Exam A is an internal, written individual exam.

Exam B (15 ECTS)

Exam B is an external, written exam in groups of 2-4 students combined with an individual oral presentation

Exam C (7,5 ECTS)

Exam C is an internal, written exam in groups of maximum 2-4 students

The assessment is individual and according to the Danish Grading Scale.

3rd Semester

Theme: Sustainable Living and Health Inequalities

Semester 3 consists of theme 3, which focuses on local and global sustainability to promote health and health equality for individuals, groups and communities. Main subjects are sustainability theory, food systems, food security, consumer and market mechanisms, community development.

ECTS

Theoretical input: 30 ECTS

Hereof electives: 10 ECTS

Learning outcomes

During the first semester the student will achieve the following learning outcomes:

Knowledge⁴

The graduate:

- possesses knowledge of, and is able to display a nuanced understanding and reflect on theory and practice in diet, nutrition, food safety, food security, food policy and health policy (G1),
- possesses a broad knowledge of, and is able to understand and reflect on, the importance of contextual and structural factors for healthy lifestyles (G4),
- possesses knowledge of, and is able to understand and reflect on, the interaction between values, habits, beliefs, faith and choice related to food, consumption, health and lifestyle (G5),
- is able to reflect on ethical problems, including sustainable use of resources and the environment (G9),
- possesses knowledge of, and is able to reflect on, the philosophy of science, research methods, data analysis and models for evaluation, quality assurance and quality enhancement, as well as relating this knowledge to research and development work in professional practice (G15),
- possesses knowledge of, is able to understand, reflect on and explain sustainability and inequality related to global nutrition and health (SS),
- possesses knowledge of, is able to understand, reflect on, describe and compare food systems, consumption and market mechanisms and the factors influencing these (SS),
- possesses knowledge of, is able to understand, reflect on and identify the links between personal health and well-being and broader sustainability perspectives at local and global levels (SS).

Skills

The graduate is able to:

- assess health habits and status in order to promote healthy living and well-being among target groups with different social and cultural backgrounds and evaluate initiatives that facilitate behavioural and structural changes to promote health and wellbeing (G1),
- identify interventions in order to promote sustainable healthy living for all and in all age groups (G2),
- assess and justify the need for interventions that promote sustainability for individuals, groups or local communities, paying due respect to cultural and social backgrounds (G3),

⁴ G = Generic (mandatory) learning outcome. SS = Semester Specific learning outcome.

- 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 (G4),
- use, assess and justify methods and conventions for quality assurance and quality development in health promotion (G10),
- apply relevant study and working methods to interpret empirical evidence, theory and research methods related to sustainable living and health inequality (G11),
- analyse and identify factors influencing food systems and their implications for global health (SS),
- identify, analyse and reflect on values, worldviews and ethical dilemmas related to sustainability and health inequality (SS),
- identify, analyze and reflect upon the upcoming internship, including cultural adjustments and ethical considerations (SS).

Competencies

The graduate is able to:

- work with innovative and creative solutions in order to promote sustainable healthy living (G3),
- work with, and assume responsibility for, the development and evaluation of food and health policies in institutional, local and national environments (G5),
- identify and take responsibility for their own learning needs with a view to continuous professional growth by reflecting on their own and others' competencies and practices (G6),
- work with, assume responsibility and use technology, including information and communications technology, relevant to the profession in the relevant context (G9),
- work with quality assurance and enhancement (G10),
- identify, manage and justify economic, social, environmental, individual, contextual, structural and spiritual dimensions of sustainability and their links to health (SS),
- manage and take responsibility for development and evaluation of sustainable food and health policies in institutional, local and national environments (SS).

Exam prerequisites

Prerequisite for exam a Sustainable Solutions

- Internship Blog address is established
- Meeting with GNH internship supervisor

Exam (30 ECTS)

The exam is an internal, written exam in a groups of maximum 6 students with a group submission and an individual oral defence.

The assessment is individual and according to the Danish Grading Scale.

4th Semester

Theme: Interventions in a Lifecycle Perspective

Semester 4 consists of theme 4 which focuses on nutrition and interventions targeting all across the lifespan in real life settings. The main subjects are lifespan nutrition, physical activity, planning and intervention theories and tools, and internship.

ECTS

Theoretical input: 15 ECTS

Practical input: 15 ECTS

Hereof inter-professional components: 10 ECTS

Learning outcomes

During the first semester the student will achieve the following learning outcomes:

Knowledge⁵

The graduate:

- 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 (G3),
- possesses a broad knowledge of, and a nuanced understanding of the importance of contextual and structural factors for healthy lifestyles (G4),
- possesses a broad knowledge of, and is able to understand and reflect on, the interaction between values, habits, beliefs and faith and social and cultural practices (G5),
- possesses a broad knowledge of national and international health systems, as well as their significance for public health (G6),
- possesses a broad knowledge of, and is able to reflect on, professionally relevant information and communication technology and the effect of such technology in supporting healthy lifestyles (G7),
- possesses a broad 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 (G8),
- possesses knowledge of, and is able to display a broad understanding and reflect over research methods and data analysis, and models for evaluation, quality assurance and quality enhancement, as well as relating this knowledge to profession related research and development (G15),
- possesses knowledge of, is able to understand, reflect on and explain aspects of public health promotion and disease prevention in a lifecycle perspective from pre-conception to old age (SS),
- possesses knowledge of, is able to understand, reflect on and explain factors contributing to non-communicable diseases (SS).

Skills

The graduate is able to:

- assess health habits and status in order to promote healthy living and well-being among target groups, across the lifespan, and with different social and cultural backgrounds (G1),
- identify and evaluate interventions in order to promote sustainable healthy living for all and in all age groups (G2),

⁵ G = Generic (mandatory) learning outcome. SS = Semester Specific learning outcome.

- identify, assess and justify strategies and methods that empower and motivate individuals, groups and communities to act on determinants that negatively influence health, paying due respect to cultural and social backgrounds (G3),
- use and assess upskilling to improve the ability of individuals, groups and society to act on factors that have a negative impact on health (G5),
- competently disseminate information about healthy living in heterogeneous and intercultural environments (G6),
- apply and assess situation-specific and professionally relevant communication, guidance and advice to people in health promotion and in inter-professional practice (G7),
- initiate inter-professional and inter-sectoral collaboration in a range of contexts (G8),
- identify and apply relevant study and working methods to search for, assess and interpret empirical evidence, theory and research methods, related to health promotion (G11),
- identify and assess ethical issues related to planning nutrition and health interventions (SS).

