

BAYERO UNIVERSITY, KANO

AFRICA CENTER OF EXCELLENCE FOR POPULATION HEALTH AND POLICY  
(ACEPHAP)



DEPARTMENT OF BIOCHEMISTRY  
FACULTY OF BASIC MEDICAL SCIENCES  
BAYERO UNIVERSITY, KANO

POSTGRADUATE STUDENT HANDBOOK

OCTOBER, 2019

### **Logo and Motto of the University**

The star-shaped calligraphy is the motto of the citadel, a graphic pun, excerpted from the Holy Qur'an. "*Wa Fawqa Kullu Dhi Ilmin Alim*" It echoes an eternal truth that also underlines the humility and sense of service the community has come to expect from its stars in the learning firmament: "... And above every possessor of knowledge, there is one more learned".

### **Vision of the University**

To lead in research and education in Africa

### **Mission of the University**

Bayero University is committed to addressing African developmental challenges through cutting-edge research, knowledge transfer and training of high quality graduates.

### **Core Values of the University**

Humility and Sacrifice

Discipline and Commitment

Integration

Professionalism and Good Governance

Innovativeness and Creativity

Excellence and Best Practice

Active learning

### **Strategic Goals of the University**

Responding to needs, Meeting aspirations, leading in research and innovation, Achieving best practices in University governance, Meeting infrastructural and municipal requirements, Becoming a leader in ICT research and services, taking the University to the Community, Maintaining highly motivated personnel, Expanding future base producing leaders, Influencing Development

Visitor and Principal Officers of the University

His Excellency, Muhammadu Buhari, GCFR  President and Commander-in-Chief of the Armed Forces, Federal Republic of Nigeria	Visitor
His Royal Majesty, King Alfred Papapreye Diete Spiff, Seriyai II, The Amayanabo of Twon-Brass, Bayelsa State	Chancellor
Professor Ibrahim Gambari, CFR  BSc (London), M.A., PhD. (Columbia, New York)	Pro-chancellor and Chairman of Council
Professor Muhammad Yahuza Bello  B.Sc., M.Sc., (BUK) Ph.D (Arkansas)	Vice Chancellor
Professor Adamu Idris Tanko  B.Sc. M.Sc. PhD (BUK), FRGS	Deputy Vice Chancellor (Academic)
Professor Haruna Wakili  B.A., M.A., PhD. (BUK)	Deputy Vice Chancellor (Administration)
Hajiya Fatima Binta Mohammed <i>MNIM</i>  B.A. (Ed), MPPA (BUK)	Registrar
Dr. Suleiman Muhammad Bello	Bursar
Dr. Musa Abdu Auyo  CLN DLS, B.A, LS, (BUK) MLS (ABU) PhD (BUK)	Librarian

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## FOREWORD

It is my pleasure to write the Foreword of this very important document, the Postgraduate Student Handbook of the Department of Biochemistry, Faculty of Basic Medical Sciences, Bayero University, Kano. It is a very important document in the sense that it is intended to guide students and give them direction throughout their stay here at the Bayero University, Kano. The Handbook has been carefully prepared with the objective of giving you all the necessary information that you require not only in understanding the structure of the postgraduate programme (M.Sc. Public Nutrition and Policy) but also the rules, regulations and guidelines that you need to follow to enable you successfully pursue your studies in the Faculty and indeed, the University.

The Handbook covers a wide range of areas that, if carefully read and fully internalized, will make your study and, indeed stay at the Bayero University, Kano successful, pleasant, and rewarding. The areas include philosophy and objectives of the programme, admission requirements, graduation requirements, academic regulations, general conduct and discipline, dress code, course outline, and course description, among others. I urge you to read this Handbook carefully and make good use of it. For the avoidance of doubt, you are reminded that your degree certificate is awarded based on **character** and **learning** and not on **learning** alone. You are required to be hard working and to always strive for excellence. You are also required at all times to maintain discipline and obey the University's Rules and Regulations. The University will neither tolerate violation of its rules and regulations nor those who cross the bounds of decency. At the same time, the Centre and the University as a whole will do everything possible to assist you in realizing your legitimate objectives, i.e. your fundamental reason for coming to the University.

I wish you a very pleasant and successful stay at the Bayero University, Kano.

**Prof. Muhammad Yahuza Bello**

**Vice Chancellor**

## **MESSAGE FROM THE HEAD OF DEPARTMENT**

It gives me a great pleasure and privilege to write the message of the first edition of the M.Sc. Public Health Nutrition and Policy Student handbook.

Postgraduate programmes in the Department have been offered since year 2002.

The student handbook will be of immense value to not only postgraduate students but other students of the Department. The handbook contains useful information that will guide students on the philosophy, objectives, admission requirements of the programme, grading system, staff list, outline of course structure and synopsis.

I wish you a very fruitful and resourceful academic pursuit in the University.

**Prof. Adamu Jibril Alhassan**

**Head of Department**

## **ACADEMIC REGULATIONS**

### **Semester System**

The Centre, in line with the University Regulation operates a semester system which is defined as a quantitative organization of the curriculum where courses are divided into examinable units and for which a student earns credit if passed. The courses are arranged in a well-defined order that indicates the credits load as well as the semester in which they are offered. For instance, a course coded PHP8201 where 8 indicates 800 level course, 2 indicates credit units, and 01 indicates the course number. Usually odd-numbered courses are for the 1<sup>st</sup> semester, while even numbers are assigned to 2<sup>nd</sup> semester courses.

### **Basic Concepts**

The main concepts used in the semester system are:

#### **Credit Unit (CU)**

Credit Unit (CU) represents the weight assigned to the course, and is recorded in credit hours. One credit is considered as one hour of classroom lecture per week or two hours of laboratory exercise per week. Thus, CU consists of specified number of student teacher hours/week/semester.

#### **Grade Point (GP)**

This involves assigning numerical or alphabetical letter to the scores of students at examinations, reports or projects. Letter systems generally run as A (5 points), B+ (4.5 points), B (4 points), C+ (3.5 points), C (3 points) and F (0 point).

#### **Grade Point Average (GPA)**

This refers to the evaluation of students' performance in any semester. It is the average of weighted grade points earned in the courses offered by a student in a semester. The GPA is calculated as follows:

$$\text{GPA} = \frac{\text{TCE}}{\text{TCR}}$$

Where; TCE = Total Credits Earned and TCR = Total Credits Registered

## **Cumulative Grade Point Average (CGPA)**

The CGPA represents an up-to-date average (i.e. cumulative) of the GPA earned by the student in at least two semesters. It is an indication of the student's overall performance at any point in the course of his/ her training at the university. CGPA is attained after two semesters or more in an academic programme.

### **Calculation of CGPA/GPA**

The CGPA is calculated as follows:

$$\text{CGPA} = \frac{\text{CPE}}{\text{CCR}}$$

where;

CPE is cumulative points earned.

CCR is cumulative credits registered

### **Session**

An Academic year of two semesters as determined by Senate.

### **Semester**

A period of 15 teaching weeks or as determined by Senate.

### **Examination**

A formal test by written, oral or practical means held at an appointed time and place.

### **Carry Over**

A student who fails to earn a minimum of 50 marks in a course (continuous assessment and examination) would be required to carry-over the course at the next available period and get it registered bearing in mind that there is maximum number of credits registerable per semester and per session for each level.

### **Incomplete Status**

If a student earns 75% lectures attendance in a course but due to sickness, accident or other pertinent reason(s) is unable to write the semester examination, he/she would be granted incomplete status to retain his/her CA and be allowed to write the examination for that course at a later date.

### **Suspension of Studies**

It means period approved by the Senate for a student to be away from academic activities (based on student's application and supporting documents). It is usually granted for a maximum period of one academic session but could be granted again (renewed) on application for one more academic session only. This usually does not count in determining the maximum period of stay of a student in the University.

## **Rustication**

It means staying away from academic work for the period stated (either one semester or two). In this case, all academic exercise of the concerned student is cancelled and he/she will be required to repeat all at the next academic session. As rustication is a punishment, the period of rustication will count in determining the student's maximum period of stay in the University.

