Programme Specification
MSc Nutrition for Global Health
2017-18

For prospectus details about the programme, please see www.lshtm.ac.uk/study/masters/msphn.html

**AWARD DETAILS**

**Title and name of final award(s)**
Master of Science (MSc) Nutrition for Global Health (formerly Public Health Nutrition)

**Level of the programme**
All modules and awards offered under the programme are at Level 7 (also known as ‘M’ Masters level) of the Framework for Higher Education Qualifications in England, Wales & Northern Ireland (FHEQ).

For further information, please see www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf

**Relevant QAA subject benchmark**
Not applicable

For more information on subject benchmarking, please see www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements

**Awarding body:**
University of London
- **Registering body:** The London School of Hygiene & Tropical Medicine (LSHTM)
- **Examination body:** The London School of Hygiene & Tropical Medicine (LSHTM)

For more information on LSHTM and the University of London, please see www.lshtm.ac.uk and www.lon.ac.uk

**Accreditation by professional or statutory body (if applicable)**
UK Association for Nutrition
www.associationfornutrition.org

**Language of study and assessment**
English

Please see ‘English language requirements’ further below regarding the standard required for entry.

**ADMISSIONS INFORMATION**

**General entrance requirements**
Applicants must normally satisfy LSHTM’s general entrance requirements and additional programme-specific entrance requirements to be considered for admission. Applications must be submitted in accordance with the procedures and deadlines given in the web-based or printed prospectus.

In order to be admitted to this postgraduate taught degree programme of the London School of Hygiene & Tropical Medicine, an applicant must hold at least an upper second-class Honours degree of a UK university, or an overseas qualification of an equivalent standard, or a registerable qualification in medicine, dentistry or veterinary studies appropriate to the programme.
Applications with an appropriate technical or other equivalent qualification and experience from overseas, are also considered.

**Additional information**

Applicants who have worked in relevant nutrition, health or other global-nutrition related activities will be given preference.

We welcome applicants from a variety of professional backgrounds, but for those with limited prior nutrition/science/health training, we emphasise the importance of pre-course reading and preparation – please see the reading list on: [http://www.lshtm.ac.uk/study/newstudents/courseinfo/course_info/mscphn_prereg_info.html](http://www.lshtm.ac.uk/study/newstudents/courseinfo/course_info/mscphn_prereg_info.html)

For further information, please see [www.lshtm.ac.uk/study/applications/pgt_admissions_policy___2017_18.pdf](http://www.lshtm.ac.uk/study/applications/pgt_admissions_policy___2017_18.pdf)

**English language requirements**

It is essential to have an excellent command of the English language to benefit from studying for the programme. All students will be required to obtain an acceptable score in an approved English language test if their first language is not English or if their studies at university have not been conducted wholly in the medium of English. Any English language tests must have been taken no more than two years before the date a student commences the programme. LSHTM may also request that an applicant take a test even if the above conditions have been met.

For up-to-date information on language requirements, please see [www.lshtm.ac.uk/study/newstudents/internationalstudents/english_language_requirements.pdf](http://www.lshtm.ac.uk/study/newstudents/internationalstudents/english_language_requirements.pdf)

Please note that there are different English language requirements for Tier 4 Visa applicants and non-Tier 4 visa applicants.

For further information, please see [www.lshtm.ac.uk/study/faq/english_requirements.html](http://www.lshtm.ac.uk/study/faq/english_requirements.html)

**Financial requirements**

All students are required to have sufficient funds to cover programme tuition fees, living expenses and any travel and project costs for the duration of their studies. Tuition fees are payable in full on registration. The School is not able to provide financial assistance to any student whose funds prove to be inadequate at any stage during the programme. Students offered admission will be required to sign a financial declaration form confirming that they understand this situation and will have sufficient financial support for the duration of their studies. Evidence of available funds may be required.

For up-to-date information on fees and costs, please see [www.lshtm.ac.uk/study/funding/index.html](http://www.lshtm.ac.uk/study/funding/index.html) and click on 'Tuition Fees and Expenses'.

