

ASSESSMENT BRIEF	
Subject Code and Title	NUTR2007 Public Health Nutrition
Assessment	Assessment 2: Part A – Needs Assessment
Individual/Group	Individual
Length	1250 words (+/- 10%)
Learning Outcomes	<p><i>a) Identify the essential components of a national and international public health nutrition program and explore how these components are developed over time.</i></p> <p><i>b) Identify major public health nutrition issues in communities and vulnerable populations; highlighting global causes, understanding consequences and evaluating solutions of nutritional deficiencies and metabolic diseases.</i></p> <p><i>c) Apply public health nutrition policies, principles and frameworks to develop intervention plans in public health nutrition.</i></p> <p><i>d) Critically evaluate contemporary public health nutrition priorities and initiatives at a domestic and global level.</i></p>
Submission	By 11:55pm AEST/AEDT Sunday of Module 10
Weighting	30%
Total Marks	100 marks

Context:

By conducting a needs assessment, students will be able to analyse and assess population health to contribute to the development and implementation of evidence-based plans to address national and international public health nutrition priorities.

Students will be available to identify public health issues in specific population groups which highlight the need to create programs and interventions to promote health and/or prevent disease in these population groups.

Instructions:

Conduct a Needs Assessment on a global population outside of Australia for which a public health nutrition issue is a major concern.

Follow the guide below to help structure your assessment of need.

- Using global population nutrition and health data, provide a brief introduction of your selected key nutritional issue (e.g. nutritional deficiency) or nutrition-related health problem (e.g. obesity) and/or challenge.
- Identify a target population age group for which the public health nutrition issue is a major concern.
- Describe and appraise the nutrition and health data sources used to identify the issue.
- Describe the extent of the problem in your chosen country and/or global population. Summarise the determinants of the problem.

Submission Instructions:

- The assignment should be submitted in a Word, 12-font (Arial or Times New Roman) and 1.5 spacing document. Assignments should be submitted through your learning management portal.
- Apply appropriate reference standards (in-text citations and a bibliography) throughout the document in line with the APA referencing system.
- A minimum of 10 quality references are to be included. These can include journals, books, and reputable websites.

Learning Rubric: Assessment 2 Part A

Assessment Attributes	Fail (Unacceptable)	Pass (Functional)	Credit (Proficient)	Distinction (Advanced)	High Distinction (Exceptional)
Grade Description (Grading Scheme)	Fail grade will be awarded if a student is unable to demonstrate satisfactory academic performance in the subject or has failed to complete required assessment points in accordance with the subject's required assessment points.	Pass is awarded for work showing a satisfactory achievement of all learning outcomes and an adequate understanding of theory and application of skills. A consistent academic referencing system is used and sources are appropriately acknowledged.	Credit is awarded for work showing a more than satisfactory achievement of all learning outcomes and a more than adequate understanding of theory and application of skills. A consistent academic referencing system is used and sources are appropriately acknowledged.	Distinction is awarded for work of superior quality in achieving all learning outcomes and a superior integration and understanding of theory and application of skills. Evidence of in-depth research, reading, analysis and evaluation is demonstrated. A consistent academic referencing system is used and sources are appropriately acknowledged.	High Distinction is awarded for work of outstanding quality in achieving all learning outcomes together with outstanding integration and understanding of theory and application of skills. Evidence of in-depth research, reading, analysis, original and creative thought is demonstrated. A consistent academic referencing system is used and sources are appropriately acknowledged.
Knowledge and Understanding (30 marks)	Limited understanding of required concepts and knowledge. Key areas have not been addressed. 0 – 14.9	Demonstrates knowledge of the assigned topic, and is able to summarise information, which highlights a basic understanding of the content. 15 – 18.75	Thorough understanding of the topic, and demonstrates a capacity to explain and apply relevant concepts. All key areas have been addressed. 18.8 – 22.5	Highly developed understanding of the topic. Has addressed all key areas of the assessment in detail and demonstrated a capacity to clearly explain all relevant concepts. 22.6 – 26.25	A sophisticated understanding of the topic. Has addressed all of the key concepts in detail and demonstrated a capacity to add insight and further understanding to the concepts explored. 26.5- 30
Content – identification of nutritional issue. (20 marks)	Nutritional issue and target not clearly identified. No or little use of credible data. Some key details are included, however, many details are missing, including poor demonstration of critical appraisal skills. .	Nutritional issue and target identified but data used isn't credible or comprehensive. Some key details are included but details are missing or not clearly described. Basic analysis, research and critical appraisal skills demonstrated.	Nutritional issue and target population identified. Data used is credible but could be more thorough. Most key details are addressed. However, some details are missing or not clearly described. Sufficient & adequate analysis, research and critical appraisal skills demonstrated.	Nutritional issue and target population identified using comprehensive and credible data. Key details are addressed. Some minor aspects of key details could be improved. Advanced analysis, research and critical appraisal skills demonstrated.	Nutritional issue and target population group clearly identified using an array of comprehensive and credible data. Key details are addressed. Mastery analysis, research and critical appraisal skills demonstrated. Further evaluation of the success / unsuccessful aspects of the policy is evident, with

