

# Bachelor of Nutrition (BNUT22)

## 1. About the Bachelor of Nutrition

Our Bachelor of Nutrition enables graduates to assess the determinants of health and nutritional needs of communities and populations, and their impact on community groups to in turn prioritise nutrition problems and devise nutrition solutions. You will learn how to apply preventative principles in the delivery of public health nutrition interventions to address nutrition issues at the community and population level. Throughout the course, you'll get a solid understanding of health science, public health and human nutrition, providing graduates with workplace-relevant knowledge and skills vital for making a positive contribution to the health of communities and for society. You'll also study specialist subjects like First people culture, history and healthcare, public health nutrition and a special populations project, allowing you to gain valuable industry skills.

The increase in diet related diseases highlights the importance of developing, implementing and evaluating nutrition-related health promotional interventions for local communities and the Australian population. The Bachelor of Nutrition enables graduates to assess the determinants of health and nutritional needs of communities and populations, and their impact on community groups to in turn prioritise nutrition problems and devise nutrition solutions. You will learn how to apply preventative principles in the delivery of public health nutrition interventions to address nutrition issues at the community and population level.

### Graduate employment opportunities

- Nutritionist
- Public Health Nutritionist
- Public Health and Health Promotion Officer
- Community Development Officer
- Quality and Nutrition Coordinator

## Course Overview

<b>Course Title</b>	<b>Bachelor of Nutrition</b>		
<b>Study Options – Domestic Australian students</b>	Full-time Part-time Dynamic Online Study	<b>Study Options – International students</b>	This course is <u>not</u> available to international students requiring a visa to study in Australia
<b>Start Dates</b>	February, June, September  For specific dates visit: <a href="https://studenthub.torrens.edu.au/Hub/dates">https://studenthub.torrens.edu.au/Hub/dates</a>	<b>Course Length</b>	Full-time: 3 year Part-time: 6 years (approximately)
<b>Payment Options - Domestic Australian students</b>	<b>Upfront payment</b> This means tuition fees will be invoiced each semester and payment is required on or before the due date.  <b>FEE-HELP</b> FEE-HELP is Australian Government’s loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold. Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.	<b>Payment Options – International students</b>	<b>Upfront payment</b> This means tuition fees will be invoiced each semester and payment is required on or before the due date.
<b>Course study requirements</b>	Each subject involves 7 hours of study per week, comprising 3 hours of facilitated study and 7 hours self-directed study.	<b>Assessment</b>	Each subject you complete includes 3 assessments on average. Assessments are mapped to specific subject learning outcomes and may include quizzes, written assignments, presentation, reflective journal, case analysis, literature review and practical exam.
<b>Locations</b>	Online	<b>Delivered by</b>	Torrens University Australia
<b>Provider</b>	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary Education Quality and Standards Agency (TEQSA).	<b>CRICOS Course Code</b>	Not applicable

### Course Information

Torrens University Australia Ltd, ABN 99 154 937 005, RTO 41343, CRICOS 03389E. Information provided in this document is current at the time of publishing (November 2021).

<b>Provider obligations</b>	Torrens University is responsible for all aspects of the student experience, including the quality of course delivery, in compliance with the <a href="#">Higher Education Standards 2015</a>	<b>Accrediting body</b>	Torrens University Australia Limited ABN 99 154 937 005, CRICOS Provider Code: 03389E. RTO No. 41343
<b>Course Fees</b>	For details, refer to the <a href="#">website</a> .	<b>Any other fees</b>	For details, refer to the <a href="#">website</a> .

## 2. Essential requirements for admission

The general admission criteria that apply to Torrens University Australia courses can be located by visiting the Torrens University Australia website - <https://www.torrens.edu.au/general-admission-information-for-torrens-university-australia-ltd>.

## 3. Student Profile

The table below gives an indication of the likely peer cohort for new students in this course. It provides data on students who commenced in this course in the most relevant recent intake period, including those admitted through all offer rounds and international students studying in Australia.