## **Withdrawal**

Withdrawal means terminating a student's programme of study on academic ground. A student who fails to sit for examination scheduled for a particular semester (absent throughout) without valid reason(s) would be considered to have voluntarily withdrawn from the University. In addition, student who fails 2/3 of the credits registered will be advised to withdraw.

## **Expulsion**

Expulsion means terminating a student's programme of study. It is usually on the account of misconduct. A student expelled is disqualified from seeking readmission into the University for any programme.

## **Attendance Requirements**

Students must attain at least 75% attendance of lectures, tutorial and practical work before being allowed to sit for examination. Students who did not attain **75% attendance** of lectures in any of the courses will not be allowed to sit for examination.

## **Calculations of GPA and CGPA for All Programmes**

Percentage Score (%)	Letter Grade	Grade Point
70 – 100	A	5.0
65 – 69	B+	4.5
60 – 64	B	4.0
55 – 59	C+	3.5
50 – 54	C	3.0
0 – 49	F	0.0

## **General Conduct and Discipline**

The Department of Biochemistry, Faculty of Basic Medical Sciences and the University as a whole expect students to conduct themselves in an exemplary manner during their interactions with members of the University community and to live peacefully with them.

## **Misconduct**

Misconduct is any action that is contrary to University Regulations, some of which are as follows:

- a) belonging to, or participating in the activities of unregistered/illegal associations including secret cults;
- b) sexual harassment and physical assault and/or causing bodily harm on any other person, whether a student or not;
- c) fighting;
- d) rioting and unauthorized assembly;
- e) organizing and/or taking part in demonstration by any student without permission;
- f) examination related misconducts;
- g) drug abuse and the use of prohibited substances;
- h) persistent rowdy and/or anti-social behaviour;
- i) reckless and/or dangerous driving;
- j) insulting and/or attacking University officials in the pursuit of their legitimate duties; and
- k) willful damage of University property.

## **Examination Regulations**

Credible examination is the only measure used in determining the success or failure of any University system. That is why students found to be engaged in examination misconducts are out-rightly disciplined.

The University has drawn examination regulations to clarify the legitimate expectations and corresponding responsibilities of all staff and students. It is intended to ensure that the University's examinations are organized and conducted in a consistent and professional manner. These regulations apply at all examinations/assessments in the University (including continuous assessment test, tutorials and take home assignments).

Some of the regulations are as follows:

- a) Students are expected to read all notice boards, bulletins and other related media in the University to keep them abreast with what is happening. REFUSAL / FAILURE TO READ NOTICES from the designated media is not an excuse for not performing any academic activity.
- b) Attendance at lectures, practical and examinations are compulsory, and anyone who does not attend a lecture, practical and examination at the time and place published in the examination time table will be deemed to have failed in that part of the assessment.
- c) Students who have clash in examinations based on the timetable should immediately inform their Examination Officer within the stipulated period when draft timetable is displayed. Students who fail to inform the appropriate officers of the University of clash in examinations shall blame themselves for any difficulty or eventuality that may arise.

- d) It will be the responsibility of each student to make sure that he is aware of the Final Examination Timetable. Students are to expect changes of date, time and venue of examination on the Draft Examinations Timetable.

### **Examination Procedures and Discipline**

- a) It shall be the responsibility of each student to make sure that she/he is registered for the appropriate examinations and be sure of the date(s), time(s) and place(s) of the examinations for which he/she is registered, also to ensure that he/she is in possession of any identity document prescribed for the examination.
- b) Each candidate should be at the examination venue at least fifteen minutes before the commencement of the examination. Lateness will not be tolerated.
- c) Each candidate is required to supply his/her own writing materials and instruments as well as any other examination aids for which provision is prescribed. A student shall bring his identity document to each examination and display it in a prominent position on his desk.
- d) Any book, paper, document, examination aid, hand-bag or briefcase which is brought to the examination room must be deposited at the invigilator's desk, or a place designated for the purpose before the start of the examination. In no circumstances must it be placed on or near any candidate's writing desk.
- e) Each student shall write in the attendance register his/her registration number, name, answer booklet number and Department and then sign. Students are advised to note their serial number and attendance register number (in case there are more than one registers) for ease of signing out.
- f) Student shall write his/her examination number, but not his/her name, distinctly on the cover and on every page of the answer book, as well as on any extra sheet(s) issued.
- g) The use of scrap paper, question paper, toilet tissue, etc. for rough work is not permitted. All rough work must be done in answer booklets and crossed out neatly or in supplementary answer booklets which must be submitted to the invigilator.
- h) A student leaving the examination hall must sign out and hand his script(s) to the invigilator before leaving if he does not intend to return.
- i) A student who leaves the examination room shall not be readmitted unless throughout the period of his/her absence, he/she has been continuously under the supervision of an invigilator or examination attendant.
- j) No student shall be allowed to leave during the first thirty minutes or the last ten minutes of the examination.
- k) No student shall speak to any other student or make any noise or disturbance during the examination. A student must not indirectly give assistance to any other student or permit any other student to copy from or otherwise use his/her papers. A student must not directly or indirectly accept assistance from any other student or use any other student's paper.
- l) Mobile Phones are **BANNED** into Examinations Halls. A Student shall not use a mobile phone or any other unauthorized ICT device in the examination hall for any purpose; and doing so is an offence. They should not be introduced into the Examination Halls under any circumstance.
- m) A student is responsible for protecting his/her work so that it is not exposed to other students.
- n) Smoking is forbidden in the examination hall during any examination and in the University premises.

- o) At the end of the time allotted, each student shall stop writing. He shall gather his scripts together and remain seated until all candidates' scripts have been collected. It shall be the candidate's responsibility to ensure that his answer scripts are collected by the invigilator.
- p) Except for the printed question paper, a student must not remove from the examination room or mutilate any paper or other materials supplied.

### **EXAMINATION / ACADEMIC MISCONDUCT**

- a. Candidates for any examination in the University are to conduct themselves properly in and around the examination halls, as explained in Part Three of this General Regulations. Deviations from proper conduct may constitute examination misconduct, which are punishable by the penalties described below.
- b. The vicinity of an examination hall is considered to be part of the examination hall. Thus, any student caught with unauthorized materials or writing in the vicinity of the examination hall (after the student has seen the question paper) shall be treated as if the materials are found on him/her in the examination hall. Similarly, any student caught cheating in any way in students' hostels or other areas shall be appropriately treated.
- c. Any student of the University who commits an offence punishable under this part in any other institution will be treated as if he/she has committed such an offence in the University, and shall therefore be liable for any appropriate punishment.
- d. Examination misconduct cases discovered during the marking of the examination scripts are also subject to appropriate investigations and further necessary action.

### **Procedure for Investigating Examination Misconduct and Leakages**

- a. If any student is found to be, or is suspected of, infringing the provisions of the Examination Regulations or in any way cheating or disturbing the conduct of an examination, the Invigilator shall take possession of any relevant evidence, fill the relevant form, obtain statement(s) from the student(s) concerned by giving him/her/them the relevant forms to fill and/or make them sign exhibits.
- b. A student accused of involvement in examination misconduct shall be allowed to continue with the examinations provided no disturbances are caused. He/she shall sign any exhibits collected from him/her and give his/her own version of events by completing the appropriate form.
- c. After the examination, the invigilator shall submit his/her report(s), the form(s) completed by the students and all the exhibits and other documents on all the examination misconduct cases to the Faculty Examinations Officer.
- d. Upon receipt of any case of examination misconduct, the Faculty Examinations Officer shall report to the Dean, who shall set up a committee to investigate the case further.
- e. The Faculty Committee on Examinations Misconduct shall invite all the students accused of involvement to defend themselves of the accusations. A widely publicized notice on notice-boards, which gives the names and registration numbers of the students being invited, as well as the date, time and venue of the Committee's deliberations, shall serve as enough evidence of invitation, but invitation letters may also be sent to individual students. Students that fail to honour the first invitation shall be given a second chance.
- f. A student accused of involvement in examination misconduct should defend himself / herself before the Faculty Investigative Committee set up by the Dean.
- g. After hearing from all those concerned, the Committee shall write a comprehensive report on each case brought before it, clearly indicating its findings, as to the degree of

involvement, or otherwise, of each of the accused. It shall submit the report together with all relevant documents to the Senate Committee on Examination Misconduct and Leakages.