Competencies

The graduate is able to:

- independently work with, and assume responsibility for, nutrition and health interventions from an ethical, holistic and inter-disciplinary approach with respect for cultural and social diversity (G1),
- manage, work with and assume responsibility for the implementation of health-promotion initiatives for individuals and groups (G2),
- work with, and assume responsibility for, innovative and creative solutions in order to promote sustainable healthy living (G3),
- identify and independently take responsibility for own learning and developmental needs with the purpose of continuous professional development by reflecting on one's own and others competencies and practices (G6).
- work with, and communicate in various contexts, including in equal, dialogue-based and value-generating relationships, with people and inter-professional partners (G7),
- work with, and enter into inter-professional and inter-sectoral collaboration and, on the basis of a holistic perspective, support people and social groups (communities) as key, active stakeholders (G8),
- work with, and assume responsibility for, quality assurance and enhancement (10),
- manage and take responsibility for addressing challenges of conducting research across cultures, and diverse social groups (SS).

Exam prerequisites

Prerequisite for exam Internship:

- Internship Blog completed
- Internship contract filled
- 90% attendance during the internship

Exams

Exam A (15 ECTS)

Exam A is an internal, practical individual exam consisting of a portfolio and an oral examination.

Exam B (15 ECTS)

Exam B is an internal, written exam in groups of minimum 2-4 students.

The assessment is individual and according to the Danish Grading Scale.

5th Semester

Theme: Public Health, Nutrition & Well-being in a Global Perspective

Semester 5 consists of theme 5 which expands on theories and methodology from previous themes with specific focus on global health promotion and public health, nutrition and well-being, as well as research carried out in culturally and socially diverse contexts. Furthermore, this theme will train the students' ability to work in inter-professional and inter-sectoral collaborations including collaboration in research and development. The underpinning topics are public health, nutrition and health inequality, wellbeing, epidemiology, complex interventions, research methods, ethics and knowledge dissemination.

ECTS

Theoretical input: 30 ECTS

Hereof inter-professional components: 10 ECTS

Learning outcomes

During the first semester the student will achieve the following learning outcomes:

Knowledge⁶

The graduate:

- possesses knowledge of, and is able to display an advanced understanding and reflect on theory and practice in diet, nutrition, food safety, food security, food policy and health policy (G1),
- possesses a broad knowledge of, and has a nuanced understanding of the interaction between values, habits, beliefs and faith and social and cultural practices (G5),
- possesses a broad knowledge and a nuanced understanding of national and international health systems, as well as their significance for public health (G6),
- possesses a broad knowledge of, and a nuanced understanding of people's objectives, and is able to participate in inter-professional and inter-sectoral collaboration on care packages (G8),
- possesses knowledge of, and is able to display an extensive understanding, and apply research approaches and methods and data analysis, and models for evaluation, quality assurance and quality enhancement, as well as relating this knowledge to profession related research and development (G15),
- possesses knowledge of, is able to display a nuanced understanding, reflect on and elucidate contemporary public health challenges and interventions applied to address such challenges (SS),
- possesses knowledge of, is able to understand and reflect on regulatory and ethical aspects when interacting with stakeholders and when collaborating across professions and sectors (SS),
- possesses knowledge of, is able to understand, reflect on, describe and compare food systems, consumption and market mechanisms and the factors influencing these (SS).

Skills

The graduate is able to:

- plan and design complex interventions that foster motivation and participation in public health programmes that facilitate behavioural and structural changes to promote health, better nutrition and wellbeing, paying due respect to cultural and social backgrounds (G3),

⁶ G = Generic (mandatory) learning outcome. SS = Semester Specific learning outcome.

- apply, assess and reflect upon situation-specific and professionally relevant communication, guidance and advice to people in health promotion and in inter-professional practice, including dissemination of research findings (G7),
- initiate and develop inter-professional and inter-sectoral collaboration in a range of contexts (G8),
- apply relevant study and working methods to systematically search for, assess and interpret empirical evidence related to interventions aimed at improving health, nutrition and wellbeing in developing countries (G11),
- analyse and evaluate elements influencing food systems and their implications for global health (SS),
- use research methods that address public health, nutrition and wellbeing issues, taking into consideration the role of cultural and contextual factors and the concepts validity and reliability (SS).

Competencies

The graduate is able to:

- manage, independently work with, and assume responsibility for, nutrition and health interventions from an ethical, holistic and inter-disciplinary approach with respect for cultural and social diversity (G1),
- manage and independently take responsibility for designing, planning and evaluation of initiatives that promote health and improve nutrition (G2),
- independently work with, and assume responsibility for, innovative and creative solutions in order to promote sustainable healthy living (G3),
- manage, reflect on and independently take responsibility for own learning process in order to identify future learning and development needs (G6),
- work with, and assume responsibility to communicate in various contexts, including in equal, dialogue-based and value-generating relationships, with people and inter-professional partners (G7),
- work with, 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 (G8),
- work with, assume responsibility and independently use technology, including information and communications technology, relevant to the profession in the relevant context (G9),
- manage and assume responsibility for, quality assurance and enhancement (G10),
- manage and independently take responsibility for addressing challenges of conducting research across cultures, and diverse social groups (SS).

Exam prerequisites

Prerequisite for exam a Research and knowledge production:

- Hand in assignments as per guidelines on the semester description

Exams

Exam A (20 ECTS)

Exam A is an external, individual written exam.

Exam B (10 ECTS)

Exam B is an internal, oral exam in groups of maximum 5-7 students.

The assessment is individual and according to the Danish Grading Scale.

6th Semester

Theme: Project Management and Culturally Sensitive Interventions to Promote Global Nutrition & Health.

Semester 6 consists of theme 6 which connects all the knowledge from previous themes to be applied in real life projects to improve nutrition and promote health in local, community, national and international settings. The underpinning topics are project management, complex interventions, entrepreneurship & innovation, planning and mapping tools and research methods.