Applicant background	Trimester one / Full year intake [2020]	
	Number of students	Percentage of all students
<b>(A) Higher education study</b> (includes a bridging or enabling course)	23	52%
<b>(B) Vocational education and training (VET) study</b>	8	18%
<b>(C) Work and life experience</b> (Admitted on the basis of previous achievement not in the other three categories)	12	27%

<b>(D) Recent secondary education:</b> <ul style="list-style-type: none"> <li>• Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points)</li> <li>• Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)</li> <li>• Admitted on the basis of other criteria only and ATAR was <b><i>not</i></b> a factor (e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement)</li> </ul>	0	0%
<b>International students</b>	0	-
<b>All students</b>	<b>44</b>	<b>100%</b>

Notes:     “<5” – the number of students is less than 5.  
               N/A – Students not accepted in this category.  
               N/P – Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

## 4. Admission Criteria

Title of course of study	Bachelor of Nutrition
<b>Applicants with higher education study</b>	<ul style="list-style-type: none"> <li>• A completed higher education qualification at AQF level 5 (diploma) or above, or equivalent, from an Australian University or another accredited higher education provider OR</li> <li>• Successful completion of at least 1 EFTSL (equivalent full time student load, or one full year) of an AQF level 6 (Associate Degree) or above, or equivalent, from an Australian University or another accredited higher education provider</li> </ul>
<b>Applicants with vocational education and training (VET) study</b>	<ul style="list-style-type: none"> <li>• A completed vocational education qualification at AQF level 4 (Certificate IV) or above, or equivalent, from a registered training organisation (RTO) OR</li> <li>• Successful completion of at least 1 EFTSL (equivalent full time student load, or one full year) of an AQF level 5 (Diploma) or above, or equivalent, at a registered training organisation (RTO)</li> </ul>
<b>Applicants with work and life experience</b>	<p>Demonstrated ability to undertake study at the required level:</p> <ul style="list-style-type: none"> <li>• broadly relevant work experience (documented e.g. CV), demonstrating a reasonable prospect of success; OR</li> <li>• formal, informal or non-formal study, completed or partially completed, demonstrating a reasonable prospect of success;</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• written submission to demonstrate reasonable prospect of success.</li> </ul>
<b>English Language Proficiency</b> (applicable to international students, and in addition to academic or special entry requirements noted above)	<p><b>International Students</b></p> <p>Equivalent IELTS 6.0 (Academic) with no skills band less than 5.5</p>
<b>Applicants with recent secondary education (within the past two years) with ATAR or equivalent*</b> (for applicants who will be selected wholly or partly on the basis of ATAR)	<p>Year 12 or equivalent with ATAR 60</p>

### Course Information

Title of course of study	Bachelor of Nutrition
*ATAR profile for those offered places wholly or partly on the basis of ATAR in <u>T1 2020</u> :	
(ATAR-based offers only, <b>across all offer rounds</b> )	<b>ATAR (OP in QLD)</b> (Excluding adjustment factors) *
Highest rank to receive an offer	<5
Median rank to receive an offer	<5
Lowest rank to receive an offer	<5
Notes: * "<5" – indicates less than 5 ATAR-based offers were made	

## Other admission options

(For applicants who will be selected on a basis other than ATAR)

<b>Special Entry</b>	Applicants in any category whose study, work or life experiences have been impacted by disability, illness or family disruption will be given special consideration for admission. Each application will be considered on its merit, based on the evidence supplied by the applicant attesting to the circumstances of the applicant. Applicants for special entry may need to complete written or numerical tasks to assist with assessing eligibility for admission.
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## 5. How to apply

Via direct application to the institution

- o <https://apply.torrens.edu.au/b2b/fcta/>

## 6. Advanced standing/academic credit/recognition of prior learning (RPL)

You may be entitled to credit for prior learning, whether formal or informal. Formal learning can include previous study in higher education, vocational education, or adult and community education. Informal learning can include on the job learning or various kinds of work and life experience. Credit can reduce the amount of study needed to complete a degree.