- h. After going through the reports of the Faculty Committees on Examination Misconduct and carrying further investigations (where that becomes necessary), the Senate Committee shall report to the Senate, recommending the appropriate punishment to any student found to be guilty.
- i. A staff member who reports a case of examination misconduct shall not sit on a Faculty or Senate Examination Misconduct Committee when the Committee is considering the case.
- j. If the question paper for an examination that is yet to take place is suspected as having been leaked, the Chief Examiner shall immediately:
  - i. withdraw the paper and cause another one to be set in its stead, even if this means shifting the examination date and/or time forward;
  - ii. report the matter to the Dean who shall further direct the Faculty Committees on Examination Misconduct to investigate the case as a matter of urgency
- k. If the question paper of an examination that has already taken place is suspected as having been leaked, the Chief Examiner shall immediately:
  - i. report the matter to the Dean who shall further direct the Faculty Committees on Examination Misconduct to investigate the case as a matter of utmost urgency.
  - ii. report to the Vice-Chancellor who is the Chairman of the Senate.
- l. If the Faculty Committee confirms that a paper that was already taken has indeed leaked, the Dean shall cause the paper to be cancelled and another one set in its place. The Dean shall brief the Vice-Chancellor about the case.

### **Category of Offences and Punishments**

The following are the categories of examination malpractice and leakage offences, as well as the appropriate punishment for the offences.

#### **A. Category of Offences Punishable by Expulsion from the University**

- i. Impersonating another student, or being impersonated by another person at an examination;
- ii. Exchanging names and/or numbers on answer booklets/sheets;
- iii. Introduction and use of relevant unauthorized material(s) into the examination hall;
- iv. Exchange of materials (such as question papers, examination cards, etc.) containing jottings that are relevant to the ongoing examination in the examination hall;
- v. Dishonest removal of examination scripts and/or materials within the examination hall.
- vi. Illegal removal of examination scripts and/or materials out of the examination hall exceeding 10 minutes after the completion of examination;
- vii. Any kind of mischief likely to hinder the smooth conduct of the examination e.g. causing fire, flooding or engaging in physical violence;
- viii. Collaborating with, or copying from, another candidate;
- ix. Cheating outside the examination hall, such as in toilets, hall of residence etc;
- x. A misconduct that falls under category B committed by a student who was previously rusticated;
- xi. Using mobile phones and other ICT devices to access voice or text messages, documents, materials from the Internet, etc., during examinations;
- xii. Any misconduct under this category committed by a student of this University in another institution;

- xiii. Destruction of, or tempering with, evidence by candidates – including preventing access to electronic devices; and
- xiv. Any other misconduct deemed by the Senate Committee on Examination Misconduct and Senate to warrant expulsion.

**B Category of Misconducts Punishable by Rustication**

- i. Facilitating/Abetting/Aiding cheating by another candidate;
- ii. Introduction, but not use, of relevant unauthorized materials to the examination hall;
- iii. Using mobile phones and other ICT devices in the examination hall for things unrelated to the on-going examination;
- iv. Acts of misconduct (such as speaking/conversation) during the examination that is likely to disrupt the conduct of the examination;
- v. Illegal removal of examination scripts and/or other materials not exceeding ten (10) minutes after the completion of the examination;
- vi. Destruction of examination material(s) during examination;
- vii. An misconduct in category C committed by a previously warned or rusticated student;
- viii. Any misconduct under this category committed by a student of this University in another institution; and
- ix. Any other misconduct deemed by the Senate Committee on Examination Misconduct and Senate to warrant rustication.

**C. Category of Misconducts Punishable by Written Warning**

- i. Introduction of unauthorized irrelevant materials into the examination hall;
- ii. Writing on the question paper;
- iii. Being in possession of mobile phone or unauthorized ICT devices during examination
- iv. Speaking/ communicating to another candidate during examination;
- v. Sitting in an examination for a course the candidate did not register for.
- vi. Any misconduct under this category committed by a student of this University in another institution; and
- vii. Any other misconduct deemed by the Senate Committee on Examination Misconduct and Senate to warrant warning.

**Involvement of Staff Members**

- a. The involvement of staff members in examination misconduct and/or leakage cases could take any of the following forms, among others:
  - i. Failure to report and /or covering up cases of examination misconduct;
  - ii. Intervening on behalf of the students involved in examination misconduct;
  - iii. Encouraging examination misconduct or leakage by such acts as the careless handling of examination materials or invigilation;
  - iv. Aiding and abetting examination misconduct;
  - v. Leakage of examination questions or question papers; and
  - vi. Unlawful alteration of examination results or marks.

- b. If a Faculty Committee on Examination Misconduct establishes a *prima facie* against a staff member, the Dean shall, immediately upon the receipt of the Committee's report, write to the Registrar and copy the Vice-Chancellor giving details of the staff members so suspected.
- c. Upon receipt of the report from the Dean, the Registrar shall advise the Vice-Chancellor on the appropriate action(s) to be taken against such staff members.

### **Misconduct Related to Theses and Dissertations**

Students are to observe the universally accepted high standards of academic integrity while writing on and in conducting work related to their programmes, as described in these Regulations. Deviations from these standards may constitute misconduct which is punishable by the penalties described in these Regulations.

### **Procedures for Preventing and Dealing with the Misconducts**

- a. Lecturers and Supervisors should try their utmost best to guide students on the correct ways of writing thesis and dissertation, in line with the above. The attention of the student should be drawn to any infringements to the accepted norms and standards as soon as it is observed.
- b. In case a lecturer/supervisor suspects a student of gross infringement of the provisions of these regulations, the following procedures should be adopted in treating the case.
  - i. For an on-going work (such as a project being supervised), the student should be asked to address the problem identified, for example, by having a plagiarized chapter completely re-written or providing missing citations. If the student refuses to rectify the situation, the lecturer/supervisor should resort to other actions, as described below.
  - ii. If a student submits work that is part of a course (such as an essay, assignment, etc.), which infringes the provisions of these regulations, the lecturer should impose a penalty that corresponds to the degree of the misconduct. For example, a score of zero could be given for papers simply downloaded from the Internet, for re-submitting the work of another student in the previous years, for direct copy from books or journals, etc. on the other hand, the penalty might be minor if the misconduct is only failure to cite some of the sources of information. At any rate, the lecturer should be able to defend his actions with clear evidence of the infringement.
  - iii. If a student submits the final draft of a work that is a course on its own (such as theses) which infringes the provisions of these Regulations, he/she should be made to re-write it, even if this means registering again in the following session.
  - iv. Where the student refuses to re-write the project, or where the lecturer/supervisor believes that the student has committed an offence, the student shall be referred to the Faculty Committee on Academic Ethics.
  - v. After hearing from all those concerned, the Committee shall write a comprehensive report on each case brought before it, clearly indicating its findings, as to the degree of involvement, or otherwise, of each accused. It shall submit the report together with all the relevant documents to the Senate Committee on Academic Misconduct.
  - vi. After going through the reports of the Faculty Committees on Academic Ethics and carrying further investigations (where that becomes necessary), the Senate

Committee shall report to the Senate, recommending the appropriate punishment to any student found to be guilty.

### **Categories of Offences and Punishments Relating to Theses, Dissertations, Project Reports and Long Essays**

If the Senate Committee on Academic Ethics establishes that a student has violated the University standards on academic writing outlined, it shall recommend the appropriate punishment to the Senate in line with the following general guidelines. Students punished under categories B and C would, in addition, be graded 'F' in the final year project.

(a) **Misconducts Punishable by Expulsion**

- i. Submitting Long Essay, Project Report, Dissertation or Thesis done by someone else;
- ii. Submitting, as Long Essay, Project Report, Dissertation or Thesis, a work submitted earlier for another purpose by the Student or by others at Bayero University Kano or somewhere else;
- iii. Repackaging a whole Long Essay, Project Report, Dissertation or Thesis as his/her own product; and
- iv. Any other offence related to Long Essay, Project Report, Dissertation or Thesis deemed by the committee to merit expulsion.

(b) **Misconducts Punishable by Rustication**

- i. Substantial plagiarism of the work(s) of others;
- ii. Fabrication or intentional misrepresentation of data, experimental results, & analyses; and
- iii. Any other offence related to long essay, project report, dissertation or thesis deemed by the Committee to merit rustication.

