



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2023-24
<b>Module Code</b>	2055
<b>Module Title</b>	Fundamental Public Health Nutrition
<b>Module Organiser(s)</b>	Suneetha Kadiyala, Edward Joy, Fanny Sandalinas, Genevieve Hadida
<b>Faculty</b>	Epidemiology and Population Health
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 35 <b>ECTS:</b> 17.5
<b>HECoS Code</b>	100247 : 100962
<b>Term of Delivery</b>	Term 1
<b>Mode of Delivery</b>	For 2023-24 this module will be delivered by predominantly face-to-face teaching modes.  Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered by predominantly face-to-face sessions. There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
<b>Mode of Study</b>	Full-time
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	Students without nutrition backgrounds are advised to complete the material suggested in their letter of acceptance.
<b>Accreditation by Professional Statutory and Regulatory Body</b>	Contribution to an Association for Nutrition accredited MSc in Nutrition for Global Health.
<b>Module Cap (Maximum number of students)</b>	Numbers may be capped if > 40 due to limitations in facilities or staffing
<b>Target Audience</b>	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.
<b>Module Description</b>	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.
<b>Duration</b>	10 weeks at 1.5 days per week
<b>Timetabling slot</b>	Term 1
<b>Last Revised (e.g. year changes approved)</b>	July 2022

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

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>

<b>Module Intended Learning Outcomes</b>
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> <li>Describe the processes of ingestion, digestion, absorption, metabolism, and utilisation of nutrients and other food constituents by the body and apply this knowledge to the design of public health nutrition interventions</li> <li>Differentiate between dietary reference values, and critically evaluate the processes involved in setting and defining nutrient recommendations and food based dietary guidelines for population groups</li> <li>Evaluate the factors that influence dietary patterns and food choices, including social, cultural and economic determinants</li> <li>Select and apply appropriate methods of measuring food availability, dietary intake, food quality, dietary patterns and nutritional status, appropriate to the context</li> <li>Explain large-scale trends in global food supply and dietary patterns, and their impact on health and nutrition of populations, and exemplify the role of stakeholders in the food system</li> <li>Evaluate the role of food and nutrition policy, policy processes and different policy options in relation to population health</li> </ol>

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- Public health nutrition definitions, scope and purpose
- Metabolism and nutrition assessment methods
- Nutrient requirements, values, and dietary guidelines
- Nutrition and infection, immunity, and the microbiome
- Dietary assessment methods
- Food and nutrition in social and environmental contexts
- The food system and systems thinking
- 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
<b>Total</b>	<b>350</b>	<b>100</b>

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.

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. This module encourages student-led seminars to provide students with “hands on” experience in facilitation and peer to peer learning and 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.

In the week before the start of Term 2 teaching, there will be an unseen written assessment consisting of short answer and essay questions (100% of the module GPA).

Students should aim to complete the assessment in 3 hours, plus download and upload time (total 4 hours). This is an open-book assessment and can be completed remotely, with submission via the online Moodle platform.

Two optional formative assessments are provided during the module:

- Multiple choice test (available from MSc acceptance/start date)
- Practice Paper 1 questions from previous exam years (available in December)

### Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Unseen Written Assessment	3 hours. 2000 word limit	100	1 – 6

#### Resitting assessment

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

For students resitting an assessment there will be an alternative assessment following a similar format but with different questions.

The unseen short answer questions resit assessment will take place early in Term 3.



<b>Resitting assessment</b>		
<b>Assessment being replaced</b>	<b>Approved Alternative Assessment Type</b>	<b>Approved Alternative Assessment Length</b> (i.e. Word Count, Length of presentation in minutes)
Exam (paper 1)	Unseen Written Assessment	4 hours. 2000 word limit

## Resources

### Indicative reading list

#### Essential/key text to support the module overall

Public Health Nutrition, 2nd Edition. Edited on behalf of the Nutrition Society by Judith L. Buttriss, Ailsa A. Welch, John M. Kearney, and Dr. Susan A. Lanham-New. Wiley-Blackwell, 2017.

#### Recommended reading to support the module overall

Nutrition and Metabolism, 2nd Edition. Edited on behalf of the Nutrition Society by Dr. Susan A. Lanham-New, Ian A. MacDonald, and Helen M. Roche. Wiley-Blackwell, 2011.

#### Additional reading to support the module overall

#### Other resources

Module information can be found on the Virtual Learning Environment (Moodle), which contains information about each session and key references for the module. Once registered to the module the Moodle site gives students access to lecture notes and copies of the slides used during the lectures. Where appropriate, lectures are recorded and also made available.



## 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](#).