Applicants admitted based on prior higher education study may be eligible for Advanced Standing in the form of credit and/or recognition of prior learning (RPL) under the Torrens University Australia [Credit Policy - \(https://www.torrens.edu.au/policies-and-forms\)](https://www.torrens.edu.au/policies-and-forms).

- Students with completed subjects may be eligible for specified credit and/or elective exemptions
- Students who have completed a qualification at AQF level 5 (diploma) or above may be eligible for block credit (where a block credit agreement exists)
- Students with a mix of formal study and informal and/or non-formal learning may be eligible for recognition of prior learning in addition to any credit approved.

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Credit will not be applied automatically. Applicants must apply for credit and/or RPL as early as possible prior to each study period, with applications not accepted after week 2.

For further information about credit and recognition of prior learning, please see:

<https://www.torrens.edu.au/apply-online/course-credits><http://www.torrens.edu.au/apply-online/course-credits>

## 7. Where to get further information

- Torrens University Australia (TUA) Website
  - <https://www.torrens.edu.au/>
- Universities Admissions Centre (UAC) Website.  
UACs manage the usual process of student university applications and the study offer rounds on behalf of the particular universities that they cover. All TACs are independent of each other, so depending on which state or the number of universities you want to submit an application to, you may need to apply through multiple TACs.
  - <http://www.uac.edu.au/>

Quality Indicators for Learning and Teaching (QILT) Website.

With QILT, you can do side by side comparisons of the quality of the higher education institutions and the study areas that you're interested in.

- <https://www.qilt.edu.au/>

## 8. Additional Information

### Course Structure

The Bachelor of Nutrition course is comprised of 24 subjects with a combined total of 240 credit points. A normal full time student load would be 80 credits each year for three years. Part – time students could complete their 240 credit points in approximately six years.

The Course Structure can be viewed or downloaded via the Student Hub, Course Webpage

<https://studenthub.torrens.edu.au/Hub>

### Course Rules

This course comprises of 24 core subjects. There is one elective subject. Each subject has a value of 10 credit points. To satisfy the course requirements, you must have complete 240 credit points. The subjects are specified in the Course Structure document and are listed below.

## Subjects

### Subject Descriptions

#### **BFD105A Biological Foundations**

Biological Foundations explores the biological building blocks which make up the human body from the chemical level up to the cellular level. These essential chemistry concepts will assist with building relevant links to the study of human physiology in later subjects. The subject then explores the foundational studies in biochemistry which includes the structure and function of carbohydrates, proteins, enzymes, lipids, DNA and RNA. The concepts of gene expression and regulation are discussed in addition to the cellular membrane structure and transport through the membrane. The study of the biology of the human cell concludes this subject and upon completion equips students to commence study at the tissue level of structure and physiology subjects.

#### **NUTR2001A Human Nutrition 1**

Human Nutrition 1 (NUTR2001) provides a detailed and in-depth study of the macronutrients, protein, carbohydrates and lipids, as well as the water soluble vitamins and how these relate to human metabolism. Each individual macronutrient and water soluble vitamin is studied in regards to their composition, biological function, dietary sources, recommended daily intake, factors contributing to excess states, and states of insufficiency and deficiency; and signs and symptoms associated with nutrient imbalances found in individuals and populations. Students will investigate how the management of these nutrients contribute to the public health agenda.

#### **NUTR2003 Nutrition & Society**

Gain an understanding of the sociology of food, nutrition and health. Students will explore the relationships between human behaviour and dietary intake from a public health perspective. Students will be engaged in community-based research, to identify a public health issue which is prevalent in their community society.