(c) **Misconducts Punishable by Written Warning**

- i. Failure to acknowledge references;
- ii. Faking citations;
- iii. Any other offence related to Long Essay, Project Report, Dissertation or Thesis deemed by the Committee to merit a written warning.

(d) **Misconducts Punishable by the Failure Grade in the Coursework**

Any of the misconducts in categories (b) and (c) committed by a student in respect of assignments and other aspects of the above continuous assessment would lead to an "F" grade in the course.

### **Right of Appeal**

- a. Any student accused of involvement in examination misconduct, leakage of question

papers or misconduct related to academic writing has a right to fair hearing. Indeed, a number of the preceding provisions are meant to guarantee that. However, refusal/failure by a student to fill the appropriate form giving his/her own version of events or to appear before a Faculty Committee should not be viewed as denial of such rights.

- b. Any student punished by the Senate for involvement in examination misconduct, leakage or other academic misconduct may appeal directly to it indicating the grounds of the appeal and attaching any supporting documents. The onus is on the appellant to make a case for the Senate to reconsider its earlier decision on him/her.
- c. Upon receipt of an appeal from a student punished for involvement in examination misconduct, leakage or other academic misconducts, the Senate or its Chairman shall refer it to the Senate Appeals Committee on Examination Misconduct. The Committee shall consider each appeal on its own merit depending on the grounds of the appeal and any supporting document provided by the appellant and make appropriate recommendations to the Senate.

### **Dressing and Dress Code**

Dress Code is here defined as any appropriate or formal or informal dress and dressing style in which there is no attempt to expose the body's intimate parts. A dress should have sleeves and extend from the neck to just below the knees. Students of the Department, Center and indeed the University at large are required to dress decently at all times.

#### **The following types of dresses are prohibited**

1. Transparent dress that highlights or emphasizes the body's sensual parts, such as the thighs, breasts, etc.
2. Unbuttoned shirts without a t-shirt or a singlet, or an underwear cloth.
3. Clothes that illustrate, enhance, or depict drugs, alcohol or have offensive and violent messages / inscriptions.
4. Clothes that display weapons or any gang-related illustrations and messages/ inscriptions.
5. Military and para-military camouflage
6. T-shirts or clothes with obscene captions.
7. Shorts and skimpy dresses e.g. body hugs, show-one-your-chest, and dresses exposing sensitive parts.
8. Tights, shorts and skirts that are above the knees (except for sporting purposes).
9. Sagging trousers
10. Wearing of ear-rings by male students,
11. Plaiting or weaving of hair by male students.
12. Wearing of colored eye glasses, not on medical grounds in the classroom.

#### **Penalties for Violation of the Dress Code**

1. Violators will not be allowed into classrooms, lecture halls, laboratories, and offices of the University.
2. Violators will not be allowed in examination halls.
3. Repeated offenders will face disciplinary action.

## **Sexual Harassment Policy**

The University has zero tolerance to any act of sexual harassment. In its effort to adhere to the global best practices, the University has a policy document to guide its students, staff and third parties (e.g. vendors, visitors, contractors working in the University, business owners within BUK campuses, any other person engaged to render service to staff or student(s) of the University, etc.) on procedures for the prevention, reporting, response mechanisms and consequences of sexual harassment acts. This policy is designed to create a sexual harassment-free environment in the University. The policy will serve as re-enforcement of relevant sections of the existing code of conduct for staff and students, dress code and conditions of service in the University.

The sexual harassment policy is a clear statement of commitment by the University leadership that sexual assault and harassment are unacceptable. The policy is to:

1. Create awareness among the University community on sexual harassment and other related issues.
2. Create an enabling environment for reporting.
3. Protect the basic rights of the parties involved in sexual harassment act within the University.
4. Maintain peaceful coexistence and mutual respect among the Bayero University community members.
5. Provide guidelines for handling sexual harassment and other related issues.
6. Provide appropriate sanctions for established sexual harassment and other related issues.

The policy is applicable to all members of the University. These include staff, students and third parties. The University is also committed to ensuring that all groups affiliated to it adopt the policy. The University will do all it can to prevent sexual harassment act. However, refer to the sexual harassment policy for the details of sexual harassment reporting procedures, sanctions and other relevant issues.

## **ABOUT AFRICA CENTER OF EXCELLENCE IN POPULATION HEALTH AND POLICY (ACEPHAP)**

ACEPHAP is one of the newly established academic Centres and Institutes in Bayero University. Its establishment was approved by the Senate and Council of the University in

2019. In the year 2019 Bayero University won a competitive grant from the World Bank to the tune of US\$5,000,000 to be received over a period of 5 years based on *Disbursement Linked Indicators (DLIs)*. The grant will be used to support ACEPHAP's postgraduate programmes and research in population health and policy (covering global health and policy, maternal-child health and policy, public health nutrition and policy, public mental health and policy and public health nursing and policy).

### **SCHOLARSHIP**

Full scholarship (to cover tuition, accommodation, stipend and support for dissertation) will be awarded to regional (**non-Nigerian**) students. Nigerian students will however be supported for dissertation.

### **BRIEF HISTORY OF THE PROGRAMME**

The programme is an academic Master of Science in Public Nutrition and Policy. It will be domiciled in the Department of Biochemistry (Faculty of Basic Medical Sciences) but will have contribution of faculty from other departments like Community Medicine, Mass Communication, Mathematics and Geography coordinated by the ACEPHAP.

### **PHILOSOPHY, VISION AND MISSION OF THE PROGRAMME**

The philosophy of the Master of Science Degree Programme in PHNP and related disciplines is to develop high level manpower to pursue careers in academics, research and policy formulation.

- iii) **Aim:** The programme is aimed at producing skilled manpower in public health nutrition and policy.

#### **Objectives**

The objectives of the programmes are to:

- a) develop human resources in relevant areas of human nutrition and public health.
- b) produce skilled manpower capable of translating research in public health nutrition into policy.
- c) equip students with research skills through the conduct of supervised research, seminar presentations, outreaches, internships and dissertation preparation.

- iv) **Need Assessment of the Programme**

Increasing incidences of public health nutrition concerns such as maternal and infant nutrition, nutrition in children under five years of age, incidences of infectious diseases, nutrition related chronic diseases in sub Saharan Africa, and the role of nutrition in these conditions has necessitated the need to train manpower with the ability and skills to address the situation through research, relevant policy formulation and nutritional intervention.

- v) **Rationale and Justification of the Programme**

The rationale for the MSc in Public Health Nutrition and Policy is to produce public health nutrition human resource with knowledge and understanding of established and emerging concepts, issues, theories and practices in public health nutrition and translation of research into policy. This would allow our trainees to develop appreciation of how these intersect with broader social economic and political factors; even as they would have the skill to critically appraise such scenarios. Our unique approach of engaging nutrition, health and policy related industry/organisations would create an enabling environment for our students to apply taught content in real world settings and appreciate ongoing projects with practical significance with supervision from academia and industry specialists.

The next generation of public health nutrition practitioners in Africa needs new skills to enable them deliver effective and sustainable public health nutrition programmes in resources limited settings. The MSc in Public Health Nutrition and Policy offered by ACEPHAP is not only the first of such programmes in Nigeria, but also the only one that is deliberately tailored to suit emerging needs of public health nutrition trainees, which would enable them to perform in line with best global practices. The course would ensure trainees gain insight on how to improve the lives of some of the world's most disadvantaged people, develop programmes sensitive to local cultures and conduct research with the most up –to-date methodologies. The course tutors are diverse and lectures structured in a manner as to cover not only traditionally taught concepts in public health nutrition, but also covers wide range of topics around nutrition and health system ethics and policy process.

#### vi) **Admission Requirements**

Candidates seeking admission for the Master of Science Degree Programme in PHNP must have any of the following qualifications from recognized institutions:

- a) Bachelor's degree in Human Nutrition and Dietetics, Biochemistry, Public Health, MBBS, BDS, BNSc and other health sciences with a minimum CGPA of 2.75 on a scale of 5.0
- b) Bachelor's degree in Human Nutrition and Dietetics Biochemistry, Public Health, MBBS, BDS, Nursing, and other health related disciplines with a CGPA below 2.75 on a scale of 5.0 plus PGD at credit level.
- c) HND with Upper Credit in related fields, plus PGD at credit level in addition to satisfying University matriculation requirements.

