



# Unit Outline (Higher Education)

**Institute / School:** Institute of Innovation, Science & Sustainability

**Unit Title:** LIFESPAN NUTRITION

**Unit ID:** SCBCH3001

**Credit Points:** 15.00

**Prerequisite(s):** (SCBCH1001 or SCFST1022)

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

**Exclusion(s):** (HEALT3007 and SCFST3050)

**ASCED:** 069901

**Description of the Unit:**

This unit builds on the knowledge gained in Introduction to Nutrition with the key aim being to present students with the nutritional and dietary requirements of humans for good health and normal development throughout the different stages of life. It will also examine the special needs of some groups eg. pregnant or lactating women or athletes. This unit will address how lifestyle differences can influence variability in nutrition, and the consequences of inappropriate dietary intake.

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

**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 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	■	■	■	■	■	■

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

### Learning Outcomes:

#### Knowledge:

- K1.** Compare and contrast the nutritional requirements throughout the stages of life.
- K2.** Evaluate the causes and prevalence of nutritional disorders in individuals at different stages of life.
- K3.** Assess the nutritional requirements of people with special needs e.g. pregnancy, athletes.

#### Skills:

- S1.** Assess dietary intake and evaluate against recommended nutrient intakes.
- S2.** Locate, interpret, evaluate and communicate nutritional information to their peers.

#### Application of knowledge and skills:

- A1.** Design a personal nutritional plan based on stage of life and nutrition assessment.
- A2.** Critically evaluate information on nutrition issues in both research articles and the popular press.

#### Unit Content:

Topics may include:

- Nutritional requirements throughout the stages of life, eg infants, children, adolescents, adults (males and females) and the elderly.
- Special nutritional needs e.g. during pregnancy and lactation, sports nutrition, parenteral feeding.
- The physiological consequences of poor nutrition throughout the life span.
- The relationship between eating habits and nutritional deficiencies.

### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor	Development and acquisition of FEDTASKS in the Unit	
	Learning Outcomes (KSA)	Assessment task (AT#)

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>Using effective verbal and non-verbal communication</li> <li>Listening for meaning and influencing via active listening</li> <li>Showing empathy for others</li> <li>Negotiating and demonstrating conflict resolution skills</li> <li>Working respectfully in cross-cultural and diverse teams.</li> </ul>	S2, A2	AT1
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Creating a collegial environment</li> <li>Showing self-awareness and the ability to self-reflect</li> <li>Inspiring and convincing others</li> <li>Making informed decisions</li> <li>Displaying initiative</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Reflecting critically</li> <li>Evaluating ideas, concepts and information</li> <li>Considering alternative perspectives to refine ideas</li> <li>Challenging conventional thinking to clarify concepts</li> <li>Forming creative solutions in problem solving</li> </ul>	S2, A2	AT3
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>Collating, managing, accessing and using digital data securely</li> <li>Receiving and responding to messages in a range of digital media</li> <li>Contributing actively to digital teams and working groups</li> <li>Participating in and benefiting from digital learning opportunities</li> </ul>	S1, A1	AT1
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>Committing to social responsibility as a professional and a citizen</li> <li>Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	A2	AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
S1, A1, S2, and any of K1-K3	Case Studies: Nutritional excesses and/or deficiency via Forums	Written report (or blog, ePortfolio, etc)	20-40%
S2, A2 and any of K1-K3	Critical essay on a journal article / popular press article about a topical issue in nutrition	Assignment	5-20%
S2 and any of K1-K3	Presentation of findings of case studies	Seminar presentation	5-20%
K1-K3, A2	Test/s to demonstrate and apply knowledge from unit content in response to questions	Written response	30-50%

**Adopted Reference Style:**

Australian Harvard

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

Fed Cite - [referencing tool](#)