ECTS

Theoretical input: 25 ECTS

Hereof electives: 10 ECTS

Practical input: 5 ECTS

Learning outcomes

During the first semester the student will achieve the following learning outcomes:

Knowledge⁷

The graduate:

- possesses a broad 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 (G2),
- 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 (G10),
- 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, including partnerships and networks (G11),
- possesses a broad knowledge of methods and standards for quality assurance and quality enhancement, and is able to reflect on their use (G12),
- 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 (G13),
- possesses knowledge of the priorities for deploying professional resources under the prevailing framework conditions in and outside the health service (G14),
- possesses knowledge of, and is able to display a nuanced understanding, reflect over and apply research methods and data analysis, and models for evaluation, quality assurance and quality enhancement, as well as relating this knowledge to profession related research and development (G15),
- possesses knowledge of, is able to understand, reflect on and explain project management concepts including the project cycle, principles of social entrepreneurship and innovation (SS).

Skills

The graduate is able to:

- develop, assess and justify culturally sensitive interventions in order to promote sustainable healthy living for all and in all age groups (G2),

⁷ G = Generic (mandatory) learning outcome. SS = Semester Specific learning outcome.

- identify, evaluate and apply strategies and methods that empower individuals, groups and communities to act on determinants, that negatively influence health, paying due respect to cultural and social backgrounds (G3),
- use and critically assess upskilling to improve the ability of individuals, groups and society to act on factors that have a negative impact on health (G5),
- disseminate effectively and clearly information to all stakeholders about healthy living in heterogeneous and intercultural environments (G6),
- identify, use and evaluate situation specific and professionally relevant information, communication and welfare technology in promoting health, which incorporates thinking about the individual's own resources to the greatest possible extent (G9),
- independently 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 (G11),
- formulate project proposals (SS),
- apply, assess and validate multiple planning and mapping tools to design projects and interventions considering contextual, structural and developmental factors' influence as well as potential partners and stakeholders' influence on healthy living (SS).

Competencies

The graduate is able to:

- manage, reflect on and independently take responsibility for own learning process in order to identify future learning and development needs, as well as the need for collaboration as a means to supplement gaps in knowledge and skills (G6),
- independently work with, and assume responsibility to communicate in various contexts, including in equal, dialogue-based and value-generating relationships, with people and inter-professional partners (G7),
- work with, enter into, and independently 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 (G8),
- independently manage, and assume responsibility for, quality assurance and enhancement (G10),
- demonstrate personal professional responsibility, and keep up-to-date by identifying and understanding their own learning processes and developmental needs as part of the healthcare system, from an ethical organisational, administrative and community perspective (G11),
- manage and take responsibility for the use of relevant study and working methods when initiating and participating in innovation-and development-oriented work (SS),
- manage, independently take responsibility for, initiate and assess methods that empower individuals, groups and communities to act on determinants that negatively influence health (SS),
- independently take on the responsibility to initiate, design and advocate innovative, ethical, and sustainable solutions within global nutrition and health (SS),
- independently prioritise efforts based on individuals' risk profiles with focus on best possible use of resources in the health care system (SS),
- link acquired knowledge and methods to professional challenges and development within the selected field (SS).

Exam prerequisites

Prerequisite for exam B: Culturally sensitive interventions and Project Management

- Hand in 5 practical semester portfolio assignment as per guidelines
- Meet GNH Internship/BA supervisor
- 90% attendance during the internship

Exam A (10 ECTS)

Exam A is an internal, individual written exam with an oral examination.

Exam B (20 ECTS)

Exam B is an external, written exam in groups of maximum 2-4 students with an oral examination.

The assessment is individual and according to the Danish Grading Scale.

7th Semester

Theme: Internship and Bachelor Project

Semester 7 consists of theme 7, which focuses on preparing the students for their future professional life through internship and the bachelor project. In the internship the students are expected to apply knowledge, skills and competencies gained in previous themes. The bachelor project is closely linked to praxis, with a focus on contributing to solving health challenges related to health and nutrition across the globe.

30 ECTS

Theoretical input 20 ECTS

Practical input 10 ECTS

Learning outcomes

During the first semester the student will achieve the following learning outcomes:

Knowledge⁸

The graduate:

- possesses a broad 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 (G13),
- possesses knowledge of, and is able to independently apply appropriate research methods and analysis to profession related research and development activities related to completion of the bachelor thesis (G15),
- possesses knowledge, is able to display an extensive understanding and reflect over the chosen field of study via internship and completion of the bachelor thesis (SS),
- possesses knowledge, is able to display an understanding, reflect over and identify the employability potential of the Global Nutrition & Health professional (SS).

Skills

The graduate is able to:

- independently, disseminate effectively and clearly information to all stakeholders about healthy living in heterogeneous and intercultural environments (G6),
- identify, use and evaluate professionally relevant information, communication and welfare technology, which incorporates thinking about the individual's, group's or community's own resources to the greatest possible extent (G9),
- use, assess and justify methods and conventions for quality assurance and enhancement (G10),

⁸ G = Generic (mandatory) learning outcome. SS = Semester Specific learning outcome.

- independently apply and justify 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 with the goal of contributing towards solving professionally relevant challenges (G11).

Competencies

The graduate is able to:

- manage, independently work with, and assume responsibility for, nutrition and health interventions from an ethical, holistic and inter-disciplinary approach with respect for cultural and social diversity (G1),
- manage, independently work with and assume responsibility for, the implementation of health-promotion initiatives for individuals and groups (G2),
- manage, independently work with, and assume responsibility for, innovative and creative solutions in order to promote sustainable healthy living (G3),
- independently work with, and assume responsibility for, teaching in complex contexts (G4),
- take responsibility and keep up with continuous professional development and learning needs in relation to one's own and others' practice (G6),
- manage, independently work with, and assume responsibility for communication of profession-related knowledge in various contexts, including in equal, dialogue-based and value-generating relationships, with people and inter-professional partners (G7),
- work with, enter into, independently coordinate and take responsibility for, inter-professional and inter-sectoral collaboration and, on the basis of a holistic perspective, support people and social groups (communities) as key, active stakeholders (G8),
- independently manage and assume responsibility for, quality assurance and enhancement (G10),
- demonstrate personal professional responsibility, and independently keep up-to-date by identifying and understanding their own learning processes and developmental needs (G11).
- take responsibility for consideration of logistical and ethical factors in project development and management within the bachelor thesis framework (SS).