#### **HSP101A Human Structure & Physiology 1**

Human Structure & Physiology 1 introduces the basic concepts and terminologies required to study and understand the structure and function of the human body. This subject will build on the biological foundations by exploring the interaction and organisation of cells, tissues and organs which forms a basis to study the physiological integration of key body systems. The maintenance and regulation of the internal environment by homeostasis at a system level will be key to students understanding disruption and disease in later subjects. Key physiological and functional processes such as movement, metabolism, oxygenation and protection will be discussed, with body systems including the integumentary, musculoskeletal, respiratory and cardiovascular system the focus of this subject. This subject will provide the first part of an evidence based foundational knowledge of human physiology to guide health practice.

#### *Course Information*



**EBP107A Evidence-based Practice**

Evidence-based practice is an essential component of the exercise of clinical judgement in the delivery of quality healthcare. Students will also gain an understanding of how research evidence is translated into practice. This subject provides students with an introduction to health informatics, research and digital literacy, critical thinking and evidence-based practice. Students are guided through the skills necessary to locate, critique and interpret a research article for application to their practice. They will become familiar with quantitative and qualitative evidence, research methodology, basic descriptive and inferential statistics and the foundational skills to be able to evaluate and appraise evidence in healthcare research.

**NUTR2002A Human Nutrition 2**

Human Nutrition 2 (NUTR2002) provides a detailed and in-depth study of the micronutrients and how these relate to human metabolism. This subject provides students with underpinning knowledge about the correlation that exists between micronutrients and human physiology. Each micronutrient's structure, biological function, dietary sources, recommended daily intake and therapeutic dose is studied. This subject also covers the factors contributing to, and symptoms associated with, states of excess, insufficiency and deficiency found in individuals and populations. The role of nutrition and lifestyle factors in the development of chronic disease is examined. Furthermore, students will be introduced to the concepts of genetically engineered food. They will discover how food-borne illnesses can be prevented and identify environmental contaminants in the food supply. This subject also explores the current scientific literature, enabling students to determine the appropriate use of dietary supplementation.

**HSP102A Human Structure & Physiology 2**

Human Structure & Physiology 2 will further develop knowledge of the structure and physiology of the human body with special attention given to the integration of human systems and beginning to explore the impact of disturbances in Homeostasis and disruption of normal function. The structure and function of the lymphatic, immune, digestive, nervous, endocrine, urinary, reproductive systems and the special senses are covered in detail including the homeostatic control mechanisms of each system and the integration of the systems in the body. This subject builds on the knowledge and understandings of human structure and physiology, provides the foundation to look at disease, disorders and syndromes and their pathophysiology, in later subjects.

**NUTR2005A Lifespan Nutrition**

Lifespan Nutrition (NUTR2005) examines the range of nutritional requirements that impact populations, communities and individuals at particular life stages including pre-conception, pregnancy, during lactation, early childhood, adolescence, adulthood and ageing populations, as well as the specific issues affecting Indigenous communities, sports people and other at risk populations. This subject provides an overview of dietary patterns and eating habits by age group and dietary recommendations for optimal nutrition to maintain wellbeing at each life stage.

**HBC205A Human Biochemistry**

Human Biochemistry explains the processes of macromolecule metabolism, energy production and storage in the body. Included in this subject are the metabolism of carbohydrates, lipids and amino acids; the role of ATP and acetyl CoA in metabolism; oxidative phosphorylation, the electron transport chain, biosignaling and chemical communication. The concept of gene expression and regulation is also explored. Human Biochemistry provides healthcare practitioners a vital foundation on the basic macromolecules and genetic understandings essential for life. This knowledge will be built upon and expanded further in later subjects.

**NUTR2004A Food Science, Systems and Policy**

Food Science, Systems and Policy (NUTR2004) examines the way in which food is produced, processed and distributed in Australia and globally. It provides students with an understanding of current practices and trends in primary production and food manufacturing and distribution. It also examines the laws governing food for sale and the politics of the food system and how these impact on public health initiatives as they relate to food security, sustainability and food deserts.