**Students with disabilities (including dyslexia and mental health issues)**

LSHTM welcomes applications from students with disabilities – which may include sensory impairment (visual/hearing), mobility or dexterity impairment, chronic medical conditions (e.g. diabetes, HIV, epilepsy, asthma) or chronic pain/fatigue, mental health difficulties, specific learning difficulties (e.g. dyslexia or dyspraxia), Asperger Syndrome and other autism spectrum disorders, or any other condition which has a long-term and adverse effect on studying.

The School aims to offer as much appropriate assistance as possible to accommodate individual needs, and will take all reasonable steps to ensure that both the application procedure and the programme itself are organised and delivered to offer all students the opportunity to participate fully.

Applicants are encouraged to disclose any specific disability at the time of application (via the ‘Equal Opportunities’ and ‘Investigating Access’ forms), and let the Registry know if anything further can be done to make the application and selection process as accessible as possible. This helps the School to ensure that applicants’ specialist needs can be understood, and any obstacles minimised, throughout the application and admission process.

Once registered, the School can provide specific support to students with disabilities throughout their studies. Students are encouraged to disclose any disability from as early as possible; the Student
Adviser can answer queries and provide confidential advice at any point. Any special arrangements, for example regarding examinations, may be made via the Student Adviser.

Please see further information www.lshtm.ac.uk/study/support/disability/index.html. Applicants should e-mail registry@lshtm.ac.uk with any specific queries. Registered students should contact disability@lshtm.ac.uk.

Intake quota

There is no specific intake quota for the programme, but numbers admitted each year are limited. Applications for places are reviewed and any offer letters are issued in the order in which they arrive. Prospective students are therefore encouraged to apply as early as possible, as admittance to the programme may close up to several months ahead of the start of each new academic year. Applicants wishing to be considered for School scholarships are advised to check the LSHTM funding website to check for relevant deadlines and ensure their application is submitted accordingly.

For information about sources of funding and scholarships, please see www.lshtm.ac.uk/study/funding/

PROGRAMME AIMS AND OBJECTIVES

Educational aims of the programme

The aim of the MSc – consistent with LSHTM’s mission to improve health worldwide – is to provide comprehensive training in nutrition for global health. Students can specialise in a number of topics and in a range of contexts. An integrated programme covers epidemiological, dietary, public health, social and biological aspects of nutritional science. Specialist topics include maternal and child nutrition, nutrition in emergencies, nutrition programme planning, evaluation and monitoring, nutrition-related chronic disease.

The main programme focus is on nutritional problems in low and middle-income countries (LMIC) although skills and learning outcomes are widely applicable to all populations globally.

For further information, please see www.lshtm.ac.uk/study/masters/msphn.html

Learning, teaching and assessment methods

The programme is taught through a variety of teaching methods including: lectures, small group seminars, practicals, 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.

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

For further information, please see www.lshtm.ac.uk/edu/qualityassurance/qualitymanagement.html

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.

