



# Course Outline (Higher Education)

**School:** School of Science, Psychology and Sport

**Course Title:** INTRODUCTION TO NUTRITION

**Course ID:** SCBCH1001

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** (HEALT2004)

**ASCED:** 069901

**Description of the Course :**

In this course students will learn about food, nutrition and health for humans and animals. Initially there is a focus on the function of both macronutrients and micronutrients. Food and nutrient recommendations for health and how we measure food intakes, along with dietary guidelines will be covered. Factors that influence food choice will also be highlighted.

**Grade Scheme:** Graded (HD, D, C, etc.)

**Work Experience:**

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Learning Outcomes:**
**Knowledge:**

- K1.** Describe the sources and basic functions of macronutrients and key micronutrients
- K2.** Describe the nutritional requirements for health and wellbeing
- K3.** Illustrate the relationships between kilojoule intake, energy output and body composition
- K4.** Explain the effects of dietary intake on chronic diseases
- K5.** Identify how social, cultural, emotional, lifestyle and physical factors influence food choice

**Skills:**

- S1.** Locate, interpret, evaluate and communicate nutritional information
- S2.** Critically evaluate the commonly used methods for measuring and analysing dietary intake
- S3.** Demonstrate the capacity to work effectively both individually and in teams

**Application of knowledge and skills:**

- A1.** Critique an individuals daily energy requirements and evaluate the limitations of the methods used
- A2.** Critically evaluate scientific and popular literature

**Course Content:**

Topics may include:

- Macronutrients and micronutrients: types; sources; function
- Nutritional requirements: what are they; how are they determined
- Dietary guidelines and sources of dietary advice
- Energy balance versus nutrient balance
- Assessing nutritional status
- Nutritional disorders and/or deficiencies
- Factors that influence food choice

**Graduate Attributes**

The Federation University FedUni 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 programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor	Development and acquisition of GAs in the course			
	Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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.	S1, A2	A, A	AT3	B
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.	K5, S1	B, B	AT1	C
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.	K4, K5	B, B	AT1	C
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.	S2, S3, A2	A, A, A	AT2	B
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.	Not Applicable	N/A	Not Applicable	N/A

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1-3; S1-3; A1	Case study: Evaluation of a human or animal diet	Case Study Report	20-40%
S1, S3, A2 and any of K1-K5	Topical Issues in Nutrition	Quizzes	10-30%
K1-K5	Demonstrate and apply knowledge from course content in response to questions	Test/s	30-50%

### Adopted Reference Style:

Australian Harvard