Exam prerequisites

The following prerequisites must be fulfilled before the final 7th semester exam

- 90% attendance during the internship
- BA Synopsis handed in

Exams

Exam A (10 ECTS)

Exam A is an internal, written individual exam

Exam B (20 ECTS) Professional Bachelor Project

Exam B is an external, individual submission of a written project with an individual oral defense or

a group submission of a written projects in groups of maximum 3 students with an individual oral defense.

The assessment is individual and according to the Danish Grading Scale.

All other exams must be passed before final oral BA defense

6 PROFESSIONAL BACHELOR PROJECT

The bachelor project is an extensive independent project, which forms the conclusion of the Bachelor Degree Programme in Global Nutrition and Health at University College Copenhagen. The project can be elaborated individually or in mono- or inter-professional groups. For the structure and content of their bachelor thesis students should seek assistance in the relevant guidelines.

6.1 Requirements for Professional Bachelor Project

The BA project consists of 20 ECTS in total. During their internships students are encouraged to acquire experiences and/or collect empirical data that can be included into their bachelor thesis. The bachelor project consists of a bachelor thesis and an individual oral examination.

A bachelor project must be an independent study that contains both analysis and critical assessment of literature and data. Students must choose a problem to be examined applying scientific methods relevant for the profession and experienced practice from their internships. The research question must be approved by the educational institution.

The bachelor project should document students' ability to work with a professional problem related to practice and to incorporate relevant theory and methods. In the bachelor project students should demonstrate an independent use of professional working and inquiry methods and be able to include results from practice related research and development, as well as evidence-based literature relevant to the research question.

For more detailed information on requirements for Professional Bachelor Project, specific requirements and guidelines, please visit University College Copenhagen's intranet for staff and students.

7 INTERNSHIP IN THE EDUCATION

Internships constitute an important part of the Bachelor Degree Programme in Global Nutrition and Health as students are given the opportunity to combine knowledge gained during theoretical studies with a professional work setting. Internship is a compulsory component of the GNH education. The GNH programme has the overall responsibility that all students have a relevant internship placement, whereas students are responsible to keep updated and initiate contact with potential internship hosts and future employers, all students are assigned a GNH internship supervisor from University College Copenhagen and an internship host supervisor from the placement.

The internship is divided into two internship periods for a total of 20 weeks corresponding to 30 ECTS. The first internship runs for 10 weeks (15 ECTS) and acquired practical skills are tested in the end of the semester. The second internship, runs for 10 weeks (15 ECTS) starting in 6th semester going into 7th semester and is connected to the bachelor project. Both internships can be taken in Denmark or abroad.

Students are engaged fulltime in their internship, which correspond to an average workload of 41,5 hours per week, hereof at least 30 hours where students are present at the host placement. If a student is absent more than 10 pct. of the time, the student cannot pass the internship until they have made up for the lost time either in the existing placement or in another placement approved by the GNH supervisor.

8 INTER-PROFESSIONAL ELEMENTS

The Bachelor Degree Programme in Global Nutrition and Health includes inter-professional elements of 20 ECTS, whereof 10 ECTS is in the joint part of the first two years and 10 ECTS is in the institutional part of the last year and a half. In the inter-professional elements students are taught and cooperate with students from other bachelor degree programmes. The inter-professional elements includes increasing progression both academically and didactically.

Inter-professional elements in the institutional part

Inter-professional elements in 5th semester (10 ECTS) focus on building competencies to act in inter-professional cooperation in a joint assignment. Students work together in inter-professional teams and practice bringing their own knowledge and skills into the cooperation. Focus is on teamwork, assignments of the profession, roles and responsibility, inter-professional communication as well as values and ethical aspects.

The course in inter-professional elements in 5th semester ends with an exam.

Additionally, inter-professional elements may be included in practical elements and the professional bachelor project.

9 ELECTIVE ELEMENTS

The Bachelor Degree Programme in Global Nutrition and Health includes elective elements of 20 ECTS, whereof 10 ECTS is in the joint part of the first two years and 10 ECTS is in the institutional part of the last year and a half.

Elective elements in the joint part

Elective elements in the joint part (10 ECTS) is subordinate to and guided by joint obligatory themes set out in the Executive Order of this programme. The elective elements can revolve around specific target groups, interventions or working methods.

Elective elements in the institutional part

Elective elements in the institutional part (10 ECTS) applies to a current academic theme. The elective elements can be inter-professional as well as mono-professional – in the home institution or in other educational institutions. It is also possible for the student to organize a course him/herself. There will be specific learning outcomes for each elective element. These can vary but relate to current themes within global nutrition and health. If an elective element is completed at another educational institution or is a self-organized course the course has to be approved by GNH beforehand.

10 INTERNATIONALISATION

The Bachelor Degree Programme in Global Nutrition and Health is an interdisciplinary, intercultural and globally orientated education that sharpens students' international competencies and networks and thereby strengthens their employability in the global arena. Throughout the education the students are exposed to an intercultural working and study environment with students and faculty from a number of countries and cultural backgrounds. Internships are an important part of internationalisation at GNH (see chapter 4). GNH is part of the Erasmus+ cooperation, and students can receive funding for Erasmus stays abroad both for theoretical exchanges and internships.

Awareness and understanding of unequal nutrition and health conditions in various parts of the world is integral to the curriculum, and competencies to promote improved health conditions both locally and globally are stated learning outcomes. On a daily basis students are confronted

with global health and lifestyle issues and further trained in how to implement projects and interventions to inform and educate various target groups taking into account local contexts and local knowledge.

Parts of the education that can be completed abroad

Students are encouraged to do at least one of the internships in a country other than their home country. In addition, the Bachelor Degree Programme in Global Nutrition and Health has partnership agreements with educational institutions both in Europe and overseas and receives a number of exchange students every semester. GNH students are encouraged to complete theoretical study exchange periods with the precondition that the courses abroad correspond to the subjects and learning outcomes they would have had and achieved at The Bachelor Degree Programme in Global Nutrition and Health. Students can get credit transfer for the number of ECTS that they replace with the study exchange abroad.