Please note that modules listed below may be subject to change.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Programme element</th>
<th>Assessment methods</th>
<th>Other points to note</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Demonstrate advanced knowledge of public health nutrition as regards food, diet &amp; health at biological, social &amp; policy levels.</td>
<td>Fundamental Public Health Nutrition (2055); Maternal &amp; Child Nutrition (2440); Nutrition in Emergencies (2451); Nutrition Related Chronic Disease (2442); Nutrition Programme Planning (2460); components of many other optional modules.</td>
<td>Unseen written exams &amp; practical; in-course assessment for some optional modules; research project.</td>
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<tr>
<td>(ii) Assess critically, select &amp; apply a range of appropriate research skills &amp; techniques; including: anthropometry, dietary analysis, statistics, epidemiology, qualitative methods, research, computing &amp; information retrieval.</td>
<td>Fundamental Public Health Nutrition (2055); Basic Epidemiology (2001); Statistics for EPH (2021); Nutrition Related Chronic Disease (2442); Nutrition in Emergencies (2451); research project; components of many other optional modules.</td>
<td>Unseen written exams; in-course assessment for some modules; research project.</td>
<td></td>
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<tr>
<td>(iii) Interpret &amp; synthesise the different types of data used to understand, analyse and appraise, nutritional problems at population &amp; population sub-group levels.</td>
<td>Fundamental Public Health Nutrition (2055); Basic Epidemiology (2001); Statistics for EPH (2021); Nutrition Related Chronic Disease (2442); Nutrition Programme Planning (2460); Nutrition in Emergencies (2451); research project; components of many other optional modules.</td>
<td>Unseen written exams; in-course assessment for some modules; research project.</td>
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<tr>
<td>(iv) Critically appraise the findings of scientific studies on public health nutrition.</td>
<td>Basic Epidemiology (2001); Statistics for EPH (2021); Maternal &amp; Child Nutrition (2440); Nutrition Related Chronic Disease (2442); Epidemiology of Non-Communicable Diseases (2407); Maternal &amp; Child Nutrition (2440); components of many other optional modules.</td>
<td>Unseen written exams; in-course assessment for some modules.</td>
<td></td>
</tr>
<tr>
<td>(v) Disseminate &amp; present research findings in a range of formats and contexts.</td>
<td>Fundamental Public Health Nutrition (2055); Statistics for EPH (2021); Nutrition Programme Planning (2460); Nutrition in Emergencies (2451); research project; components of many other optional modules.</td>
<td>Unseen written exams; in-course assessment for some modules; research project.</td>
<td></td>
</tr>
<tr>
<td>(vi) Identify &amp; formulate appropriate responses &amp; interventions to address nutritional problems, taking into account public health &amp; social policy contexts.</td>
<td>Fundamental Public Health Nutrition (2055); Statistics for EPH (2021); Maternal &amp; Child Nutrition (2440); Nutrition Programme Planning (2460); Nutrition in Emergencies (2451); research project; components of many other optional modules.</td>
<td>Unseen written exams; in-course assessment for some modules.</td>
<td></td>
</tr>
<tr>
<td>(vii) Apply knowledge of effective team working &amp; communication skills to solve problems &amp; achieve specific goals.</td>
<td>Nutrition Related Chronic Disease (2442); Nutrition Programme Planning (2460); Nutrition in Emergencies (2451); research project; components of many other optional modules.</td>
<td>In-course assessment for some optional modules; research project.</td>
<td></td>
</tr>
</tbody>
</table>

For further information, please see the programme handbook.
Distinctive features of the programme

The mission of the School is to improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice. The School has been active at the highest level in this for many years.

The Nutrition for Global Health MSc provides comprehensive training in public health nutrition in a global setting with the choice of specialising in a number of topics and in a range of contexts (with a particular focus on low and middle-income countries, LMIC). It provides an integrated programme covering epidemiological, dietary, public health, social and biological aspects of nutritional science. Specialist topics include maternal and child nutrition, nutrition in emergencies, nutrition programme planning, evaluation and monitoring, and nutrition-related chronic disease.

The course attracts graduates from many disciplines and from many countries who wish to equip themselves for work in public health nutrition. Graduates have a wide range of career opportunities, many focused on LMIC-settings but also on nutrition issues in high income countries (HIC): research and teaching; policy work; nutrition programme planning; field-based operational work. Employers include governments and governmental agencies; industry; NGOs; UN and international agencies.

The course is accredited by the UK Association for Nutrition http://www.associationfornutrition.org/ and graduates can thus apply for Direct Entry to the UKVRN (UK Voluntary Register of Nutritionists).

For further information, please see www.lshtm.ac.uk/study/masters/msphn.html

LEARNING TIME

Modes of study and duration of study

The main part of the programme is taught ‘face-to-face’ at LSHTM in London.

After the end of formal teaching and exams in May/June, the final part of the programme is a period of up to three months’ intensive project work. If appropriate, part or the whole of the project period may be spent away from the School, whether in the UK or abroad.