*This subject has an option of participation in 20 hours of Voluntary Work Experience in a health-related business.*

**CHP203 Chemistry for the Health Professions**

Chemistry for the Health Professions builds on the essential topics in chemistry covered in Biological Foundations. This subject expands on atomic theory and explores equilibrium and gas laws. These concepts will provide the foundation for understanding chemical processes which will be explored including buffers, equilibrium, radioactivity and chemical kinetics relevant to health. This subject also examines the physiology of taste and smell and their relationship with aroma and flavor. It also investigates the composition and function of the chemicals in food, enabling students to describe the impacts of radiation, oxidation and other chemical processes on food integrity and health. This will include a comparison of key chemical analysis and microbiological testing methods that are used to quantify chemical & microbiological components to maintain food safety and review of how these align to the food standards. Chemistry for the Health Professions concludes with acquiring a deeper knowledge of gene expression & regulation and an exploration of the chemistry of epigenetics.

**SCIE2006A Nutritional Biochemistry & Human Metabolism**

Nutritional Biochemistry & Human Metabolism (SCIE2006) builds on concepts developed in human biochemistry and the foundations of nutritional science. The biochemical structure and function of macro and micronutrients and biochemical mechanisms associated with digestion, absorption, transport and storage are examined. The integration of biochemical mechanisms of nutrients with disease pathophysiology is explored. This subject also provides an in depth understanding of the microbiome, biological oxidation, inflammation, antioxidants, liver detoxification and neurotransmitter synthesis. Students will learn about nutritional genomics and epigenetics and how they relate to professional practice. The clinical relevance and importance of nutritional biochemistry for the nutritional management of major diseases is also emphasised.

**HPR200A Health Promotion**

This subject provides students with the knowledge and understanding of health promotion concepts within various settings within Australia. Students are introduced to the key theories and concepts regarding behavioural change as it relates to health status. This subject provides students with the opportunity to integrate their counselling and nutrition knowledge to devise and assess health promotion interventions.

**HSP201A Human Systems & Pathophysiology 1**

Human Systems & Pathophysiology 1 is the first of two subjects that builds upon the foundational studies in Human Structure & Physiology and then expands student's skills and knowledge into the area of pathophysiology and human disease process. Understanding the pathogenic process and the disruption of homeostasis in relation to disease will be important concepts, in the context of individual, community and population health.

This subject will cover:

- Basic pathological processes in response to injury and growth abnormalities.
- Immunology, toxicology, microbiology, and their characteristic diseases.
- Pathophysiology, symptomatology and clinical manifestations for diseases of the gastrointestinal, neurological and cardiovascular systems.
- Introduction to commonly used laboratory tests and interpretation of findings.

**HSP202A Human Systems & Pathophysiology 2**

Human Systems & Pathophysiology 2 builds upon the concepts explored in Human Systems & Pathophysiology 1 and continues to expand student's skills and knowledge in pathophysiology and the human disease process, in relation to individual, community and public health. The pathophysiology and symptomatology will be covered for various disease states of the musculoskeletal, integumentary, hematologic, pulmonary, endocrine, renal and reproductive systems. Conditions specific to gerontology and aging will also be considered.

General diagnostic approaches will be introduced and the commonly used laboratory tests and interpretation of such findings for the associated disorders and conditions will continue to be developed.

**FPH201A First Peoples Culture, History and Healthcare**

This subject provides students with specific foundational knowledge for understanding the 'Gap' in Aboriginal and Torres Strait Islander health; and provides key resources to support culturally safe and accessible care that is also responsive to the needs of Aboriginal and Torres Strait Islander Peoples.

Following a chronological approach, this subject provides students with an understanding of Aboriginal and Torres Strait Islander health from pre-colonisation to the present. Along this continuum, Aboriginal and Torres Strait Islander health issues are examined in terms of their historical, political and policy origins, the antagonism between Aboriginal and Torres Strait Islander People and colonialist values, how historically determined power relations between healthcare professionals and Aboriginal and Torres Strait Islander Peoples have impacted their health, and demographic and socioeconomic trends.