#### **Note**

- 1. A candidate will be required to pass a pre-admission aptitude test assessment that may be conducted by the centre.**
- 2. Francophone students are required to:**
  - a. show evidence of proficiency in English or**
  - b. attend mandatory intercalated English course.**

**vii) Duration of Academic Master’s Degree Programmes**

The Full-time Master of Science Degree Programme in MPNP shall run for a minimum duration of four (4) semesters and maximum of six (6) semesters.

**viii) Mode of Study**

The programme is student-centered full time. It consists of course work (lectures, tutorials, seminars, etc.), dissertation, field work and internship.

**ix) Requirement for Graduation**

To be awarded the Master of Science Degree in PHNP, a candidate must have fulfilled the following conditions:

- a) Passed a minimum of 30 Credit Units, as follows:

<b>Courses</b>	<b>Units</b>
Core Courses	20
Elective Courses	4
Thesis/Dissertation	6
<b>Total</b>	<b>30</b>

- d) Carried out a research relevant to public health nutrition and policy and submitted an acceptable dissertation.  
e) At least one month internship training in relevant organisation

**viii) Learning Outcomes of the Programme**

At the end of the PHNP master programme the student shall be able to

1. Demonstrate ability to use conceptual and theoretical knowledge to monitor and evaluate issues related to public health nutrition.
2. Translate research in public health nutrition into policy.
3. Become public health nutrition leaders and managers that can run public health nutrition services in clearly defined populations, conduct edge cutting research, formulate and advocate appropriate interventions in practice and policy.

4. Be able to look after the health and wellbeing of diverse kinds of communities in keeping with the modern practice of the discipline of public health nutrition.

## **CURRICULUM (800L)**

Candidates are required to register for, attend and pass a minimum of 30 credit units.

The course comprises:

- a. Eighteen (18) credit units of core courses and six (6) credit units of elective courses.
- b. Conducting a research in the chosen area of specialization and have an external defense of the dissertation (6 credit units).
- c. Presenting seminar on topics of public health nutrition importance.

### **Examination of Coursework**

A separate assessment examination shall be conducted for each course at the end of the semester in which the course is completed.

Courses shall be assessed by written examinations while research seminars, projects, dissertations, theses and long essays shall be by evaluation of the report and an oral examination, where applicable.

The duration of a written examination of a postgraduate course shall not be less than two hours.

An external examiner shall be involved in the assessment of the research report (howsoever called) and examination scripts. The manner and extent of the involvement of an external examiner shall be as prescribed under the regulations applicable to the various categories of Postgraduate Programmes in the PG School.

A student is required to present himself/herself for examination in all the courses for which he /she is registered.

In order to be eligible for examination in a particular taught course, a student shall have attended a minimum of 75% of the total periods of formal instructions delivered for the course. An attendance requirement shall be calculated, taking into account all the types of instructions used in the course.

Each course shall consist of continuous assessment (30 -40%) and examination (60 - 70%) as applicable as well as the following:

- (a) Coverage of the syllabus content;
- (b) Quality of students' answers to the various question;

- (c) Quality of practical work, continuous assessment and degree projects;
- (d) Students' readiness for the level of manpower he/she is being trained for;
- (e) External examination or moderation scheme.

State how matters arising from examinations are handled. All matters arising from examinations will be handled by the Departments based on the Guidelines of the University.

### Course Structure for MSc Public Nutrition and Policy

#### Core Courses

Course Code	Course Title	Credit Units
PHP8201	Basic Epidemiology and Biostatistics	2
PHP8202	Health Policy Process and Power	2
PHP8202	Advocacy Skills for Health Policy	2
PHP8203	Research Methodology	2
PNP8201	Fundamentals of Human Nutrition and Metabolism	2
PNP8202	Community and Public Health Nutrition	2
PNP8203	Assessment of Nutritional Status and Nutrition Interventions	2
PNP8204	Maternal, Infant, Child and Adolescent Nutrition	2
PNP8205	Principles of Nutritional Epidemiology	2
PNP8206	Nutrition Education and Communication	2
PNP8600	Dissertation	6
<b>Total</b>		<b>26</b>

#### Elective Courses

Course Code	Course Title	Credit Units
PNP8207	Global Nutrition and Food Security	2
PNP8208	Food Choice and Eating Habits	2
PNP8209	Vitamin and Mineral Nutrition	2
PNP8210	Food Toxicology, Safety and Hygiene	2
PNP8211	Nutrient-Nutrient and Nutrient-Drug Interactions	2
PNP8212	Nutrition in Health and Disease	2
<b>Total</b>		<b>12</b>

#### FIRST SEMESTER CORE COURSES

Course Code	Course Title	Credit Units
PNP8201	Fundamentals of Human Nutrition and Metabolism	2
PNP8203	Assessment of Nutritional Status and Nutrition Interventions	2
PNP8205	Principles of Nutritional Epidemiology	2
PHP8201	Basic Epidemiology and Biostatistics	2
PHP8202	Health Policy Process and Power	2
PHP8203	Research Methodology	2
<b>Total</b>		<b>12</b>

#### FIRST SEMESTER ELECTIVE COURSES

Course Code	Course Title	Credit Units
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PNP8207	Global Nutrition and Food Security	2
PNP8209	Vitamin and Mineral Nutrition	2
PNP8211	Nutrient-Nutrient and Nutrient-Drug Interactions	2
	Total	06

### SECOND SEMESTER CORE COURSES

Course Code	Course Title	Credit Units
PNP8202	Community and Public Health Nutrition	2
PNP8204	Maternal, Infant, Child and Adolescent Nutrition	2
PNP8206	Nutrition Education and Communication	2
PHP8202	Advocacy Skills for Health Policy	2
	Total	08

### SECOND SEMESTER ELECTIVE COURSES

Course Code	Course Title	Credit Units
PNP8208	Food Choice and Eating Habits	2
PNP8210	Food Toxicology, Safety and Hygiene	2
PNP8212	Nutrition in Health and Disease	2

### Second Year

**PNP8600**      **Dissertation**

**PNP8000**      **Internship**

### COURSE CONTENT

Course Code	Course Title	Course content
<b>PHP8201</b>	Basic Epidemiology and Biostatistics	<ul style="list-style-type: none"> <li>• Epidemiology – Definitions, Origins, Basic Concepts and Use/ Application</li> <li>• Cause and Effect in Epidemiology</li> <li>• Disease prevalence and incidence measures of association</li> <li>• Interpretation of a measure in epidemiology</li> <li>• Epidemiological basis of disease causation and control</li> <li>• Epidemiological study designs</li> <li>• Introduction, definitions, descriptive statistics</li> <li>• Summary of simple data sets using appropriate diagrammatic methods and appropriate summary statistics</li> <li>• Population and sample, population parameters and sample statistics and sampling variability.</li> <li>• Hypothesis testing, statistical testing and confidence interval estimation</li> </ul>
<b>PHP8202</b>	Advocacy Skills for Health Policy	<ul style="list-style-type: none"> <li>• Introduction to advocacy in health policy</li> <li>• Philosophy and principles of advocacy in health policy</li> <li>• Types of advocacy</li> </ul>

