

Module Specification

LONDON
SCHOOL of
HYGIENE
& TROPICAL
MEDICINE



ABOUT THIS DOCUMENT

This module specification applies for the academic year 2018-19

Last revised 20 Sep 2017 by Marko Kerac

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GENERAL INFORMATION

Module name	Nutrition in Emergencies
Module code	2451
Module Organiser	Dr Marko Kerac and Phil James
Contact email	marko.kerac@lshtm.ac.uk ; Philip.James@lshtm.ac.uk
Home Faculty	Epidemiology & Population Health
Level	Level 7 (postgraduate Masters 'M' level) of the QAA Framework for Higher Education Qualifications in England, Wales & Northern Ireland (FHEQ)
Credit	15 credits
Accreditation	Not currently accredited by any other body
Keywords	Disasters; Nutrition Disorders; Child Nutrition Disorders; Infant Nutrition Disorders; Micronutrient deficiencies; Vulnerable Populations; Child Health; Infant Health; Health Status; Public Health; Epidemiologic Measurements; Human Rights; Food Assistance; Nutrition Policy; Nutrition Therapy

AIMS, OBJECTIVES AND AUDIENCE

Overall aim	To provide students with the core knowledge and understanding needed to address nutritional problems among emergency-affected populations
Intended learning outcomes	By the end of this module, students should: <ul style="list-style-type: none">• Understand the contexts in which different emergencies arise• Be familiar with the humanitarian landscape (key actors and their roles)• Know which nutritional problems commonly arise in emergencies and understand why they matter• Know how to assess the nutritional status of populations and individuals• Be familiar with common nutrition-related interventions and understand how, when and in which situations/contexts to apply them

	<ul style="list-style-type: none"> • Appreciate the importance (and challenges) of using research and evidence to improve future policy and practice in emergency nutrition • Be aware of key resources, info. sources and software packages / IT tools • Appreciate how learning from Nutrition in Emergencies (NiE) can be applied to other sectors
Target audience	Those wishing to learn about or work in/with the emergency relief (humanitarian) sector on nutrition-related issues
CONTENT	
Session content	<p>The module includes sessions addressing the following topics:</p> <ul style="list-style-type: none"> • Key definitions, classifications and conceptual frameworks (types of malnutrition; types of emergencies; overlaps with nutritional problems in low resource developmental settings) • Why nutrition in emergencies matters • Evidence and research in emergency nutrition: GRADE, CHNRI and other frameworks/ways forward to improve future policy and practice in NiE • The humanitarian landscape: key actors and their different roles and responsibilities; factors determining response capacity • Emergency preparedness and nutrition causal analysis • Emergency needs assessment and nutritional surveillance/survey methods • Nutrition-specific interventions: e.g. Community Management of Acute Malnutrition; Infant & Young Child Feeding; micronutrients • Nutrition-sensitive interventions: e.g. Cash transfers • Community engagement and coverage survey methods • Policy issues in emergencies • Current challenges and controversies in nutrition in emergencies
TEACHING, LEARNING AND ASSESSMENT	
Study resources provided or required	Module Information can be found on the Virtual Learning Environment (Moodle) containing information about each session and key references for the module. Week-by-week topic summaries containing information about upcoming sessions and key references/readings will be available on Moodle. Lecture handouts are posted online as the module progresses.
Teaching and learning methods	Teaching will be a combination of lectures and active student participation in discussions, debates, role plays and case presentations.
Assessment details	<p>Students will be assessed by a multiple choice/short-answer test which contributes to 100% of marks.</p> <p>Resit/deferred/new attempts - The task will be an essay-style assignment on a relevant topic.</p>
Assessment dates	The assessment will take place on a date notified by the Module Organiser, usually in the final week of the module.

	Resit/deferred/new attempts - the next assessment deadline will be during mid/late September of the current academic year.
Language of study and assessment	English (please see 'English language requirements' below regarding the standard required for entry).
TIMING AND MODE OF STUDY	
Duration	5 weeks at 2.5 days per week
Dates	Monday morning to Wednesday lunchtime
Timetable slot	Term 2 - slot D1
Mode of Study	The module is taught face-to-face in London. Both full-time and part-time students follow the same schedule.
Learning time	The notional learning time for the module totals 150 hours, consisting of: <ul style="list-style-type: none"> • Contact time ≈ 60 hours • Directed self-study ≈ 15 hours • Self-directed learning ≈ 30 hours • Assessment, review and revision ≈ 45 hours
APPLICATION AND ADMISSION	
Pre-requisites	Although no previous experience of NiE is necessary, a basic understanding of nutrition and health is important. Students with limited or no prior knowledge of these areas should discuss with the module organizer before applying.
English language requirements	A strong command of the English language is necessary to benefit from studying the module. Applicants whose first language is not English or whose prior university studies have not been conducted wholly in English must fulfil LSHTM's English language requirements .
Student numbers	20-30 (numbers may be capped due to limitations in facilities or staffing)
Student selection	Preference will be given to LSHTM MSc and LSHTM research degree students. Others meeting the entry criteria will usually be offered a place in the order applications are received, until any cap on numbers is reached. Applicants may be placed on a waiting list and given priority the next time the module is run. Full Registration (full participation) by LSHTM research degree students is required for this module, but the assessment for these students is optional.