Students will examine pre-colonialism; postcolonialism; colonial history and explain its impact on health. This includes the impact on health related politics and policy, culture, family and connection to country. Students will analyse the factors influencing health care access and explain the importance of health promotion, health care and trauma informed care that is evidence based and culturally sensitive.

Students will then apply health promotion and health care best practices, and critical reflection for the safe and effective delivery of health services for Aboriginal and Torres Strait Islander Peoples. Additionally, students will incorporate cultural awareness and knowledge of cultural safety to improve interprofessional health practice, health statistics and advocate for improved health outcomes, whilst empowering Aboriginal and Torres Strait Islander Peoples.

**NUTR2006A Diet & Disease**

In this subject, students will analyse the relationship between diet and chronic disease, with a focus on major non-communicable diseases and their impact on vulnerable populations. Students will explore the determinants of population nutrition health problems and the role of nutritional interventions and preventative strategies and how these impact on communities and global health outcomes. Major non-communicable health conditions including obesity, cancer, mental health issues, Type 2 diabetes, cardiovascular disease, musculoskeletal conditions, pulmonary disease and chronic kidney disease will be examined.

**NUT302 Nutrition Assessment**

This subject examines a variety of methods to measure food, nutrition and physical activity levels against reference standards at the individual and population level. Students will develop practical skills on how to measure dietary intake, energy expenditure and body composition as well as utilising nutrition screening tools to assess nutritional status. Students will explore the application of anthropometric, biochemical, clinical, dietary and environmental/economic assessment tools, inclusive of their strengths and limitations. Students will critically analyse and interpret dietary, physical activity and anthropometric survey data, as well as identify appropriate methods based on precision, reliability, validation and reproducibility.

**NUTR2007A Public Health Nutrition**

This subject introduces the essential components of public health nutrition, exploring policies, priorities, programs and practice which assist in health promotion and disease prevention through nutritional interventions in communities and populations. Students will build on the skills and knowledge to appraise political, environmental, social and economic influences on public health nutrition goals and practice. Students will identify and evaluate the major local and global public health nutrition issues affecting societies today, and be able to apply policy, practical theory and models, and frameworks for the development of programs and interventions to improve population health through nutrition. Students will develop the know-how to assess the nutritional needs of populations, and the ability to plan, implement and evaluate public health nutrition initiatives to positively affect health.

**PUBH2104 Health Policy, Planning and Management**

Health Policy, Planning and Management builds on foundational knowledge of the Australian Healthcare System, Australian legislative and policy frameworks and standards. Students examine the role of Government, health organisations and public health practitioners/specialists in the formation of policy in public health. This subject also explores the role of managers in health organisations in project management and the skills required to manage projects including preparing grant applications, managing relationships with stakeholders, and managing meetings. The management of health programs and projects at all stages including planning, design, implementation and evaluation is covered.

**HEC306 Health Education and Communication**

This subject explores the philosophy and principles of health education and communication in a variety of settings. Students will gain practical skills in communicating in a culturally sensitive, ethical and professional manner using appropriate resources, technologies and techniques to translate scientific concepts and evidence-based information to a target audience. Students will apply health behavioural theories and health promotion strategies to advocate for improved health outcomes that are equitable and sustainable.

**NUTR2008A Special Populations Project**

This subject provides an opportunity for students to undertake a community nutrition placement within a special population group. This subject is the equivalent to a capstone subject, enabling students to apply their understanding of theoretical public health nutrition practice at a community level through placement experience in the design, delivery and evaluation of public health nutrition programs.

*This subject includes 120 hours of community nutrition placement.*

**PUBH2007 Public Health Program Development, Implementation and Evaluation**

Relevant, accessible, effective and equitable health programs that consistently deliver high quality outcomes are the cornerstone of community nutrition and public health service delivery. Program development and implementation skills covered in this subject include needs assessment, setting health priorities, development of program objectives, conducting a risk analysis and consulting with relevant stakeholders and developing options, monitoring implementation, financial management and working to deadlines. This subject also provides an introduction to evaluating public health programs, including formative, process, outcome, and impact evaluations. Students in this subject will be required to conduct a needs assessment and prioritise findings, and develop an evaluation plan.