Course Code	Course Title	Course content
		<ul style="list-style-type: none"> <li>• Development and use of advocacy tools</li> <li>• Strategies for advocacy in health policy</li> <li>• Developing monitoring and evaluation tools in advocacy</li> <li>• Evaluating advocacy for health policy</li> <li>• Partnerships in advocacy for health policy</li> </ul>
<b>PHP8203</b>	Research Methodology	<ul style="list-style-type: none"> <li>• Introduction to research, outline of a research proposal, selection of research topics, problem articulation and formulation of objectives.</li> <li>• Literature review, bibliography and referencing.</li> <li>• Research designs: quantitative methods, qualitative methods, and mixed methods study.</li> <li>• Sample size determination, methods of data collection: quantitative, qualitative methods.</li> <li>• Ethical issues in Medical research</li> <li>• Conduct of surveys, data management, analysis and presentation of results, discussion of results and report writing.</li> <li>• Introduction to qualitative methods</li> <li>• Qualitative interviewing, Focus groups, Observational methods, Secondary data analysis: documents and archives</li> <li>• Organising and Coding Data and NVivo workshop</li> </ul>
<b>PHP8205</b>	Health Policy Process and Power	<ul style="list-style-type: none"> <li>• Introduction to public policy (concepts and types) and the actors in policy making</li> <li>• Contextual factors that affect policy and the process of policy making</li> <li>• Power and: the policy process; as a decision-making and non-decision making tool; as thought control; and political systems.</li> <li>• Government and Policy Process</li> <li>• Health policy framework: context, process and actors</li> <li>• Importance of public health policy and the health policy triangle</li> <li>• Influence of private sector on public and health policy</li> <li>• Health policy change under crisis</li> <li>• Theories and models of decision making (analysis vs decision making) and policy implementation</li> <li>• Approaches to policy implementation ('top-down' and 'bottom-up' perspectives, beyond 'top-down' and 'bottom-up', Principal-agent theory, challenges of implementation)</li> <li>• The policy sub-system or advocacy coalition framework</li> <li>• Evaluating health policies</li> </ul>

<b>Course Code</b>	<b>Course Title</b>	<b>Course content</b>
<b>PNP8201</b>	Fundamentals of Human nutrition and Metabolism	<ul style="list-style-type: none"> <li>• Macro and Micronutrients</li> <li>• Digestion Absorption and Transport of Nutrients</li> <li>• Roles of enzymes, co-factors and vitamins in human metabolism.</li> <li>• Overview of the metabolism of amino acids, lipids and carbohydrates</li> <li>• Factors affecting nutrients bioavailability</li> <li>• Homeostasis and the control of nutrient metabolism.</li> <li>• Anti-oxidants and their role in health.</li> <li>• Introduction to the concepts of nutrigenomics and nutrigenetics.</li> </ul>
<b>PNP8202</b>	Community and Public Health Nutrition	<ul style="list-style-type: none"> <li>• Community management of acute malnutrition</li> <li>• Various parameters used in food consumption survey – steps in planning food consumption studies, coverage of survey, methodology in collecting food consumption data (direct methods: weighing methods, 24-hours dietary recall, estimated food record, etc) and indirect methods – food balance sheet, indirect weighing techniques, duplicate samples for chemical analysis, data processing and calculation of various nutrients, interpretation of data collected and use of survey results.</li> <li>• socio-cultural patterns of food 26oetal26ur, food habits, and determinants of food choice and nutrition transition.</li> <li>• Clinical, social and environmental context of malnutrition.</li> </ul>
<b>PNP8203</b>	Assessment of Nutritional Status and Nutrition Interventions	<ul style="list-style-type: none"> <li>• Methods used in nutrition assessment: anthropometry, biochemical, clinical and dietary intake assessment, vital statistics-mortality and morbidity rates, ecological factors, etc.</li> <li>• growth monitoring and promotion (including use of mid-upper arm circumference-MUAC tape).</li> <li>• Determinants of the nutritional status of a community;</li> <li>• nutrition intervention programmes;</li> <li>• sustainability of community nutrition intervention programmes;</li> <li>• programme planning, implementation and evaluation.</li> <li>•</li> <li>•</li> </ul>
<b>PNP8204</b>	Nutrition Education and Communication	<ul style="list-style-type: none"> <li>• Definition, objectives and goals of nutrition education;</li> <li>• methods in nutrition education;</li> <li>• nutrition education and communication strategies for different groups and settings;</li> <li>• nutrition information, education and communication strategies;</li> </ul>

Course Code	Course Title	Course content
		<ul style="list-style-type: none"> <li>• social marketing;</li> <li>• computer- mediated technology for nutrition education;</li> <li>• programme planning implementation and evaluation.</li> </ul>
<b>PNP8205</b>	Principles of Nutritional Epidemiology	<ul style="list-style-type: none"> <li>• Definitions of epidemiology;</li> <li>• epidemiological concepts and models;</li> <li>• uses and pitfalls of epidemiology in food and nutrition;</li> <li>• research designs in epidemiological studies; outcome and exposure variables; biochemical markers, etc.</li> <li>• Development of the science of epidemiology and uses of epidemiology.</li> <li>• Tools of Epidemiology.</li> <li>• Measures of morbidity and risks.</li> <li>• Measures of Mortality.</li> <li>• Standardization of rates.</li> <li>• Sources of health information and health management information systems.</li> <li>• Indices to assess the health status of a population.</li> <li>• Causality and confounders.</li> <li>• Infectious disease Epidemiology.</li> <li>• Screening, investigation and management of epidemics</li> </ul>
<b>PNP8206</b>	Maternal, Infant, Child and Adolescent Nutrition	<ul style="list-style-type: none"> <li>• Pre-conception nutritional nutritional intervention for adolescents.</li> <li>• Nutrition in pregnancy and postpartum including foetal nutrition.</li> <li>• Nutritional supplementation during pregnancy,</li> <li>• nutritional problems of pregnancy and their management;</li> <li>• Nutritional needs of infants and children</li> <li>• Breastfeeding and complementary feeding (Formula feeding, weaning practices, etc.);</li> <li>• Malnutrition in children and adolescents (severe acute malnutrition, overweight and obesity)</li> <li>• growth monitoring;</li> <li>• technology for appropriate complementary foods;</li> <li>• micronutrients nutrition and deficiencies</li> <li>• assessment, analysis and actions and appropriate interventions related to maternal and child nutrition programmes;</li> <li>• Introduction to nutrition education and counselling for individuals and community.</li> <li>• feeding child with special needs (example child born to HIV positive mother, etc.)</li> <li>• Introduction to population nutrition intervention strategies.</li> </ul>

<b>Course Code</b>	<b>Course Title</b>	<b>Course content</b>
<b>PNP8207</b>	Global Nutrition and Food Security	<ul style="list-style-type: none"> <li>• Food production and the environment</li> <li>• Concepts and discourses of community food security,</li> <li>• food sovereignty, food justice, and agricultural sustainability from local, regional, and international perspectives.</li> <li>• Ecological, economic and socio-cultural systems and food security in both developed and developing countries.</li> <li>• Food and nutritional security, Strategic goals of food security and nutrition.</li> <li>• Food and nutritional security in emergencies, rapid urbanization etc.</li> </ul>
<b>PNP8208</b>	Food Choice and Eating Habits	<ul style="list-style-type: none"> <li>• Drivers of food choice</li> <li>• Factors affecting food intake; appetite, hunger, satiety.</li> <li>• Role of gut sensation, motility and secretion, and hormones/mediators in influencing appetite and nutrient intake, hunger-satiety cycle.</li> <li>• Principle of intestinal failure and the importance of preventing refeeding syndrome.</li> <li>• Psychological factors controlling satiety, motility disorders.</li> <li>• Eating disorders (anorexia, bulimia etc): Causes, consequences and treatment of eating disorders.</li> <li>•</li> </ul>
<b>PNP8209</b>	Vitamin and Mineral Nutrition	<ul style="list-style-type: none"> <li>• Detail examination of the chemistry and function of vitamins and minerals;</li> <li>• Classification of vitamins and minerals; their sources in the diet; absorption, and metabolism of vitamins and minerals;</li> <li>• deficiency or toxicity symptoms;</li> <li>• recommended and estimated safe and adequate levels of dietary intakes;</li> <li>• mineral balance.</li> </ul>
<b>PNP8210</b>	Food Toxicology, Safety and Hygiene	<ul style="list-style-type: none"> <li>• Structure, chemistry, properties and interactions of food constituents, nutrient-drug interaction, effects of these interactions on nutrient availability in food;</li> <li>• Health and consumer issues related additives, pesticide residues, contaminants, carcinogens, drugs/hormones, and nutrient supplements in relation to content on natural and synthetic chemicals.</li> <li>• Environmental factors affecting nutrient stability in food products.</li> <li>• Food additives.</li> <li>• Food borne disease.</li> <li>• Food safety,</li> <li>• Good Manufacturing Practices,</li> </ul>