The programme may be taken on a full-time, part-time or split-study basis, as follows:

<table>
<thead>
<tr>
<th>Mode</th>
<th>Standard period of registration</th>
<th>Maximum period of registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time (involves attending the School five days each week during term-time)</td>
<td>1 year</td>
<td>3 years</td>
</tr>
<tr>
<td>Part-time (involves attending the School at least two days each week during term-time)</td>
<td>2 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Split study* (involves attending the School five days each week during term-time, with a one-year gap part-way through the programme)</td>
<td>2 years</td>
<td>5 years</td>
</tr>
</tbody>
</table>

The standard period of registration is also the minimum. Any exemptions from this must be agreed on an individual basis.

* Students taking the programme by split study over two years attend full-time for part of Year 1, then take a one-year break, and undertake the remainder of the programme in Year 2. The split can occur at any module or slot end-point between the end of Term 1 and the end of formal teaching in May, by prior arrangement with the Course Director. With split study, Paper 1 of the formal exams will normally be taken at the end of Year 2, but may be taken at the end of Year 1 after discussion and agreement with the relevant Course Director. Paper 2 must normally be taken at the end of Year 2, and the project report must normally be undertaken in Year 2.

Mode of study information is also given at www.lshtm.ac.uk/study/modeofstudy/index.html
Estimated number of study hours

This master’s level programme comprises 1,800 notional learning hours (180 UK credits), based on a mix of contact teaching time, directed study, and self-directed study time plus assessment.

- It is generally expected that full-time students will spend on average 35-40 hours a week on study, including face-to-face sessions and private study. During term-time, each week will typically include 30 hours of contact time within the School and 10 hours of self-directed study.
- Part-time students usually study approx. 18-20 hours per week over two years, including face-to-face sessions and private study. During term-time, each week will typically include 15 hours of contact time within the School and 5 hours of self-directed study.
- Split study requires the same amount of study time as full-time study during periods of active registration at the School, but there is no required time commitment during the one-year break.

For further guidance on study patterns, please see the programme handbook.

CREDIT AND ASSESSMENT REQUIREMENTS

Credit scheme

The programme operates a credit system consistent with the Higher Education Credit Framework for England, and compatible with the European Credit Transfer and Accumulation System (ECTS). LSHTM credits are awarded for successful completion of modules and the project – all of which are at Level 7, Masters level, of the Framework for Higher Education Qualifications in England (FHEQ).

Award of the MSc degree is based on successfully obtaining 180 credits in total, equivalent to 90 ECTS credits. It is normally required that all credits be obtained from approved LSHTM modules.

Further information about the credit systems used by universities in the UK and Europe is available in:

Assessment

Assessment at LSHTM uses a Grade Point Average (GPA) scheme, running from 5 (excellent) to 0 (very poor fail) and with a pass threshold of 2 (satisfactory).

For students who have obtained sufficient credit and are hence due an award, degree classifications of Pass or Distinction are determined by combining grades from modules, exams and the project to calculate a degree GPA.

Details of how degree GPA is calculated, and the GPA required to obtain a Distinction, are given in the detailed award scheme for the programme at [www.lshtm.ac.uk/study/currentstudents/studentregulations/taughtcourseregulations/index.html](http://www.lshtm.ac.uk/study/currentstudents/studentregulations/taughtcourseregulations/index.html)

Programme components and requirements

The programme is split into 3 major assessed components:

<table>
<thead>
<tr>
<th>When</th>
<th>Term 1 (Oct-Dec) plus summer exams</th>
<th>Terms 2 &amp; 3 (Jan-May)</th>
<th>Term 3 (June-Sept)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>A range of taught modules of different sizes</td>
<td>5 individual taught modules</td>
<td>Research project</td>
</tr>
<tr>
<td>Credits</td>
<td>60 credits (awarded as a block)</td>
<td>75 credits (15 credits per module)</td>
<td>45 credits (a single piece of work)</td>
</tr>
</tbody>
</table>
Assessment

Unseen written exams in the summer:
Paper 1: – subject specific questions
Paper 2: – general/integrating paper

In-course assessment for each module

Project report (c. 8,000-10,000 words)

Grades to be awarded credits

Marks required:
- Papers combined = ≥ 2, with
  Paper 1 = ≥ 1 and
  Paper 2 = ≥ 1

A minimum mark of 2 is required for each module; one module with a mark of 1 to 1.99 can be compensated provided the combined GPA for the 5 modules is ≥ 2

A minimum mark of 2 is required.