**Choose one elective from the elective bank****PUBH2101 Health Surveillance and Epidemiology**

This subject introduces students to population health patterns, epidemiology, social determinants of health, and health systems and political policies in a manner that allows them to ask questions of data, ethical issues with data, draw out points of significance, and present data in different ways to different audiences. An inquiry-based approach to learning underpins this subject.

**HWEL2003A Disease Prevention**

In this subject students will develop their understanding of disease processes and review evidence based strategies to reduce the risk of disease and maintain health. Students will develop knowledge to apply educational and environmental interventions based upon risk factors associated with the development and chronicity of disease.

**EPR307 Entrepreneurship, Professionalism & Business Skills in Health**

Entrepreneurship, Professionalism & Business Skills in Health will introduce students to the concepts of small business management, entrepreneurship and how to identify the professional requirements of their healthcare discipline. This subject will explore the topics necessary to establish and run a successful healthcare practice and maintain their professional status in the healthcare sector. Students will also explore their professional identity to support the understanding of the ethical conduct, liability, legal and regulatory requirements that are pertinent to their specific modality.

This subject will initiate the development of a Business plan using entrepreneurial practices and innovative design thinking. This will include exploring business strategies such as operating policy and procedures, marketing and branding, networking strategies, leadership, administration and financial issues necessary for the operation and management of a contemporary healthcare practice.

**CLR308A Critical Literature Review**

Critical Literature Review (CLR308) provides an opportunity to critically examine the current literature to answer a chosen research question to inform clinical decision-making. The literature review is a scholarly paper that appraises the current knowledge base highlighting strengths, weaknesses and omissions in the literature. The subject builds on established knowledge of literature search methods and critical appraisal skills to culminate in a review that conforms to publication standards.

### **HDW204 Healthcare in the Digital World**

Digital competence is an essential part of employability in the health and well-being sector in the 21<sup>st</sup> Century. Health informatics is the use of computer technologies and communication systems to store, transmit or analyse health information. E-Health and information and communication technologies (ICT) are all widely used by Australian health professionals. Students in this subject will develop their own digital fluency and learn about the role of ICT in health.

The subject introduces: the current and emerging range of health care technologies and data science, the role of telehealth, m-health (health applications for mobile phones), wearable technology, social media and the internet of things. The use of health informatics, such as telemedicine in rural communities and developing countries, and managing and monitoring information technology operations, is covered. Students will also discuss the legal and ethical issues of using of these technologies in their practice as health professionals.

These developing techniques are considered in the context of inter-professional communication, and also within a global perspective. In addition, legal and ethical issues and strategies for managing privacy and security of consumer data are explored.

This subject allows students to create, and manage, an ethical and professionally appropriate online presence; and use basic multimedia elements to enhance the presentation of information.

### **FAM203 Food as Medicine**

Food as Medicine (FAM203) introduces students to the concept that food can be used as a form of medicine to promote health and wellbeing and treat and prevent disease. This subject provides an overview of farming practices, food preparation, cooking and storage methods, as well as food manufacturing and processing techniques and their impacts on the nutritional value of foods. Students will investigate nutritional food-based science including the health effects of food additives, food safety and phytochemical toxicity. An in depth study of food evolution, historical, cultural and modern uses of food as medicine and the medicinal properties of food is also examined. The benefits and disadvantages of new dietary models are also explored. Students will explore the potential therapeutic function of food, the relationship of phytochemical constituents and disease, and their physiological effects on humans. Students will learn how to apply evidence based nutrition knowledge to illustrate the use of food as a therapeutic tool and provide food-based recommendations in health and disease.

