

<b>Module Code:</b>	SPT518
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<b>Module Title:</b>	Applied Practice: Nutrition for Health and Performance
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<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GASP	<u>JACS3</u> code:	C600
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Vicky Davies
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

*Guidance - normally, the university would expect to see the following amounts of contact time and independent learning time for taught modules as part of its Modular Curriculum Framework –*

Level	Credit volume	Overall hours learning	Contact learning hours	Independent learning hours
Level 3	20 credits	200 hrs	40	160
Level 4	20 credits	200 hrs	36	164
Level 5	20 credits	200 hrs	30	170
Level 6	20 credits	200 hrs	24	176
Level 7	20 credits	200 hrs	21	179

Programme(s) in which to be offered (not including exit awards)	Core	Option
BSc (Hons) Sport, Health and Performance Science	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
Introduction to Nutrition

**Office use only**

Initial approval: 03/09/2019

Version no: 1

With effect from: 23/09/2019

Date and details of revision:

Version no:

**Module Aims**

This module will provide the student with an opportunity to build upon and apply theoretical principles of physiology and nutrition for health and performance, introduced in modules FAW407- Introduction to Anatomy and Physiology and SPT413 – Introduction to Nutrition. Students will develop the technical and analytical skills that are required for the nutritional assessment of individuals and groups within laboratory, clinical and field-based settings. Gaining practical experience of various dietary assessment methods, nutritional analysis and communicating scientific information within a variety of settings will be core components of the module.

**Intended Learning Outcomes**

## Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Identify appropriate nutritional assessment techniques to be used for individuals and groups within a range of settings	KS1	
		KS2	
2	Evaluate and synthesise scientific literature to support evidence-based practice and effective communication of key nutritional messages for individuals and groups	KS1	KS6
		KS4	
		KS5	
3	Conduct, interpret and evaluate results of practical assessments to inform health and performance goals for individuals and groups	KS1	KS10
		KS3	
		KS5	
4	Discuss the indications for and limitations of practical assessments with consideration of key issues relating to health and performance within a range of settings	KS1	
		KS7	
		KS8	

**Transferable skills and other attributes**

*Oral and communication skills, working with individuals and groups, technical and analytical skills for assessment and problem solving, effective use of IT.*

## Derogations

N/A

## Assessment:

Indicative Assessment Tasks:

Assessment 1: **Portfolio** – students will complete a number of tasks for the preparation and final delivery of a health promotion event. These tasks will form a portfolio of evidence for submission.

Assessment 2: **Reflective Practice** – students will submit a reflective piece summarising their learning experiences, personal strengths and areas for development for applied nutritional practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2 and 3	Portfolio	80		3,250 (equiv.)
2	4	Reflective Practice	20		750

## Learning and Teaching Strategies:

This module is taught via lectures, workshops, IT sessions and practical demonstrations. Workshops and practical sessions will be used to expand on theoretical principles and material covered by lectures and in the prerequisite modules. Practical elements will incorporate laboratory and/or field-based work as appropriate. You will be expected to actively engage with and contribute to these sessions.

## Syllabus outline:

Application of nutritional assessments for individuals and groups within a health and/or sporting context.

Including:

Dietary assessment methods

Computerised nutritional analysis

Consideration of physiological form and function

Screening and assessment tools used within a range of settings.

**Indicative Bibliography:****Essential reading**

Allison, D.B., Baskin, M.L. (2009). *Handbook of Assessment for Eating Behaviours and Weight Related Problems: Measures, Theory and Research*. 2<sup>nd</sup> Ed. London: SAGE Publications.

Department of Health (1991). *Dietary Reference Values for Food, Energy and Nutrients for the UK* HMSO.

Food Standards Agency (2002). *Food Portion Sizes* (3<sup>rd</sup> Edition). London: TSO

Gibney MJ, Lanham-New SA, Cassidy A and Vorster HH (2012) *Introduction to Human Nutrition*. Chichester: Wiley-Blackwell

Schoeller, D.A., Westerterp, M. *Advances in the Assessment of Dietary Intake*. USA: CRC Press.

**Other indicative reading****Journals:**

[Applied Physiology, Nutrition and Metabolism](#)

[Public Health Nutrition](#)

[International Journal of Food, Nutrition and Public Health](#)

[International Journal of Sport Nutrition](#)

[International Journal of Sport Nutrition and Exercise Metabolism](#)

[Journal of the International Society of Sports Nutrition](#)

[Nutrition and Health](#)

*After each taught session students will be informed of further recommended reading to support learning and assessment preparation.*