The first three semesters should be completed in the home institution. It is recommended to choose semester 4 or 5 for study exchange abroad. Preconditions for going on theoretical study exchange abroad are that the students' applications are accepted at the foreign institutions and that their study plans are approved by the GNH administration beforehand. Students have to consent that necessary information concerning their study exchange abroad can be collected by GNH. All students going abroad have to register their planned stay abroad on MoveOn portal. For more information about internationalisation, visit University College Copenhagen's intranet for staff and students.

11 TEACHING AND WORKING METHODS IN THE EDUCATION

With the aim to facilitate learning, students are exposed to a variety of different teaching methods and learning conditions throughout the education. The learning processes aim at motivating students to act and reflect independently and innovatively, but also to cooperate with fellow students and promote joint responsibility for further learning. Students are expected to engage fulltime and participate and contribute to the common, intercultural study environment.

A broad range of teaching methods and activities are used to secure students' exposure to both theoretical and practical dimensions of the GNH profession. Learning activities in the classroom vary between lectures and supervision by teachers, students' inputs and presentations, theoretical and practical exercises, simulations and role plays, dialogue and discussions, projects and case studies. Learning activities outside the classroom, which students, individually or in groups, are responsible for, include preparation for in-class study activities, practical exercises, assignments and exams.

Information and Communication Technology (ICT) is used throughout the education making digital learning an integral part of the GNH learning environment. ICT broadens the range of methods used to facilitate students' learning. ICT tools and access to electronic materials 24/7 are used to support the students in developing information and communication competencies required for professional development and practice. By using ICT, the students develop their ability to seek relevant information, critically select, evaluate, organize and use information from a wide variety of sources.

Guidelines for differentiation of teaching and learning in Global Nutrition and Health

In the education a variety of pedagogic and didactic methods and tools are used to facilitate different ways of learning among students.

Through the course of the education the students can shape their individual professional profile within the field of global nutrition and health through electives, inter-professional courses, internships and the choice of topics and methods for assignments and projects.

Through academic supervision each student's academic foundation, background and special needs are considered, in order to organize the academic tasks and challenges to suit the learning of all students, keep their motivation and support them to complete the education.

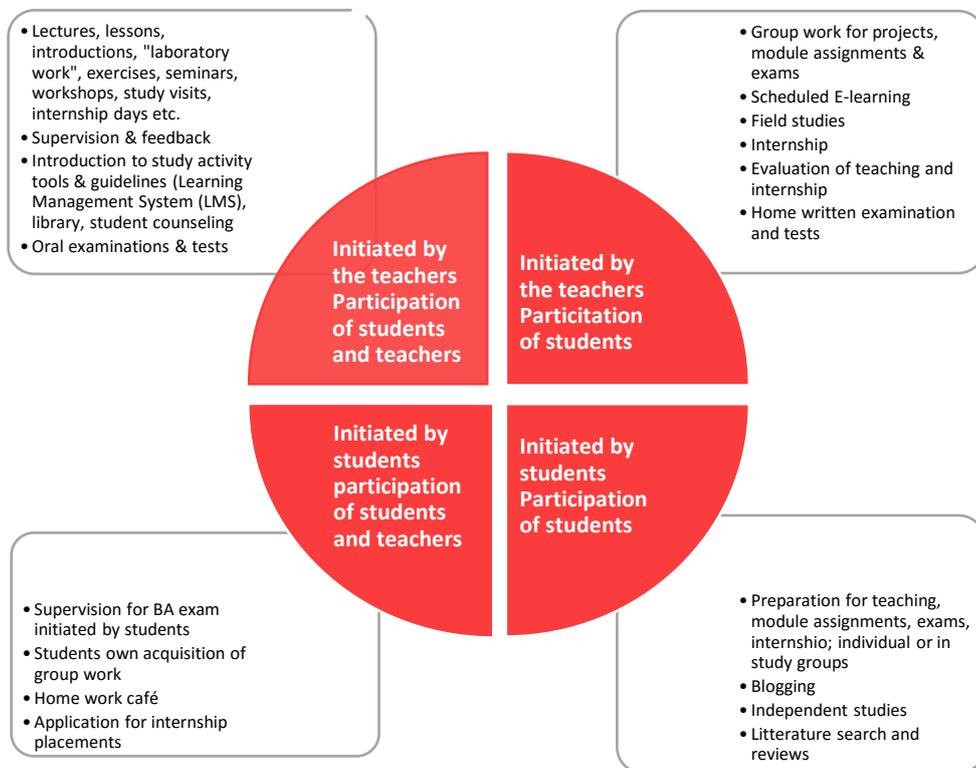
The Study activity model

The study activity model is a common model for university colleges in Denmark presenting the overall study activities in a professional bachelor education.

The purpose is to level expectations between students and faculty. The model gives the students a clear picture of the different study activities that the education consists of and the demands for student efforts. An updated version of the GNH study activity model is found at University College Copenhagen's intranet for students and employees.

In the study activity model students' working hours are divided in the following four learning categories:

1. Face to face learning initiated by teachers, i.e. time students spend under the direction of a teacher, e.g. lectures, supervision, facilitation of class discussions and practical exercises.
2. Directed learning initiated by teachers, i.e. time students spend outside the classroom under the direction of a teacher or internship hosts working on various tasks, case studies and research activities, e.g. library searches, group/project work etc.
3. Self-directed learning initiated by students, i.e. time students spend outside the classroom without the direction of the teacher where students are expected to read and analyse relevant literature related to the content of the semester and to prepare internship as well as written and oral assignments.
4. Autonomous learning initiated by students, i.e. extra-curricular activities where teachers can be invited



11.1 The study language is English

All teaching, exams, materials and other teacher initiated study activities at GNH are in English. In connection with assignments and projects students can in some cases use sources and collect data in other languages.

12 EXAMS IN GLOBAL NUTRITION AND HEALTH

Exams in Global Nutrition and Health are held in accordance with the current regulations on examinations and grades.

