



## PROGRAMME SPECIFICATION

### 1. Overview

<b>Programme Title</b>	Nutrition for Global Public Health
<b>Academic Year</b>	2026-27
<b>Cohort Entry Points</b>	Annually in October
<b>Programme Director</b>	Dr Hilary Davies-Kershaw
<b>Awarding Body</b>	London School of Hygiene & Tropical Medicine
<b>Teaching Institution</b>	London School of Hygiene & Tropical Medicine
<b>Faculty</b>	Epidemiology and Population Health
<b>Length of Programme</b>	Full time Taught Masters programmes: 12 months Part time/split study Taught Masters programmes: 24 months
<b>Mode of Delivery</b>	Intensive
<b>Maximum period of registration</b>	Full-time 3 years/Part-time 5 years
<b>Language of Study</b>	English
<b>Entry Requirements</b>	Please refer to the entry requirements <a href="#">here</a>
<b>Award Titles</b>	Master of Nutrition for Global Public Health  Exit Awards: Postgraduate Diploma in Nutrition for Global Public Health (120 credits) Postgraduate Certificate in Nutrition for Global Public Health (60 credits)
<b>Total Credits</b>	<b>CATS:</b> 180 <b>ECTS:</b> 90
<b>Accreditation by Professional Statutory and Regulatory Body</b>	The MSc Nutrition for Global Public Health was first accredited by the Association for Nutrition (AfN) in 1999 and following a 5-yearly review, the programme has recently been reaccredited until 2030. <a href="https://www.associationfornutrition.org/degree-accreditation/accredited-programmes">https://www.associationfornutrition.org/degree-accreditation/accredited-programmes</a> .

<b>Relevant PGT <a href="#">QAA Benchmark Statement</a> and/or other external/internal reference points</b>	N/A
<b>Framework for Higher Education Qualifications Level (FHEQ)</b>	Level 7
<b>Re-sit Policy</b>	<a href="https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-08a.pdf">https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-08a.pdf</a>
<b>Extenuating Circumstances Policy</b>	<a href="https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-07.pdf">https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-07.pdf</a>
<b>Date of Introduction of Programme</b>	The Department of Human Nutrition at LSHTM was founded in 1945 and postgraduate teaching initially began as a Diploma in Human Nutrition. This developed into a full MSc in the 1970s. Over time, the MSc in "Human Nutrition" broadened and evolved into an MSc in "Public Health Nutrition". Reflecting increasing global focus, the MSc was renamed "Nutrition for Global Health" in Sept 2012. After consultation with students, alumni, the programme committee and external examiner in 2024, the name changed the name to MSc "Nutrition for Global Public Health"

## 2. Programme Description, Aims & Learning Outcomes

<b>Programme Description</b>
The MSc Nutrition for Global Public Health provides interdisciplinary training in public health nutrition, with a strong global and equity-focused perspective. Students will engage with the biological, epidemiological, social, and policy dimensions of nutrition, developing the analytical and practical skills to tackle all forms of malnutrition across the life course. The programme prepares graduates to design, implement, and evaluate context-specific interventions and translate evidence into effective nutrition policy and programming. While the focus is on challenges in low- and middle-income countries, the skills

acquired are relevant worldwide. The MSc includes 8 modules and a dissertation.

For more information please see: [MSc Nutrition for Global Public Health | LSHTM](#)

### **Educational aims of the programme**

Consistent with LSHTM's mission to improve health worldwide, this MSc aims to provide rigorous training in global public health nutrition. It equips students with the knowledge and skills to understand and address the causes and consequences of malnutrition in diverse populations and settings. Emphasis is placed on the critical analysis of nutrition data, systems, and interventions, as well as the broader social, economic, and environmental drivers of nutrition outcomes. Students will be trained to contribute to sustainable and equitable nutrition solutions through research, policy, and practice. By the end of the programme, students will be able to conduct independent research and apply their learning to improve nutrition and health globally.

### **Programme Learning Outcomes**

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

- i) Develop and demonstrate an advanced knowledge of public health nutrition at biological, social & policy levels.
- ii) Critically assess, select and apply a range of appropriate research skills and techniques, including: anthropometry, dietary analysis, statistics, epidemiology, qualitative methods, research, computing & information retrieval.
- iii) Interpret and synthesise different types of data used to analyse and assess nutritional problems at population and population sub-group levels
- iv) Critically evaluate the findings of scientific studies on public health nutrition.
- v) Develop the ability to design, plan, and conduct a substantive piece of original research that contributes to public health nutrition, and effectively disseminate and present findings across various formats and contexts.
- vi) Identify and formulate appropriate responses and intervention strategies to address nutritional issues, taking into account the public health and social policy contexts

Apply knowledge of effective teamwork and communication skills to solve problems and achieve goals.

### Teaching and Learning Strategy

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

### Assessment Strategy

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

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

Full-time Masters	Term 1	Term 2/3	Term 3	Total Credits
Compulsory Modules	3	2		90
Recommended Modules		2	2	45
Project			1	45

Module information is correct at the time of publication, but minor amendments may be made subject to approval as detailed in [Chapter 3 of the LSHTM Academic Manual](#). Elective modules listed are indicative and may change from year to year. <https://www.lshtm.ac.uk/study/courses/changes-courses>

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

2	D1	2451	Nutrition in Emergencies (Climate, Conflict, Global Crises)	Recommended	15
3	E2	2460	Nutrition Programme Planning	Recommended	15

## Contact time

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

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

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