Course Code	Course Title	Course content
		<ul style="list-style-type: none"> <li>• Hazard analysis and critical control point.</li> <li>• Food spoilage and food borne diseases.</li> </ul>
PNP8211	Nutrient-Nutrient and Nutrient-Drug Interactions	<ul style="list-style-type: none"> <li>• Protein and energy interaction;</li> <li>• interaction of protein and energy with other nutrients;</li> <li>• interaction involving dietary phytate and inositol phosphates;</li> <li>• mineral- mineral interaction;</li> <li>• nutrient antagonisms and enhancers;</li> <li>• factors influencing bio-availability of nutrients.</li> <li>• Interaction between drug component and nutrients in food for successful dietary management of diseases.</li> </ul>
PNP8214	Nutrition in Health and Disease	<ul style="list-style-type: none"> <li>• Emerging concerns in nutrition and health</li> <li>• Dietary factors in the aetiology of chronic diseases</li> <li>• Healthy eating recommendations</li> <li>• Dietary reference values for general population</li> <li>• Nutrition care and support processes</li> <li>• Effect of nutritional status on metabolism and the development of disease.</li> <li>• Severe acute malnutrition.</li> <li>• Metabolic response to starvation, injury and sepsis and how disease modifies nutrient requirements.</li> <li>• Nutrition and relevance to disorders of the immune system.</li> <li>• Overnutrition and the etiology of obesity and linked complications.</li> </ul>

### DESIRED COMPETENCIES

Course	Learning Objectives	Outcome indices	K (%)	C (%)	A (%)
<b>Advocacy Skills for Health Policy</b>	<ol style="list-style-type: none"> <li>1. Explain the key principles and types of advocacy in health policy</li> <li>2. Demonstrate ability to use conceptual and theoretical knowledge to develop, monitor and evaluate advocacy for health policy through a multidisciplinary approach.</li> <li>3. Describe how to develop and apply strategies for advocacy in health policy through a written and verbal approach.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know the principles and types of advocacies in health policy.</li> <li>2. Know how to use conceptual and theoretical knowledge in development, monitoring and evaluation of health policy.</li> <li>2. Acquire written and verbal skills that can be used for effective advocacy.</li> </ol>	30	30	40

Course	Learning Objectives	Outcome indices	K (%)	C (%)	A (%)
	1.				
<b>Assessment of Nutritional Status and Nutrition Interventions</b>	<ol style="list-style-type: none"> <li>Understand methods used in nutrition assessment: anthropometry, biochemical, clinical and dietary intake assessment,</li> <li>Understand the determinants of the nutritional status of a community</li> <li>Understand how to organize, plan and evaluate sustainable nutrition intervention programmes.</li> </ol>	<ol style="list-style-type: none"> <li>Enumerate methods used in nutrition assessment: anthropometry, biochemical, clinical and dietary intake assessment,</li> <li>Enumerate the determinants of the nutritional status of a community</li> <li>Organize, plan and evaluate sustainable nutrition intervention programmes.</li> </ol>	30	30	40
<b>Basic Epidemiology and Statistics</b>	<ol style="list-style-type: none"> <li>Summarize simple data sets using appropriate diagrammatic methods and appropriate summary statistics</li> <li>Differentiate between population and sample; population parameters and sample statistics and determine sampling variability.</li> <li>Perform and interpret the results of a significance test (hypothesis testing) and confidence interval estimation. Use parametric and non-parametric tests appropriately. Know when to use 1, 2 and paired sample t tests, one-way ANOVA, chi-square test, McNemar's test and Fisher's exact test.</li> <li>Understand the basic concepts of Epidemiology and describe its general applications</li> <li>Understand the Epidemiological basis of disease causation and control</li> <li>Understand the various</li> </ol>	<ol style="list-style-type: none"> <li>Understand the basic concepts of Epidemiology and study designs</li> <li>Appreciate the role of Epidemiology as the Quantitative science underpinning much of public health practice</li> <li>Understand the Epidemiological basis of disease causation and control</li> <li>Appreciate the basic methodological tools of Epidemiology</li> <li>Collate, analyze and interpret Epidemiological data from different sources</li> </ol>	30	30	40

Course	Learning Objectives	Outcome indices	K (%)	C (%)	A (%)
	forms of study designs				
<b>Community and Public Health Nutrition</b>	<ol style="list-style-type: none"> <li>1. Understand the role of nutrition in disease prevention</li> <li>2. Understand the socio-cultural patterns of food behaviour, food habits, and determinants of food choice and nutrition transition.</li> <li>3. Understand clinical, social and environmental context of malnutrition.</li> <li>4. Understand the various parameters used in food consumption survey</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the role of nutrition in disease prevention</li> <li>2. Discover the socio-cultural patterns of food behaviour, food habits, and determinants of food choice and nutrition transition.</li> <li>3. Identify clinical, social and environmental context of malnutrition.</li> <li>4. Identify the various parameters used in food consumption survey</li> </ol>	30	40	30
<b>Food Choice and Eating Habits</b>	<ul style="list-style-type: none"> <li>• Understand the factors affecting food intake; appetite, hunger, satiety.</li> <li>• Understand the role of gut sensation, motility and secretion, and hormones/mediators in influencing appetite and nutrient intake, hunger-satiety cycle.</li> <li>• Understand the principle of intestinal failure and the importance of preventing refeeding syndrome.</li> <li>• Understand the psychological factors controlling satiety, motility disorders.</li> <li>• Understand eating disorders (anorexia, bulimia etc): Causes, consequences and treatment of eating disorders.</li> <li>• Be familiar with ethical principles of nutritional support.</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the factors affecting food intake; appetite, hunger, satiety.</li> <li>2. Explain the role of gut sensation, motility and secretion, and hormones/mediators in influencing appetite and nutrient intake, hunger-satiety cycle.</li> <li>3. Discuss the principle of intestinal failure and the importance of preventing refeeding syndrome.</li> <li>4. Explain psychological factors controlling satiety, motility disorders.</li> <li>5. Describe eating disorders (anorexia, bulimia etc): Causes, consequences and treatment of eating disorders.</li> <li>6. Based nutritional support on ethical standards</li> </ol>			
<b>Food</b>	1. Understand the	1. Describe the structure,	40	20	40

Course	Learning Objectives	Outcome indices	K (%)	C (%)	A (%)
<b>Toxicology, Safety and Hygiene</b>	<p>structure, chemistry, properties and interactions of food constituents, nutrient-drug interaction, effects of these interactions on nutrient availability in food;</p> <ol style="list-style-type: none"> <li>2. Understand health and consumer issues related additives, pesticide residues, contaminants, carcinogens, drugs/hormones, and nutrient supplements in relation to content on natural and synthetic chemicals.</li> <li>3. Understand environmental factors affecting nutrient stability in food products.</li> <li>4. Understand good manufacturing practices and its relation to food safety, hazard and food borne disease.</li> </ol>	<p>chemistry, properties and interactions of food constituents, nutrient-drug interaction, effects of these interactions on nutrient availability in food;</p> <ol style="list-style-type: none"> <li>2. Explain health and consumer issues related additives, pesticide residues, contaminants, carcinogens, drugs/hormones, and nutrient supplements in relation to content on natural and synthetic chemicals.</li> <li>3. Identify environmental factors affecting nutrient stability in food products.</li> <li>4. Relate good manufacturing practices to food safety, hazard and food borne disease.</li> </ol>			
<b>Fundamentals of Human nutrition and Metabolism</b>	<ol style="list-style-type: none"> <li>1. Understand the processes involve in the digestion, absorption and transport of nutrients in human</li> <li>2. Identify important biological molecules, enzymes, co-factors and vitamins and their roles in human metabolism.</li> <li>3. Understand the role of anti-oxidants in health and disease conditions.</li> <li>4. Understand the interaction of nutrients with genes</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the processes involved in the digestion, absorption and transport of nutrients in human</li> <li>2. Mention biomolecules and explain their roles.</li> <li>3. Explain the role of anti-oxidants in health and disease conditions</li> <li>4. Relate the interaction of nutrients with genes</li> </ol>	40	30	30