Further general information about MSc programme structures is given at www.lshtm.ac.uk/study/masters/masters.html

CALENDAR AND CURRICULUM

Study calendar

The academic year is broken up into three terms. Students are also expected to continue their studies (through reading, revision etc.) during the breaks between terms.

Term 1 (Autumn) runs from September to December (12 weeks total).
- There is a compulsory orientation and induction week for new students at the beginning of term.
- Formal module teaching then runs for 5 weeks, followed by a reading week in early November (this may include some specific programme-level sessions); there are then 5 more weeks of module teaching.

Term 2 (Spring) runs from January to March (11 weeks total).
- In the first 5 weeks, two modules are taken; one in the ‘C1’ slot running from Monday through to Wednesday morning, and one in the ‘C2’ slot running from Wednesday afternoon through to Friday.
- This is followed by a Reading Week in early February, which may include programme-level sessions.
- In the next 5 weeks, two more modules are taken; in the ‘D1’ slot running from Monday through to Wednesday morning, and in the ‘D2’ slot running from Wednesday afternoon through to Friday.

Term 3 (Summer) runs from April to September (5 weeks teaching, 2 weeks run-up to examinations, plus approximately 11 further weeks intensive project work).
- In the first 5 weeks, a final module is taken in the ‘E’ slot running from Wednesday afternoon through to Friday; the rest of each week is set aside for revision, programme-level sessions and project work.
- After teaching finishes, there is a short gap for final revision ahead of exams in late May/early June.
- After exams, project work should take place in earnest over the period from June to August, with a project report hand-in date around the beginning of September.

Specific term dates are available at www.lshtm.ac.uk/study/termdates/; more detailed guidance and deadlines are given in the programme handbook.

Modules

Modules are taken over all three terms. Those available through the programme are categorised as either compulsory (core modules), recommended (obvious choices highly relevant to the programme) or optional (alternative modules which may be more relevant to individual students’ interests).

In special cases and after consultation with personal tutor, course director and relevant module organizer it is possible to take other optional LSHTM modules. It is also possible to take some of the optional modules via distance learning; again after consultation with tutors and module organizers.
An example of modules available might be:

