# Module Specification

## ABOUT THIS DOCUMENT

This module specification applies for the academic year 2017-18

**Last revised** 20 Sep 2017 by Marko Kerac

London School of Hygiene & Tropical Medicine, Keppel St., London WC1E 7HT.  [www.lshtm.ac.uk](http://www.lshtm.ac.uk)

## GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Module name</th>
<th>Nutrition in Emergencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>2451</td>
</tr>
<tr>
<td>Module Organiser</td>
<td>Dr Marko Kerac</td>
</tr>
<tr>
<td>Contact email</td>
<td><a href="mailto:marko.kerac@lshtm.ac.uk">marko.kerac@lshtm.ac.uk</a></td>
</tr>
<tr>
<td>Home Faculty</td>
<td>Epidemiology &amp; Population Health</td>
</tr>
<tr>
<td>Level</td>
<td>Level 7 (postgraduate Masters 'M' level) of the QAA <a href="http://www.qaa.ac.uk">Framework for Higher Education Qualifications</a> in England, Wales &amp; Northern Ireland (FHEQ)</td>
</tr>
<tr>
<td>Credit</td>
<td>15 credits</td>
</tr>
<tr>
<td>Accreditation</td>
<td>Not currently accredited by any other body</td>
</tr>
<tr>
<td>Keywords</td>
<td>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</td>
</tr>
</tbody>
</table>

## 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:

- 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
- 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**
The module includes sessions addressing the following topics:

- 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**
Students will be assessed by a multiple choice/short-answer test which contributes to 100% of marks.
Resit/deferred/new attempts - The task will be an essay-style assignment on a relevant topic.

**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:

- 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.