Course	Learning Objectives	Outcome indices	K (%)	C (%)	A (%)
<b>Global Nutrition and Food Security</b>	<ol style="list-style-type: none"> <li>1. Understand the concept of food production and the environment, food security and sustainability from local, regional, and international perspectives.</li> <li>2. Understand the ecological, economic and socio-cultural systems of food security in both developed and developing countries.</li> <li>3. Understand the Differences between food security and nutritional security.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the concept of food production and the environment, food security and sustainability from local, regional, and international perspectives.</li> <li>2. Outline the ecological, economic and socio-cultural systems of food security in both developed and developing countries.</li> <li>3. Differentiate between food security and nutritional security.</li> </ol>	50	30	20
<b>Health Policy Process and Power</b>	<ol style="list-style-type: none"> <li>1. Describe and explain the key principles of a diverse range of international and national health policies, including current and emerging trends.</li> <li>2. Learn to use multidisciplinary approach to formulate, design, implement, evaluate and appraise health policies and plans;</li> <li>3. Understand both written and verbal, methods of assessing and communicating empirical evidence in consolidating and critically appraising debates relevant to issues of health policy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the key principles of a diverse range of international and national health policies.</li> <li>2. Be able to use a multidisciplinary approach to formulate, design, implement, evaluate and appraise health policies and plans;</li> <li>3. Have written and verbal competences to assess and communicate empirical evidence to consolidate and appraise issues of health policy;</li> </ol>	40	30	30
<b>Maternal, Infant, Child and Adolescent Nutrition</b>	<ol style="list-style-type: none"> <li>1. Describe the preconceptional nutritional intervention for adolescents.</li> <li>2. Describe and explain</li> </ol>	<ol style="list-style-type: none"> <li>1. Know the preconceptional nutritional intervention for adolescents.</li> <li>2. Understand nutritional issues affecting pregnant and postpartum women and the</li> </ol>	30	30	40

Course	Learning Objectives	Outcome indices	K (%)	C (%)	A (%)
	<p>key nutritional issues affecting pregnant and postpartum women and the foetus.</p> <ol style="list-style-type: none"> <li>Learn about the nutritional needs of infants and children</li> <li>Describe good Infant and Young Child Feeding practices (from breastfeeding to weaning)</li> <li>Learn the types of malnutrition affecting children and adolescents.</li> <li>Learn about micronutrients and the effects of their deficiency</li> <li>Learn the key concepts of nutrition education and counselling at individual and community level.</li> <li>Learn the concepts of population nutrition intervention strategies.</li> </ol>	<p>foetus.</p> <ol style="list-style-type: none"> <li>Understand the nutritional needs of infants and children</li> <li>Understand and appreciate Infant and Young Child Feeding practices.</li> <li>Understand the causes and consequences of malnutrition in children and adolescents.</li> <li>Appreciate the key concepts of nutrition education and counselling at individual and community level.</li> <li>Plan intervention strategies for improved population nutrition outcomes.</li> </ol>			
<b>Nutrient-Nutrient and Nutrient-Drug Interactions</b>	<ol style="list-style-type: none"> <li>Understand the objectives and goals of nutrition education</li> <li>Understand the methods for delivery of nutrition education and communication</li> <li>Understand the strategies; social marketing; computer-mediated technology for nutrition education.</li> </ol>	<ol style="list-style-type: none"> <li>Define objectives and goals of nutrition education</li> <li>Explain the methods in nutrition education and communication strategies</li> <li>Discuss the strategies; social marketing; computer-mediated technology for nutrition education.</li> </ol>	40	20	40
<b>Nutrition Education and Communication</b>	<ol style="list-style-type: none"> <li>Define the objectives and goals of nutrition education.</li> <li>Outline methods in nutrition education;</li> <li>Understand strategies</li> </ol>	<ol style="list-style-type: none"> <li>Define the objectives and goals of nutrition education.</li> <li>Outline methods in nutrition education;</li> <li>Organize nutrition education and communicate to different</li> </ol>	50	20	30

Course	Learning Objectives	Outcome indices	K (%)	C (%)	A (%)
	<p>for delivering nutrition education and communication strategies for different groups and settings;</p> <p>4. Understand computer-mediated technology for nutrition education;</p>	<p>groups and settings;</p> <p>4. Explain computer-mediated technology for nutrition education;</p>			
<b>Nutrition in Health and Disease</b>	<ol style="list-style-type: none"> <li>1. Understand emerging concerns in nutrition and health</li> <li>2. Know dietary factors in the aetiology of chronic diseases</li> <li>3. Know healthy eating recommendations and dietary reference values for general population</li> <li>4. Understand nutrition care and support processes</li> <li>5. Know the effect of nutritional status on metabolism and the development of disease.</li> <li>6. Understand the concept of severe acute malnutrition.</li> <li>7. Understand the metabolic response to starvation, injury and sepsis and how disease modifies nutrient requirements.</li> <li>8. Know the relevance of nutrition and to disorders of the immune system.</li> <li>9. Understand over nutrition and the etiology of obesity and linked</li> </ol>	<ol style="list-style-type: none"> <li>1. Appreciate emerging concerns in nutrition and health</li> <li>2. Appreciate dietary factors in the aetiology of chronic diseases</li> <li>3. Discuss healthy eating recommendations</li> <li>4. Mention and discuss dietary reference values for general population</li> <li>5. Describe nutrition care and support processes</li> <li>6. Appreciate effect of nutritional status on metabolism and the development of disease.</li> <li>7. Discuss severe acute malnutrition.</li> <li>8. Understand metabolic response to starvation, injury and sepsis and how disease modifies nutrient requirements.</li> <li>9. Discuss the relevance of nutrition and relevance to disorders of the immune system.</li> <li>10. Familiar with the concept of overnutrition and the etiology of obesity and linked complications.</li> </ol>	40	40	20

Course	Learning Objectives	Outcome indices	K (%)	C (%)	A (%)
	complications.				
<b>Principles of Nutritional Epidemiology</b>	<ol style="list-style-type: none"> <li>1. Know the concept and models of nutritional epidemiology;</li> <li>2. Understand how to design research in nutritional epidemiology studies;</li> <li>3. Understand the science of nutritional epidemiology and epidemiological tools.</li> <li>4. Understand the sources of health information and health management information systems.</li> <li>5. Understand indices to assess the health status of a population.</li> </ol>	<ol style="list-style-type: none"> <li>1. Define the concept and models of nutritional epidemiology;</li> <li>2. Designs research in nutritional epidemiology studies;</li> <li>3. Develop the science of nutritional epidemiology and utilize epidemiological tools.</li> <li>4. Outline sources of health information and health management information systems.</li> <li>5. Identify indices to assess the health status of a population.</li> </ol>	50	20	30
<b>Research Methodology</b>	<ol style="list-style-type: none"> <li>1. Describe the concept of research and how it is conducted.</li> <li>2. Know how to develop a research proposal, collect data, analyse and discuss the results.</li> <li>3. Disseminate the research results/ findings appropriately.</li> <li>4. Describe the conduct of quantitative research methodology.</li> <li>5. Describe the conduct of qualitative research methodology.</li> <li>6. Evaluate strengths and weaknesses of specific methods.</li> <li>7. Understand the principles of Computer Aided Qualitative Data Analysis Software (CAQDAS).</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop researchable problems and topics.</li> <li>2. Use appropriate research approach (es) for problem solving.</li> <li>3. Appropriate use of quantitative and qualitative research methodology.</li> <li>4. Efficient use of software for both quantitative and qualitative data analysis.</li> </ol>	30	30	40
<b>Vitamin and Mineral Nutrition</b>	<ol style="list-style-type: none"> <li>1. Understand the chemistry with the function of vitamins and minerals;</li> <li>2. Understand vitamins</li> </ol>	<ol style="list-style-type: none"> <li>1. Relate the chemistry with the function of vitamins and minerals;</li> <li>2. Classify vitamins and minerals, their sources in the diet</li> </ol>	40	20	20

Course	Learning Objectives	Outcome indices	K (%)	C (%)	A (%)
	<p>and minerals, their sources in the diet</p> <p>3. Understand the absorption, and metabolism of vitamins and minerals</p> <p>4. Understand the recommended dietary limit and deficiency or toxicity symptoms.</p>	<p>3. Describe the absorption, and metabolism of vitamins and minerals</p> <p>4. Explain the recommended dietary limit and deficiency or toxicity symptoms.</p>			

**K = Knowledge**

**C = Comprehension**

**A = Application**

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