<table>
<thead>
<tr>
<th>Term</th>
<th>Compulsory modules</th>
<th>Recommended modules</th>
<th>Optional modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>• Basic Epidemiology</td>
<td>• Global Health Lecture Series</td>
<td>• Health Policy, Process &amp; Power</td>
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<tr>
<td></td>
<td>• Fundamental Public Health</td>
<td></td>
<td>• Health Promotion Theory</td>
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<tr>
<td></td>
<td>• Nutrition</td>
<td></td>
<td>• Principles of Social Research</td>
</tr>
<tr>
<td></td>
<td>• Statistics for EPH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 2, C1 slot</td>
<td>• Maternal &amp; Child Nutrition</td>
<td></td>
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<tr>
<td>Term 2, C2 slot</td>
<td>• Design &amp; Analysis of Epidemiological Studies</td>
<td></td>
<td>• Family Planning Programmes</td>
</tr>
<tr>
<td></td>
<td>• Maternal &amp; Child Nutrition</td>
<td></td>
<td>• History &amp; Health</td>
</tr>
<tr>
<td></td>
<td>• Nutrition Related Chronic Disease</td>
<td></td>
<td>• Qualitative Methodologies</td>
</tr>
<tr>
<td>Term 2, D1 slot</td>
<td>• Nutrition Related Chronic Disease</td>
<td></td>
<td>• Statistical Methods in Epidemiology</td>
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<tr>
<td></td>
<td>• Nutrition in Emergencies</td>
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<td>• Conflict and Health</td>
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<td></td>
<td>• Current Issues in Safe Motherhood &amp; Perinatal Health</td>
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<td></td>
<td>• Epidemiology of Non-Communicable Diseases</td>
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<tr>
<td>Term 2, D2 slot</td>
<td>• Nutrition Related Chronic Disease</td>
<td></td>
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<tr>
<td></td>
<td>• Spatial Epidemiology in Public Health</td>
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<td></td>
<td>• Tropical Environmental Health</td>
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<td></td>
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<tr>
<td>Term 3, E-slot</td>
<td>• Advanced Statistical Methods in Epidemiology</td>
<td></td>
<td>• Nutrition Programme Planning</td>
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<tr>
<td></td>
<td>• Analysing Survey &amp; Population Data</td>
<td></td>
<td>• Principles and Practice of Public Health</td>
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<tr>
<td></td>
<td>• Applying Public Health Principles in Developing</td>
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<tr>
<td></td>
<td>Countries</td>
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<tr>
<td></td>
<td>• Nutrition Programme Planning</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Principles and Practice of Public Health</td>
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</tbody>
</table>

In addition:

- Training sessions covering areas like computing, basic maths skills, English for academic purposes, using library resources, study skills are offered (most of these are early in Term 1).
- Students are encouraged to attend the Global Health Lecture Series which runs weekly during term-time in Terms 1 and 2.
- A “Nutrition Student Seminar Series” runs during terms 1 and 2. This is an opportunity for students to develop presentation skills by talking to the class about their pre-MSc careers/projects - or any other nutrition-related topic of interest.
- There are numerous departmental and school-wide seminars on nutrition-relevant topics which students are encouraged to attend as and when they take place.
- Being in London offers students an opportunity to attend many external meetings/seminars/other nutrition-relevant events. Where possible, these will be advertised by the MSc course director and other nutrition group staff.
Further details about modules are given in the programme handbook and in the LSHTM-wide module handbook available at [www.lshtm.ac.uk/study/msc_module_handbook/](http://www.lshtm.ac.uk/study/msc_module_handbook/).

### Formal summer examinations

The formal examinations held in Term 3 consist of two unseen written examinations, Papers 1 and 2. Each exam lasts three hours. Paper 1 primarily examines specific content from Term 1 teaching, while Paper 2 tests the ability to integrate knowledge acquired from across the whole of the programme.

Further details about summer exams are given in the programme handbook.

### Project report

Students undertake a research project on a relevant topic of their own choosing/interest. This is an independent piece of work, appropriately guided and supported by a supervisor and other relevant staff. The topic should be selected and a project proposal drawn up by the end of Term 2, for initial approval by the supervisor and course director. Projects are then reviewed by the LSHTM Ethics Committee (as well as any local ethics committees for field based projects). Substantive work, including any travel or fieldwork, starts after the exams in the summer. The final report, usually submitted around the beginning of September, should be between 7,000 and 10,000 words long.

Criteria and further details about projects are given in the project handbook for the programme.

### Re-sits

Nutrition for Global Health students follow the School policy on re-sits of modules, examinations and project reports. If a student fails modules, exams or their project report, and does not obtain the required credits, then they are required to re-sit. Only the failed components of the element concerned may be re-sat.

Re-sits for modules should normally be undertaken in September of the current academic year, after the project report has been handed in. Re-sits of Paper 1 or Paper 2 (the summer exams) take place at the time of summer examinations in the following academic year (usually in late May or early June). Project report re-sits will be decided by the course Exam Board.

The School’s re-sits policy is available at [www.lshtm.ac.uk/edu/taughtcourses/exams_assmt_staff/resits_policy.pdf](http://www.lshtm.ac.uk/edu/taughtcourses/exams_assmt_staff/resits_policy.pdf).

