Sheffield Hallam University

MODULE DESCRIPTOR

TITLE	Applied Nutrition
SI MODULE CODE	19-5F07-00L
CREDITS	20
LEVEL	5
JACS CODE	B400
SUBJECT GROUP	Food
DEPARTMENT	Service Sector Management
MODULE LEADER	Jacqueline Lomas

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	**Placement (if applicable)**	**Independent Guided Study**	**Total Number of Study Hours**
46		**154**	**200**

MODULE AIM

The aims of this module are to:

1. To familiarise you with the nutritional requirements of particular groups and current nutrition-related initiatives.

2. To enable you to apply core nutritional principles to a variety of disease states.

3. To provide you with an opportunity to explore and engage with various methods of dietary and nutritional assessment.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

On successful completion of this module you will be able to:

1. Recognise the role of nutrition in current health issues;

2. Apply current dietary guidelines and recommendations in the construction of healthy diets for specified groups;

3. Perform a number of dietary and nutritional assessment techniques and appreciate the benefits and limitations of each;

4. Cite a variety of current nutritional initiatives and be able to evaluate their role in improving the nutrition of populations.

5. Communicate effectively using established conventions in academic reporting.

INDICATIVE CONTENT

Nutritionists provide evidence-based information and guidance about the impact of food and nutrition on the health and wellbeing of humans, both at the individual and population level. The practice of nutrition is both challenging and diverse, and there are opportunities for appropriately qualified nutritionists in healthcare, industry, academia, government and the private sector (AFN, 2011).

The aims of this module are to prepare you for this rapidly evolving sector by consolidating and furthering your knowledge and understanding of human nutrition.

You will study the nutritional requirements of different population sub-groups and the assessment of nutritional status. You will also study the potential influence of nutritional status on a variety of disease states such as coronary heart disease, cancer and obesity and consider how we might improve diet and health in different settings.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

We use a range of approaches to learning, teaching and assessment within this module. Key note lectures are used to provide a thorough grounding in human nutrition and its application to specific groups and situations. During seminars you have the opportunity to explore key topics in more detail and to reinforce your learning. Practical sessions are used to develop your understanding of key concepts and the skills required for employment within the sector.

You are expected to participate in supported open learning throughout the module. This may include the reading of key texts, completion of additional study materials, etc. You will be directed in your open learning as and when applicable throughout the module.

This module is assessed by coursework *and* examination.

Coursework: The coursework will allow you to explore the *academic* research on a given topic and to disseminate this information to a specified target group. The coursework accounts for 50% of the total mark for this module.

Examination: An examination at the end of the academic year will cover material from the entire module (lectures, seminars and practical sessions) and accounts for 50% of the total mark for this module.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Coursework	CW	50	2000 word equivalent	N
2	Examination	EX	50	2 hours	N

FEEDBACK

Students will receive feedback on their performance in the following ways

You will have the opportunity for formative feedback at various points within the module. You will receive a feedback/feed-forward form clarifying why you received the mark you did. It will also highlight key strengths of your work and indicate areas for improvement.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)
This list is a starting point and contains broad information. Additional subject-specific reading will be given throughout the module.

Recommended Texts
Geissler, C. & Powers, H. (2010) *Human Nutrition*, 12th ed. Elsevier Churchill Livingstone, Edinburgh.
Gibney, M.J., Margetts, B.M., Kearney, J.M., & Arab, L. (2004) *Public Health Nutrition*, Blackwell Publishing.

Supplementary and Alternative Texts
Periodicals – The following journals are indicative only – you will find that the library subscribes to a wide range of journals, with many available online.
American Journal of Clinical Nutrition
British Journal of Nutrition
British Medical Journal
Critical Reviews in Food Science and Nutrition
European Journal of Nutrition
Food Chemistry
Journal of Nutrition
Public Health Nutrition

SECTION 2   MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	N
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	Y
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	**10/2013**

MODULE DELIVERY PATTERN - *Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.*

	Module Begins	**Module Ends**
Course Intake 1	October 2013	July 2014
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y

Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module <u>cannot</u> include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2

NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%. **NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.**	