



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2022-23
<b>Module Code</b>	2451
<b>Module Title</b>	Nutrition in Emergencies
<b>Module Organiser(s)</b>	Dr Marko Kerac, Carlos Grijalva-Eternod, Thalia Sparling
<b>Faculty</b>	Epidemiology & Population Health
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	100247 : 101049 : 100488
<b>Term of Delivery</b>	Term 2
<b>Mode of Delivery</b>	<p>For 2022-23 this module will be delivered by predominantly face-to-face teaching modes.</p> <p>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)</p> <p>(Please note that the module involves full days of contact time: attendance is key to achieving learning outcomes)</p>
<b>Mode of Study</b>	Full-time
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	Although no previous experience of NiE is necessary, a basic understanding of nutrition and health is critical to success on the module. Students with limited or no prior knowledge of these areas must discuss with the module organizer before applying.
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (indicative number of students)</b>	40 (numbers may be capped due to limitations in facilities or staffing)
<b>Target Audience</b>	The module is primarily focused on students wishing to work in the emergency relief (humanitarian) sector on nutrition-

	related issues. It is also relevant to those seeking to improve population nutrition in a broader range of resource-poor settings.
<b>Module Description</b>	This module offers an in-depth introduction to key themes and programmes related to the nutritional status of emergency-affected populations. It covers the assessment of the nutritional status of populations, the main programmes that are used to tackle acute malnutrition and micronutrient deficiencies, and a wide range of ongoing topics of research relevance. Content combines theory with ample opportunity to apply what has been learnt into practice through group work involving case studies and scenarios. Students will also be introduced to useful nutrition software used in the field, and key programme manager skills. The module brings in many external lecturers who are specialists in their field and who provide helpful career advice.
<b>Duration</b>	5 weeks at 2.5 days per week
<b>Timetabling slot</b>	Slot D1  Please note that live sessions are planned even if teaching is online due to COVID restrictions. These will mainly be timetabled as follows: <ul style="list-style-type: none"> <li>- Mondays and Tuesdays: 9.30am-12.45pm and 2pm-5.15pm (i.e. 6.5 hours of classes daily).</li> <li>- Wednesdays: 9.30am-12.45pm.</li> </ul> Timings are in UK time zone.
<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	Recommended
MSc Health Policy, Planning & Finance	Recommended
MSc Public Health for Development	Recommended

## Module Aim and Intended Learning Outcomes



### Overall aim of the module

The overall module aim is to:

- provide students with the core knowledge and understanding needed to address nutritional problems among emergency-affected populations

### Module Intended Learning Outcomes

Upon successful completion of the module a student will be able to:

1. Understand the contexts in which different emergencies arise
2. Be familiar with the humanitarian landscape (key actors and their roles)
3. Know which nutritional problems commonly arise in emergencies and understand why they matter
4. Know how to assess the nutritional status of populations and individuals
5. Be familiar with common nutrition-related interventions and understand how, when and in which situations/contexts to apply them
6. Appreciate the importance (and challenges) of using research and evidence to improve future policy and practice in emergency nutrition
7. Be aware of key resources, info. sources and software packages / IT tools
8. Appreciate how learning from Nutrition in Emergencies (NiE) can be applied to other sectors and other fragile states/resource poor settings

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- Key definitions, classifications and conceptual frameworks (types of malnutrition; types of emergencies; overlaps with nutritional problems in low resource developmental settings)
- Why nutrition in emergencies matters
- Evidence and research in emergency nutrition: GRADE, CHNRI and other frameworks/ways forward to improve future policy and practice in NiE
- The humanitarian landscape: key actors and their different roles and responsibilities; factors determining response capacity
- Emergency preparedness and nutrition causal analysis
- Emergency needs assessment and nutritional surveillance/survey methods
- Nutrition-specific interventions: e.g. Community Management of Acute Malnutrition; Infant & Young Child Feeding; micronutrients
- Nutrition-sensitive interventions: e.g. Cash transfers
- Community engagement and coverage survey methods
- Policy issues in emergencies
- Current challenges and controversies in nutrition in emergencies

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	60	40
Directed self-study	15	10
Self-directed learning	30	20
Assessment, review and revision	45	30
<b>Total</b>	<b>150</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 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

We combine theory with practical application of what is learnt through a variety of approaches. Generally, each 3-hour session covers a topic, with the first hour covering an introduction and key theory. After a break the second half tends to be interactive group work or a practical. Components to the teaching and learning strategy include:

- **Lectures:** using a combination of expert internal and external lecturers, representing a range of different types of agencies and cultural focus.
- **Computer practicals:** introducing students to useful software that is commonly used in this field.
- **Case studies** and **scenarios** for group work, applying the theory to practice
- **Question and answer sessions** with the lectures throughout the lecture and group work phases.
- Practical sessions on **programme manager skills** required in the field, including basic calculations for ration quality assessment and caseload planning.

## 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.

The summative assessment will be a written assignment drawing on key aspects of programme design relevant to NiE, and will constitute 100% of the marks for this module.

### Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Written assignment (writing a grant proposal for a nutrition project)	5 pages	100	1 – 8

### Resitting assessment

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

Resit/deferred/new attempts - The task will be an essay-style assignment on a relevant topic. The next assessment deadline will be during mid/late September of the current academic year.

## Resources

### Indicative reading list

Each lecturer provides a list of essential readings before the session. These are usually 1-2 key readings per session. There is also a list of recommended readings: for those wanting more information; to act as a resource post-graduation. Students will have access to the electronic version of the reading list once the module begins.

### Other resources

If you want to consolidate your learning (or do pre-module reading), a great resource is the UNICEF "Harmonized Training Package". <https://www.ennonline.net/resources/htpversion2>



## Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the [Moodle Accessibility Statement](#) which can also be found within the footer of the Moodle pages. All students have access to “SensusAccess” software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the [LSHTM Disability Support pages](#).