### STUDENT SUPPORT, GUIDANCE AND RESOURCES

#### Student charter

LSHTM has a student charter which summarises the standards of service the School expects and aspires to offer students, as well as the standards of conduct which students should expect and aspire to follow in turn. Students and prospective students are encouraged to read this.

The LSHTM student charter is available at [www.lshtm.ac.uk/edu/qualityassurance/student_charter.pdf](http://www.lshtm.ac.uk/edu/qualityassurance/student_charter.pdf). A general summary of support and services offered to students is given at [www.lshtm.ac.uk/study/support/index.html](http://www.lshtm.ac.uk/study/support/index.html).

#### The student community

All students on the programme are members of the LSHTM Students’ Representative Council (SRC). The SRC provides a focus for student opinion and identity across LSHTM, through representation on committees and by acting as a link between staff and students. In addition, the SRC organises LSHTM-wide social and sporting events.

Students on the programme elect representatives to liaise with staff and help communicate student views, as well as to help arrange social activities.

For further information, please see [www.lshtm.ac.uk/edu/src/index.html](http://www.lshtm.ac.uk/edu/src/index.html).
Personal tutors

Students on the programme are allocated a personal tutor who can provide both academic guidance and more general support or pastoral care. The personal tutor relationship is not about direct teaching – although tutors can recommend or arrange for their tutee to see other specific members of staff regarding specific academic matters. Personal tutors mainly act as a point of contact to discuss practical issues or questions regarding the programme, such as module choices or project selection, or as a first-line sympathetic ear for personal problems.

Further details about personal tutoring arrangements are given in the programme handbook.

Student advice and counselling

The Student Advice & Counselling Service offers advice and support for any practical or emotional issues students may experience during their time at LSHTM. Advisors can offer impartial advice on a range of issues including accommodation, financial concerns and immigration. The Counsellor is available to talk to any student who is experiencing anxiety or stress, study-related or otherwise.

All appointments with the Student Adviser or Counsellor are strictly confidential, and no information volunteered by a student will be passed on to anyone else without permission.

For further information, please see https://intra.lshtm.ac.uk/Teaching-and-Support/Student-Advice-and-Counselling/index

Healthcare

LSHTM students can usually register with the Gower Street Medical Centre at 20 Gower Street, which offers an NHS GP (general practitioner) medical service. Alternatively, students can also register with a local NHS GP near their home address.

For further information about the postcodes covered by the Gower Street Medical Centre, please see intra.lshtm.ac.uk/studentadvice/healthcare/index.html. For further information about finding a GP near your home address, please see www.nhs.uk

Learning resources and facilities

Students on the programme have access to comprehensive library and IT (computing) resources and facilities, as well as many other standard facilities such as the Refectory, common rooms, etc.

For further information, please see www.lshtm.ac.uk/library (Library) and www.lshtm.ac.uk/its (IT Services)

English language support

While all students are required to demonstrate English language proficiency in line with the School’s minimum requirements in order to be accepted on the programme, LSHTM provides free ‘English for Academic Purposes’ classes aimed at students whose first language is not English and who would like further support in adjusting to the demanding standards of postgraduate university study in Britain.

For further information, please see www.lshtm.ac.uk/edu/english.html

Further learning support

In addition to programme-level activities and academic support from personal tutors and teaching staff, LSHTM offers specific training sessions in areas such as basic maths skills and introductory-level computing. A series of study skills workshops are held throughout the year on topics such as effective reading and coping with exams. Students with disabilities such as dyslexia should contact the Student Adviser for appropriate guidance and support.

For further information, please see www.lshtm.ac.uk/edu/studyskills.html. Please also see earlier sub-section on ‘Students with disabilities’ regarding disability support.
## Careers advice and resources

The School's Careers Service can provide confidential advice and guidance appropriate to the diverse needs of students at the School, from those with established careers who wish to change direction to those who have come from their first degree and are looking to establish a career. Advisers can assist on an individual basis (including help with career planning, CV writing and interview technique), in small groups, or through School-wide events (arranging regular careers fairs and forums, talks by speakers from relevant organisations, and workshops on essential career skills).

