Module Descriptor

Title	Human Nutrition		
Session	2025/26	**Status**	Published
Code	SPOR11032	**SCQF Level**	11
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Health and Life Sciences**		
Module Co-ordinator	Rachel Kimble		

Summary of Module

This module provides advanced knowledge and skills in nutrition science and its application to health and well-being. Students will critically engage with current dietary assessment methods, evaluate nutritional guidelines, and develop culturally appropriate and safe interventions. The module emphasizes evidence-based practice, preparing students to address diverse nutritional challenges in professional settings.

This module will assist the student in the development of key 'I am UWS Graduate

Attributes' to allow those that complete this module to be:

Universal:

Critical Thinker, Emotionally Intelligent, Collaborative

Work Ready:

Problem -solver, Motivated, Potential Leader

Successful:

Innovative, Resilient, Transformational

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐

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[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)
Terms for Module Delivery	Term 1 ☒	Term 2 ☐	Term 3 ☐
Long-thin Delivery over more than one Term	Term 1 – Term 2 ☐	Term 2 – Term 3 ☐	Term 3 – Term 1 ☐

Learning Outcomes	
L1	Demonstrate a deep and systematic understanding of human physiology and metabolism, particularly concerning the digestion, absorption, and utilisation of nutrients in various contexts.
L2	Critically evaluate methods for assessing dietary patterns, nutritional status, and their alignment with evidence-based dietary guidelines and reference values for varied population subgroups.
L3	Design individualised nutritional interventions, taking into account cultural preferences, dietary restrictions, and food safety considerations.
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Demonstrate and/or work with: Knowledge that covers and integrates most, if not all, of the main areas of the subject/discipline/sector – including their features, boundaries, terminology and conventions. A critical understanding of a range of specialised theories, concepts and principles. A critical awareness of current issues in a subject/discipline/sector and one or more specialisms.
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply knowledge, skills and understanding: In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector. In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry. In planning and executing a significant project of research, investigation or development. In demonstrating originality and/or creativity, including in practices.

Generic Cognitive skills	SCQF 11
	Apply critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments in the subject/discipline/sector.
	Identify, conceptualise and define new and abstract problems and issues.
	Develop original and creative responses to problems and issues.
	Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline/sector.
	Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information.
Communication, ICT and Numeracy Skills	SCQF 11
	Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example:
	Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.
	Communicate with peers, more senior colleagues and specialists.
	Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose.
	Undertake critical evaluations of a wide range of numerical and graphical data.
Autonomy, Accountability and Working with Others	SCQF 11
	Exercise substantial autonomy and initiative in professional and equivalent activities.
	Practise in ways which draw on critical reflection on own and others' roles and responsibilities.
	Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.
The learning and teaching approaches on this module includes a blend of face-to-face teaching, digital distance learning, independent study, group and individual problem-solving tasks, and tutor and peer support.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	36
Asynchronous Class Activity	18
Laboratory / Practical Demonstration / Workshop	18
Independent Study	228
n/a	
n/a	
TOTAL	300

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Indicative Resources* Lean, M.E. (2006). Fox and Cameron's Food Science, Nutrition & Health (7th ed.). CRC Press. Mann, J., & Truswell, A. S. (2017). Essentials of human nutrition (Fifth edition). Oxford University Press. *Contemporary research articles and book chapters will be the main source of information on this module rather than specific books.
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.
For the purposes of this module, academic engagement equates to the following:
100% Attendance at all module events and consistent weekly engagement with online materials.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment

for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Sport Exercise Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Sport, Exercise & Health
Moderator	TBC
External Examiner	J Salter
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written assessment (50%)
Assessment 2
Portfolio (50%)
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Report of practical/ field/ clinical work	☒	☒	☐	☐	☐	50	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of written work	☒	☒	☒	☐	☐	50	0

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who