



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	2055
Module Title	Fundamental Public Health Nutrition
Module Organiser(s)	Suzanne Filteau, Cecile Knai, Kerry Ann Brown
Faculty	Epidemiology and Population Health
FHEQ Level	Level 7
Credit Value	CATS: 35 ECTS: 17.5
HECoS Code	100247 : 100962
Term of Delivery	Term 1
Mode of Delivery	For 2020-21 this module will be delivered online only. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered using an online platform. There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None, although students without nutrition backgrounds are advised to check material suggested in their letter of acceptance
Accreditation by Professional Statutory and Regulatory Body	n/a
Module Cap (Maximum number of students)	Numbers may be capped if > 40 due to limitations in facilities or staffing
Target Audience	This module is compulsory for the MSc in Nutrition for Global Health. Partial Registration (partial participation) by LSHTM research degree students is allowed for this module.
Module Description	This module introduces students to the major principles and applications of science in public health nutrition, from biology to policy. Students are equipped with the knowledge and

	skills to critically analyse, discuss, and where appropriate implement, different concepts and tools used in public health nutrition. Formal assessment of this module is by written examination (Paper 1) in June.
Duration	10 weeks at 1.5 days per week
Timetabling slot	Term 1
Last Revised (e.g. year changes approved)	September 2020

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Nutrition for Global Health	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> Introduce major principles of the science of nutrition and their applications focusing on nutritional needs, and the assessment of dietary and nutritional status of individuals and populations.

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> The processes of ingestion, digestion, absorption, metabolism, and utilisation of nutrients and other food constituents by the body The principles of setting, defining and meeting macro- and micro-nutrient requirements The factors that influence dietary patterns and food choices, including social, cultural and economic determinants The genetic and epigenetic determinants of nutritional needs The available methods for the assessment of food availability, dietary intake, food quality and dietary patterns relevant to health and nutritional status The available methods for the assessment of nutritional status The processes involved in establishing nutrient recommendations and food based dietary guidelines for optimal health and nutrition of populations groups Global trends in food supply and dietary patterns, and their impact on health and nutrition of populations Food and nutrition policy processes and options

Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Concepts, methods and principles of nutritional science relevant to public health
- Dietary intake and energy expenditure methods
- Food composition tables and food balance sheets
- Nutritional assessment methods
- Nutrition and infection
- Nutrition transition, food quality and food security
- Food and nutrition policy
- Background information essential for more specific discussion of public health nutrition in Terms 2 and 3

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	87	25
Directed self-study	123	35
Self-directed learning	70	20
Assessment, review and revision	70	20
Total	350	100

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email. Student contact time also includes tutor-mediated activities that take place in online environments, which may be synchronous (using real-time digital tools such as Zoom or Blackboard Collaborate Ultra) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive and self-directed study.



Teaching and Learning Strategy

The teaching and learning strategy is based on a combination of lectures followed by seminars/or practical sessions. In the seminars/practical sessions students have the opportunity to apply the concepts and methods covered in the lectures immediately following the lectures. Student-led seminars provide students with “hands on” experience in facilitation and peer to peer learning, with an important opportunity to consolidate their learning across the whole module.

Assessment

Assessment Strategy

The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above. Formative assessment methods are used to measure students’ progress. The grade for summative assessment(s) only will go towards the overall award GPA.

The summative assessment of this module is by written examination (Paper 1) in June which will be online. Students are asked to complete a series of short answer questions, to demonstrate their knowledge and ability to critically discuss the major scientific principles and applications of science in public health nutrition.

Two optional formative assessments are provided during the module:

- Multiple choice test on material from the first half of the module, which can be done during the November reading week
- Practice paper 1 questions from the previous year’s exams, offered at the end of the module (December)

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Exam (Paper 1)	2 questions in Paper 1	100	1 – 9

Resitting assessment

Resits will accord with the LSHTM’s [Resits Policy](#)



Resources

Indicative reading list

Information about each session and key references for the module available to all students on Moodle once registered to the module.

Teaching for Disabilities and Learning Differences

Apart from facilities available to all students such as recorded lectures via Panopto, the module provides additional support for students with disabilities as recommended by the student advisory service's Student Disability Handbook. Reasonable adjustments and support can be arranged, such as rest breaks and additional time for completing assignments, or any other necessary provisions discussed and agreed with the Student Advisor.

The module-specific site on Moodle provides students with access to lecture notes and copies of the slides used during the lecture prior to the lecture (in pdf format). All lectures are recorded and made available on Moodle as quickly as possible. All materials posted up on Moodle areas, including computer-based sessions, have been made accessible where possible.

For students who require learning or assessment adjustments and support this can be arranged through the Student Support Services – details and how to request support can be found on the [LSHTM Disability Support pages](#).