The on-site Careers Centre offers a central reference point for job vacancies, careers information and literature and employer information. The LSHTM Careers Service is also part of the Specialist Institutions’ Careers Service (SICS) of the University of London Careers Group, and students can access their even more extensive resources.

For further information, please see [www.lshtm.ac.uk/careers](http://www.lshtm.ac.uk/careers) and [www.careers.lon.ac.uk](http://www.careers.lon.ac.uk)

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## PROGRAMME QUALITY

### Quality evaluation and enhancement

The programme is subject to LSHTM’s rigorous quality assurance processes, including both standard annual monitoring and an extensive special review every five years.

As students reach the end of the programme, they are asked to give specific feedback both via class discussion sessions and an end-of-programme survey. Feedback on other topics, including the content of specific modules as well as more general issues like Library facilities, will also be sought at intervals throughout the period of study. Such feedback is anonymised, analysed, discussed and followed up by appropriate committees and functions within the School.

Operation of the programme itself is overseen by a dedicated committee. A range of further LSHTM committees and functions are responsible for identifying and resolving any problems, improving programme quality and enhancing the student experience on an ongoing basis.

For further information, please see [www.lshtm.ac.uk/edu/qualityassurance](http://www.lshtm.ac.uk/edu/qualityassurance)

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## External Examiners

A list of current External Examiners to the School is available at [www.lshtm.ac.uk/edu/qualityassurance/external_examiners_list.pdf](http://www.lshtm.ac.uk/edu/qualityassurance/external_examiners_list.pdf)

The standard of awards is scrutinised by the above External Examiner(s), according to LSHTM policies and procedures consistent with UK national best practice. External Examiners are senior academics from other institutions or subject experts, who provide independent scrutiny of both the setting and marking of assessments. They provide annual reports which are scrutinised both at course level and centrally, and are publicly available via [www.lshtm.ac.uk/edu/qualityassurance/annualmonitoring.html](http://www.lshtm.ac.uk/edu/qualityassurance/annualmonitoring.html).

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## AFTER GRADUATION

### Possible routes to further study

Successful completion of the programme serves as excellent preparation for students who wish to go on to higher degrees, such as a PhD, DrPH or MPhil – whether undertaken at LSHTM or elsewhere.

For further information on research degrees at LSHTM, please see [www.lshtm.ac.uk/study/research/index.html](http://www.lshtm.ac.uk/study/research/index.html)
Possible graduate employment routes
The programme is suitable for those aiming to work in public health nutrition and there are a wide range of post-MSc career opportunities including: research and teaching; policy work; nutrition programme planning; field-based operational work. Employers include local and national governments, governmental agencies, NGOs, UN and international agencies, academic institutions. Jobs range from front line work in food emergencies to research on nutrient-gene interactions. Though the MSc focuses on low and middle income countries the skills and learning outcomes of the MSc are broadly applicable to populations globally, including those in high income settings.


For further information, please see http://www.lshtm.ac.uk/careers/whatdograduatesdo/

The Alumni Association
Membership of the LSHTM Alumni Association is free and open to all former students of LSHTM. This is a diverse community of over 15,000 alumni in more than 180 countries, including local chapters, and with regular events, communications and opportunities to meet fellow alumni in many different parts of the world. The Association aims to provide past students with lifelong links to the School and each other, and is keen to foster a vibrant and active alumni community. All alumni are encouraged to register their details and participate further.

For further information, please see www.lshtm.ac.uk/alumni or email alumni@lshtm.ac.uk

ABOUT THIS DOCUMENT

This Programme Specification has been developed in line with the nationally agreed reference points for assuring the quality and standards of higher education in the United Kingdom, known as the Academic Infrastructure. For further information, please see www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

Last revised 22/07/2016 by Marko Kerac.