Starting a semester automatically includes registration for the corresponding exams. This registration implies the use of one out of three possible exam attempts. It is not possible to unregister for exams. Exemptions can only be granted in the case of documented illness, maternity/paternity leave or in the event of exceptional circumstances.

The exams are evaluated according to the learning outcomes for each exam. Formal requirements for each exam are listed in the semester plans. All written exams are open book exams including electronic aids unless it is otherwise described for each exam. Exams are further described in the individual semester plans.

12.1 Criteria for Assessing Students' Fulfilment of Prerequisites for a Given Exam

This programme enlists exam prerequisites as conditions that have to be fulfilled to be able to enter the exam in a given semester. If a student does not fulfil an exam prerequisite it is considered an exam attempt.

Exam prerequisites are listed under each semester, (pp 9-20). The student will have the possibility to complete an unfulfilled exam prerequisite before examination which is further described in the respective semester descriptions. Already fulfilled prerequisites do not have to be met again.

12.2 Re-examinations

It is possible to do make-up and re-examinations. If a student is unable to take an examination due to documented illness or other documented reason, the student should, as soon as possible, be offered to take a re-examination in the same examination period or immediately thereafter. Re-examination is offered at the latest when the regular examination is held next time.

If an exam is placed in the end of a semester, for example the Bachelor Thesis, the make-up or re-examination will be in the same semester or in immediate extension hereof.

Students must report themselves ill latest on the day of the exam and send medical documentation hereof on the day of the exam or a maximum of 3 working days after the exam.

If a student does not pass an examination, the student is still enrolled and registered for the exam. Read more about make-up- and re-examinations at University College Copenhagen's intranet for students and staff.

12.3 Language and Requirements for Written Assignments and Projects

The language of instruction is English which also applies to all written material and exams.

When assessing the Bachelor Thesis the student's writing and spelling ability is also evaluated. The University College can exempt from this for students who document a relevant specific disability.

General requirements for written assignments, exams and projects can be found at University College Copenhagen's intranet for students and staff, as well as in the semester descriptions and exam guidelines for the respective educational programmes.

12.4 Cheating and Plagiarism

Global Nutrition and Health may expel students from examinations. If a student during an exam obtains or gives another student unpermitted aid or uses unauthorized materials or if during or after an examination, a student is suspected of having improperly acquired or given help, released another's work as his/her own or used previously assessed work without reference, this will be reported to the institution. If the suspicion is confirmed, and the action will affect the result of the examination, the institution will expel or suspend the student and the student will fail the examination.

If the student uses formerly evaluated examination papers this must be indicated with a clear source reference and use of quotation marks at direct quotations from the evaluated examination paper. Correspondingly, the same rules apply if other students' former evaluated examination papers are used.

University College Copenhagen's rules of conduct describe sanctions for cheating, plagiarism etc. Read more at University College Copenhagen's intranet for students and staff.

12.5 Exemption

Global Nutrition and Health may grant an exemption from the rules in the curriculum which are solemnly defined by the institution, when this is justified due to exceptional circumstances.

Read more at University College Copenhagen's intranet for students and staff.

12.6 Special Examination Conditions

Global Nutrition and Health offers special examination conditions for students with physical or mental impairment, when the institution considers it necessary to give these students equitable conditions compared with other students in the exam situation. It is a precondition that the offered special examination conditions do not alter the professional level. Eligibility for special examination conditions depends on available documentation. Read more at University College Copenhagen's intranet for students and staff.

13 CREDIT TRANSFER, CHANGE OF STUDY AND STUDY LEAVE

In connection with admission of a student the institution will give a professional assessment of whether formerly passed educational elements or employment gives credit transfer – and thus exemption from courses, semesters or practical elements in the programme. This is considered obligatory credit transfer.

Students, who completed first and second year at VIA University College within the same study programme will receive credit transfer for the first two year of the education without further individual assessment.

For further information on credit transfer, consult the current Admission Order. More information on credit transfer for study exchange abroad can be found in chapter 10.0 Internationalisation.

General terms regarding change of study, transfer between institutions and study leave can be found on University College Copenhagen's website.

14 TRANSITIONAL ARRANGEMENTS

All students enrolled in the Global Nutrition and Health programme before August 1st 2019 will transfer to this programme from August 1st 2019.

15 COMPLAINTS ABOUT EXAMS AND APPEALS OF DECISION

Complaints about exams

Students have the opportunity to complain about the exam. An exam complaint may relate to the examination matter (e.g. the exam questions and issues related to the education's objectives and requirements), the examination process and /or the assessment. The complaint should be addressed to the Head of Department and sent to Student Services, who must receive the complaint within two weeks after the grading is published.

Read more at University College Copenhagen's intranet for students and staff.

Appeals of decision

The Global Nutrition and Health education can grant exemptions from the rules in this programme (the institutional part) due to unusual circumstances cf. Ministerial Order on Examination on Professionally Oriented Higher Education Programmes §4, paragraph 3 and the [Ministerial Order on Academy Profession Programmes and Professional Bachelor Programmes §17, paragraph 4](#).

Read more at University College Copenhagen's intranet for students and staff.

16 STUDENT ACTIVITY

A student at Global Nutrition and Health is considered study active as long as the student completes and submits any set assignments throughout the semester (including any examination prerequisites), and participates in the end of semester exams.

Students who are absent from scheduled teaching or other scheduled academic activities for more than 1 week will be contacted by their Academic Adviser.

Please note: If a student is not study active, it can affect the student's rights to 'Statens Uddannelsesstøtte' (SU). A student can be expelled from the education, if no exams are passed within one academic year. A student can at any time get an overview of their own study status at University College Copenhagen's intranet for students and staff.

