

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	HUMAN DEVELOPMENT AND NUTRITION ACROSS THE LIFESPAN
<b>Unit ID:</b>	EDHPE4001
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070199

## Description of the Unit:

This unit enables student to investigate and develop knowledge of human development and nutrition across a lifespan. It will examine the biology of the digestive system and the relationship between nutrition, lifestyle choices, and other factors impacting human health and development. There will be a focus on the function of, and food sources of, nutrients and vitamins important for health and wellbeing across a lifespan. It will investigate the intergenerational concepts of health through a socio-cultural perspective and how these factors impact the health and wellbeing of us all.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Understand definitions and the digestion process, including functions of nutrients, their food sources, as well as the relationship of nutrients to the health, growth and development of the body throughout the lifespan.
- K2.** Discuss the role that nutrition and lifestyle dietary choices has in health, human development and disease.
- K3.** Understand and identify the characteristics, issues, and intergenerational factors that impact health and human development over the lifespan.
- K4.** Discuss health literacy relating to nutritional and dietary information and the impact this has on the development of disease across the lifespan.
- K5.** Identify and investigate socio-cultural factors that influence human development, nutrition and food choices.

#### Skills:

- S1.** Ability to communicate effective advice and strategies on nutrition and dietary choices for optimal health and wellbeing.
- S2.** Explain the process of digestion and the functions of nutrients, as well as identify food sources of important nutrients across the lifespan
- S3.** Analyse and interpret data relating to health and nutritional related information across the lifespan.
- S4.** Critically reflect on the issues and intergenerational factors that impact human development and health over the lifespan.
- S5.** Evaluate and interpret nutritional information and the impact this has in the development of healthy lifestyle choices across the lifespan.
- S6.** Evaluate and discuss socio-cultural factors that influence human development, nutrition and food choices.

#### Application of knowledge and skills:

- A1.** Evaluate and critically analyse the reliability of health and nutritional information
- A2.** Design, implement and facilitate learning activities on human development and nutrition across the lifespan.

#### Unit Content:

##### Topics Include

- What is Human development and nutrition?
- Digestive system
- Function and food sources of nutrients and vitamins
- Definitions, characteristics and measurements of social, physical, emotional and intellectual development particularly pertaining to youth.
- Sexual anatomy and physiology, human reproduction, and sexual development through a lifespan.

- Issues influencing and impacting human development and nutrition across a lifespan.
- The roles and responsibilities of humans across the lifespan in determining optimal development
- The intergenerational nature of health and wellbeing.
- Strategies for teaching Health and Human Development

### Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K2 K3 K4 K5 S4 S5 S6	AT1 AT2 AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K3 K4 K5	AT1 AT2 AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	S4 S6	AT1 AT2 AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S1 A1 A2	AT1 AT2 AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2 A2	AT1 AT2 AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1 K2, K3,K4,K5, S2, S3,S5, A1, A2 APST 2.1	Revision of material from seminars, tutorials, readings	Exam	30-50%
K1 K2, K3,K4,K5,S1, S4, S5, S6 APST 2.1, 2.2, 3.3	Planning researching and conducting a seminar/ workshop	Presentation	20-40%
K1 K2, K3,K4,K5, S1, S3, S4 S6	Identifying, researching and planning a contemporary issue in nutrition and/or human development	Assignment	30-50%

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)