	0 - 9	10 – 12.4	12.5 – 14.9	15 – 17.4	relevant justification. 17.5 - 20
Content – appraisal of health data and health issue. (20 marks)	Some key details are included, however, many details are missing, including poor demonstration of critical appraisal skills. 0 - 9	Some key details are included but details are missing or not clearly described. Basic analysis, research and critical appraisal skills demonstrated. 10 – 12.4	Most key details are addressed. However, some details are missing or not clearly described. Sufficient & adequate analysis, research and critical appraisal skills demonstrated. 12.5 – 14.9	Key details are addressed. Some minor aspects of key details could be improved. Advanced analysis, research and critical appraisal skills demonstrated. 15 – 17.4	Key details are addressed. Mastery analysis, research and critical appraisal skills demonstrated. Further evaluation of the success / unsuccessful aspects of the policy is evident, with relevant justification. 17.5 - 20
Structure, Academic Language and Writing Style (15 marks)	Has not been written in accordance to academic genre. Is difficult to understand and is lacking in flow of ideas and line of reasoning. Poorly written with errors in spelling and grammar. 0 – 7.4	Is written in accordance to academic genre and have accurate spelling, grammar, sentence, and paragraph construction. Information and evidence are presented in a manner that is not consistently clear and logical. 7.5 – 9.4	Is well written and adheres to academic genre. Information is well presented, and demonstrates a clear flow of ideas and easy to follow line of reasoning. 9.5 – 11.4	Is very well written and adheres to academic genre. Information and evidence are well presented in a clear and logical manner. Evidence expertly supports and develops ideas. Audience is engaged and demonstrates cultural sensitivity. 11.5 – 13.3	Expertly written and adheres to the academic genre. Demonstrates a sophisticated flow of ideas which engages and sustains audience's interest. 13.4 - 15
Substantiation (10 marks)	Demonstrates inconsistent use of good quality, credible and relevant research sources to support ideas.	Demonstrates consistent use of credible and relevant research sources to support and develop ideas, although these are not consistently explicit or well developed	Demonstrates consistent use of high quality, credible and relevant research sources to support and develop ideas	Consistently demonstrates expert use of high quality, credible and relevant sources to support writing. Demonstrates evidence of reading beyond the key texts.	Demonstrates expert use of high quality, credible and relevant sources, which develop and support ideas in a sophisticated manner. Extensive evidence of reading beyond key texts

	0 – 4.9	5 – 6.4	6.5 – 7.4	7.5 – 8.4	8.5 - 10
Referencing (5 marks)	<p>Incorrect referencing style and or many errors may be present.</p> <p>0 – 2.4</p>	<p>In-text references and reference list adhere to appropriate referencing style at least half of the time.</p> <p>2.5 – 3.2</p>	<p>In-text references and reference list adhere to appropriate referencing style most of the time. Some errors.</p> <p>3.3 – 3.7</p>	<p>In-text references and reference list adhere to appropriate referencing style. No errors. Some minor aspects of referencing could be improved.</p> <p>3.8 – 4.2</p>	<p>In-text references and reference list adhere to appropriate referencing style. No errors.</p> <p>4.3 - 5</p>