17 LEGAL BASIS

This curriculum has its legal basis in the current acts and executive orders

Bekendtgørelse nr. 504 af 30. Maj 2016 senest ændret ved bekendtgørelse nr. 886 af 24. juni 2018 om uddannelsen til professionsbachelor i Global Nutrition and Health nr. 504 af 30/05/2016 ([Executive Order of Global Nutrition and Health](#))

Bekendtgørelse nr. 841 af 24. juni 2018 om erhvervsakademiuddannelser og professionsbacheloruddannelser ([Ministerial Order on Academy Profession Programmes and Professional Bachelor Programmes](#))

Bekendtgørelse nr. 211 af 27. februar 2019 om adgang til erhvervsakademiuddannelser og professionsbacheloruddannelser ([Ministerial Order on Admission to and Enrolment on Academy Profession and Professional Bachelor Degree Programmes](#))

Bekendtgørelse nr. 1500 af 2. december 2016 om prøver i erhvervsrettede videregående uddannelser senest ændret ved bekendtgørelse nr. 1081 af 28. august 2018 ([Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes](#))

Bekendtgørelse nr. 114 af 3 februar 2015 om karakterskala og anden bedømmelse ved uddannelser på Uddannelses- og Forskningsministeriets område ([Grading Scale Order](#))

18 ENTRY INTO FORCE

The Bachelor Degree Programme in Global Nutrition and Health curriculum is approved on June 12th 2019 and is valid for all students from August 1st 2019.

University College Copenhagen

Vice-chancellor Stefan Hermann

APPENDIX 1: JOINT PART OF GLOBAL NUTRITION AND HEALTH

Subject areas	Number of ECTS*
Health sciences	35
Natural sciences	50
Humanities	21
Social sciences	14
Total	120

*The subject areas count for 120 ECTS in total.

Theory and practice during the first two years of the education	
Theory and practice	Number of ECTS*
Theory	105
Practice	15
Total	120

*Number of theoretical and practical ECTS count for 120 ECTS in total

Exams during the first two years of the education	
Internal exam, theoretical	
External exam, theoretical	
Internal exam, theoretical	
Internal exam where practical skills should be tested	

Themes during the first two years of the education		Number of ECTS*
	Themes and elaboration of their content	
T1	Theme 1 – Food, Nutrition and Health in a Global Perspective	30

	This theme introduces key concepts from health, natural and social sciences and humanities relevant for understanding the field of global nutrition and health. Main subjects are concepts of health and well-being, global burden of disease and health inequalities, nutrition and dietary guidelines, physiology, biochemistry, sociology of food, and intercultural communication.	
T2	Theme 2 – Health Promotion and Applied Research Methods in Global Health This theme focuses on health promotion, educational theory and practice, and research methods. Main subjects are health communication, health education, motivation, didactics and learning theories, quantitative and qualitative methods.	30
T3	Theme 3 – Sustainable Living and Health Inequalities This theme focuses on local and global sustainability to promote health and health equality for individuals, groups and communities. Main subjects are sustainability theory, food systems, food security, consumer and market mechanisms, and community development.	30
T4	Theme 4 –Interventions in a Lifecycle Perspective This theme focuses on nutrition and interventions targeting all across the lifespan in real life settings. The main subjects are lifespan nutrition, physical activity, planning and intervention theories and tools and internship.	30
To- tal		120

*Themes during the first two years count for 120 ECTS in total.

Rules for credit transfer

- Students who have completed first and second year in another educational institution but within the same study programme, will receive credit transfer for the first two year of the education without further individual assessment. More information on credit transfer for study exchange abroad can be found in chapter 5.0 on Internationalisation.

For further information on credit transfer, consult the relevant admission order.

Requirements for Bachelor Project

The bachelor project in Global Nutrition and Health consists of 3 practical and 17 theoretical ECTS. The GNH bachelor project consists of both a written and an oral part and can be completed alone or in mono or inter-professional groups. The research question should be approved by the educational institution.

The bachelor project should document students' ability to work with a professional problem related to practice and to incorporate relevant theory and methods. In the bachelor project students should demonstrate an independent use of professional working and inquiry methods and be able to include results from practice related research and development, as well as evidence-based literature relevant to the research question.

Learning outcomes completed after the first two years of the education:

Learning outcomes related to knowledge
The graduate:

<ul style="list-style-type: none"> • 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 (G1), (Semester 1,3,5) • possesses knowledge of, and is able to understand and reflect on, the importance of contextual and structural factors for healthy lifestyles (G4), (Semester 2,3,4) • possesses knowledge of, and is able to understand and reflect on, the interaction between values, habits, beliefs and faith and social and cultural practices (G5), (Semester 2,3,4,5) • possesses knowledge of national and international health systems, as well as their significance for public health (G6), (Semester 1,4,5) • possesses knowledge of, and is able to reflect on, professionally relevant information and communication technology and the effect of such technology in supporting healthy lifestyles (G7), (Semester 2,4) • 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 (G8), (Semester 1,4,5) • 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 (G11), (Semester 2,6)
<p>Learning outcomes related to skills</p> <p>The graduate is able to:</p> <ul style="list-style-type: none"> • assess health habits and status in order to promote healthy living and well-being among target groups with different social and cultural backgrounds (G1), (Semester 1,3,4) • assess and justify the need for teaching, and motivate individuals, groups and local communities, paying due respect to cultural and social backgrounds (G3), (Semester 1,2,3,4,5,6) • use professionally relevant information, communication and welfare technology, which incorporates thinking about the individual's own resources to the greatest possible extent (G9), (Semester 1,2,6,7)
<p>Learning outcomes related to competencies</p> <p>The graduate is able to:</p> <ul style="list-style-type: none"> • identify their own learning needs with a view to continuous professional growth by reflecting on their own and others' practices (G6), (Semester 1,2,3,4,5,6,7)

Mandatory Learning Outcomes for the Bachelor Degree in Global Nutrition and Health (indexed and mapped across the programme).

Objectives for learning outcomes for the Bachelor Degree Programme in Global Nutrition and Health

The objectives for learning outcomes include the knowledge, skills and competencies that a professional bachelor degree 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 (G1) (Semester 1,3,5),
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 (G2) (Semester 2,6),
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 (G3) (Semester 1,4),

4. possesses knowledge of, and is able to understand and reflect on, the importance of contextual and structural factors for healthy lifestyles (G4) (Semester 2,3,4),
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 (G5) (Semester 2,3,4,5),
6. possesses knowledge of national and international health systems, as well as their significance for public health (G6) (Semester 1,4,5),
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 (G7) (Semester 2,4),
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 (G8) (Semester 1,4,5),
9. is able to reflect on ethical problems, including sustainable use of resources and the environment (G9) (Semester 3),
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 (G10) (Semester 6),
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 (G11) (Semester 2,6),
12. possesses knowledge of methods and standards for quality assurance and quality enhancement, and is able to reflect on their use (G12) (Semester 2,6),
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 (G13) (Semester 6,7),
14. possesses knowledge of the priorities for deploying professional resources under the prevailing framework conditions in and outside the health service (G14) (Semester 6),
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 (G15) (Semester 1,2,3,4,5,6,7).