### **ESN301 Exercise and Sports Nutrition**

In this subject, students will learn about the role of optimal nutrition for elite and recreational athletes in a variety of sporting contexts. Students will gain knowledge in nutrition requirements including fuel and fluids for exercise participation, training, competition and recovery within sports, life stages and population groups. Students will analyse the efficacy and potential risks of nutritional supplements and sports foods used for performance enhancement. This subject will also cover dietary assessment and body composition as well as nutritional recommendations to improve and sustain optimal performance for sporting groups.

### **DIP303 Integrated Pharmacology**

Integrated Pharmacology comprises a study of basic principles of pharmacology, the pharmacokinetics of drugs commonly used in medical practice and common interactions between drugs, physical therapies and natural remedies. Drugs for pain, inflammation, infection, mental health, cardiovascular, respiratory, gastrointestinal, reproductive and endocrine systems are discussed. Drug actions, uses, contraindications, adverse effects and interactions with natural remedies and physical therapies are discussed, together with implications for naturopathic, nutritional and western herbal medicine prescribing. This subject is crucial for the modern healthcare practitioner to understand common medications that patients may be taking and common interactions between these medications and complementary treatments. This subject also emphasises the need for clear lines of communication and common language between doctors and complementary healthcare practitioners in order to obtain the best health outcomes for clients.

### **Unspecified elective**

#### *Course Information*

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## Locations

The Bachelor of Nutrition is studied online however, there are campuses at:

- Queensland (Brisbane)
- New South Wales (Sydney)
- Victoria (Melbourne)
- South Australia (Adelaide)

## Campus Facilities and Services

All campuses are designed to provide students with professional spaces in which to learn and work. They have been planned with student study needs in mind with well-equipped accessible learning spaces as well as student breakout areas for group work and spending time with friends.

Facilities and Services include:

- ✓ The Customer Service Hub – our friendly and experienced staff can give help and advice about courses, your enrolment and campus life, including all services and activities on campus.
- ✓ Counsellors are available for students to consult with on a range of personal issues
- ✓ Student wireless access throughout the Campus
- ✓ Student break-out and relaxed study spaces for group work
- ✓ Student lounge areas – most with microwaves, fridge and kitchenette facilities
- ✓ The Learning Hub, home to the Learning Support Team, encompasses Learning Skills Advisors, Learning Technology Advisors, and Library & Learning Skills Officers. It provides an integrated, holistic support program for students throughout the study lifecycle within a library/collaborative study environment.
  
- ✓ Support and workshops with highly qualified staff in the areas of Academic skills, Library skills, and Technology skills, both on campus and online.
- ✓ Physical and digital resources relevant to studies, such as books, journals, multimedia, databases
- ✓ Self-check kiosks for library loans and print and copy facilities

## A positive student experience

Torrens University Australia values the importance of a positive student experience, and therefore has robust processes to resolve student complaints. The Student Complaints Policy, and associated procedures, can be accessed from the [website](https://www.torrens.edu.au/policies-and-forms) (<https://www.torrens.edu.au/policies-and-forms>).

## Paying for your qualification

We offer two payment options for this course:

- **Upfront payment**  
If you want to complete your qualification debt-free you can choose to pay as you go. This means tuition fees will be invoiced each semester and payment is required on or before the due date using EFTPOS, credit card or direct transfer.
- **FEE-HELP**

### Course Information

Torrens University Australia Ltd, ABN 99 154 937 005, RTO 41343, CRICOS 03389E. Information provided in this document is current at the time of publishing (November 2021).



FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold (\$45, 881 in 2019-20). Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.

Further information about FEE-HELP, including eligibility, is available at:

- FEE-HELP website:  
<http://studyassist.gov.au/sites/studyassist/helppayingmyfees/fee-help/pages/fee-help->
- FEE-HELP booklets:  
<http://studyassist.gov.au/sites/studyassist/helpfulresources/pages/publications>

### **Austudy and Abstudy**

Students enrolled in this course may be eligible for government assistance, such as [Austudy](#) or [Abstudy](#).