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 (G1) (Semester 1,3,4),
2. use and assess interventions in order to promote sustainable healthy living for all and in all age groups (G2) (Semester 3,4,6),
3. assess and justify the need for teaching, and motivate individuals, groups and local communities, paying due respect to cultural and social backgrounds (G3) (Semester 1,2,3,4,5,6),
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 (G4) (Semester 3),
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 (G5) (Semester 4,6),
6. disseminate information about healthy living in heterogeneous and intercultural environments (G6) (Semester 2,4,6,7),

7. apply situation-specific and professionally relevant communication, guidance and advice to people in health promotion and in inter-professional practice (G7) (Semester 2,4,5),
8. initiate and develop inter-professional and inter-sectoral collaboration in a range of contexts (G8) (Semester 1,4,5),
9. use professionally relevant information, communication and welfare technology, which incorporates thinking about the individual's own resources to the greatest possible extent (G9) (Semester 1,2,6,7),
10. use, assess and justify methods and conventions for quality assurance and enhancement (G10) (Semester 7),
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 (G11) (Semester 1,2,3,4,5,6,7).

Competencies

The graduate is able to:

1. independently work with, and assume responsibility for, nutrition and health interventions from an ethical, holistic and inter-disciplinary approach with respect for cultural and social diversity (G1) (Semester 4,5,7),
2. independently work with, and assume responsibility for, the implementation of health-promotion initiatives for individuals and groups (G2) (Semester 2,4,5,7),
3. independently work with, and assume responsibility for, innovative and creative solutions in order to promote sustainable healthy living (G3) (Semester 3,4,5,7),
4. independently work with, and assume responsibility for, teaching in complex contexts (G4) (Semester 7),
5. work with, and assume responsibility for, the development and evaluation of food and health policies in institutional, local and national environments (G5) (Semester 3),
6. identify their own learning needs with a view to continuous professional growth by reflecting on their own and others' practices (G6) (Semester 1,2,3,4,5,6,7),
7. work with, and independently communicate in various contexts, including in equal, dialogue-based and value-generating relationships, with people and inter-professional partners (G7) (Semester 4,5,6,7),
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 (G8) (Semester 4,5,6,7),
9. work with and use technology, including information and communications technology, relevant to the profession in the relevant context (G9) (Semester 1,2,3,5),
10. work with, and assume responsibility for, quality assurance and enhancement (G10) (Semester 3,4,5,6,7),
11. demonstrate personal professional responsibility, and keep up-to-date by identifying and understanding their own learning processes and developmental needs (G11) (Semester 6,7).

Cross-cutting themes throughout the programme:

- Theme 1: Research and development
- Theme 2: Personal development / professional development/ employability
- Theme 3: Academic skills
- Theme 4: Inter-cultural perspectives, diversity and ethics
- Theme 5: Interdisciplinary and inter-professional perspectives

APPENDIX 2: PURPOSE OF THE EDUCATION

Graduate Profile

The purpose of the profession is, in collaboration with public citizens and other professionals, to contribute to reduce inequalities in health on local, national and global levels, by facilitating life-long healthy living for individuals, groups and social communities. The profession conducts its practice in alignment with societal, scientific and technological development.

A Bachelor Degree in Global Nutrition & Health will provide the graduate with the following core competencies:

- Independently develop, plan, organise, implement and evaluate nutrition and health interventions from an ethical, rights-based, holistic and inter-professional approach, respecting cultural and social diversity
- Independently initiate and use innovative and creative solutions in global nutrition and health in order to promote sustainable healthy living
- To develop, implement and evaluate food-, nutrition- and meal policies as well as local health policies
- To secure, document and evaluate food safety and food security
- To communicate effectively and appropriately in all situations and impart health promoting initiatives in global nutrition and health
- To collaborate across organisational and structural frameworks in global nutrition and health
- To participate in research and development activities

Global Nutrition and Health's work and actions take place in private and public enterprises, institutions and organisations in national as well as international contexts. Global Nutrition and Health professionals form part of inter-professional and inter-sectoral collaborative relations in order to support and strengthen individuals, groups and society to change conditions that have negative health consequences.

Impacts:

- Reduction of inequalities in health
- Healthy living and increased wellbeing for all across the lifespan
- Improved nutrition- and health status
- Food safety and food security
- Sustainable resource management

The Profession's developmental perspectives are linked to health promotion and public health in:

- International organisations
- National and international companies and enterprises
- The food sector
- Public and private inter-professional health promotion projects directed towards:
 - Social housing areas
 - Institutions (educational institutions, pre-schools, housing facilities etc.)
 - Refugee centres
 - Health centres

Purpose and Executive Order

The purpose of the Bachelor Degree Programme in 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. Graduates possess the knowledge, skills and competencies specified in the Appendix. 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.

APPENDIX 3: GUIDELINES FOR INTERNSHIP

All placements of internship must be approved by GNH. The approval of the placement is dependent on the GNH supervisors' approval of the learning objectives. An approval requires that the placement is related to the professional field of GNH and that it is relevant and corresponding to the learning outcomes of the respective semesters of the GNH curriculum. Furthermore, the internship host is required to assign an internship host supervisor who assumes responsibility for monitoring progress, and provides constructive feedback aimed at supporting the students' learning process during the internship.

Internship is planned in collaboration between GNH, the internship placement and the student and finalised in a written internship contract. Students prepare internship learning objectives in line with internship guidelines and legal requirements. Both the GNH internship supervisor and the internship host supervisor have to approve students' internship learning objectives. Both internship supervisors and the student monitor and evaluate learning outcomes continuously during as well as after the internship period. As part of the internship evaluation students' development of practical skills must be documented.