COURSE OUTLINE

1. GENERAL

SCHOOL	AGRICULTURAL SCIENCE		
DEPARTMENT	FOOD SCIENCE AND TECNOLOGY		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	**FST_900**	**SEMESTER OF STUDIES**	9TH
COURSE TITLE	FOOD AND NUTRITION POLICY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
Lectures	3	
Seminars	1	
TOTAL	**4**	**5**
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d)		

COURSE TYPE *general background, special background, specialized general knowledge, skills development*	Compulsory Specialized general knowledge
PREREQUISITE COURSES:	There are no prerequisite courses
TEACHING AND ASSESSMENT LANGUAGE:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	No
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/

2. LEARNING OUTCOMES

Leraning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes

By the end of this course students will obtain:

- Knowledge and comprehension of global and national nutritional issues.
- Knowledge and comprehension of global and national nutrition policies.
- Realize public health issues.
- Realize nutrition issues in special situations.
- Evaluate food insecurity.

General Abilities

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism
Production of free, creative and inductive thinking

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Working independently
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism

3. COURSE CONTENT

- Course introduction and overview. Definitions and terms. Context, food and nutrition problems.
- Policy actors and policy makers.
- Structures and policy implementation tools. Developments in dietary recommendations and nutritional labeling.
- Public health indicators.
- Food and nutrition policy assessment methods: cost versus outcome and benefit.
- Global Nutrition Policy Priorities: NCD prevalence reduction, malnutrition, food insecurity.
- Policies for vulnerable populations in Greece and around the world. FEAD, School Meals, Food Banks, Program for Women, Infants and Children (WIC), SNAP
- Policy in Greece and Europe. Food industry, Agricultural policy, food availability, consumer trends and preferences and influence on food choices.
- Emergent approaches and policies in Europe. New challenges: Energy Footprint, Sustainable Nutrition.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, laboratory education, communication with students*	Use of Information and Communication Technologies (e.g.powerpoint) in teaching. The lectures content of the courses will uploaded on the e-class. Communication with students will take place via e-class and e-mail.
TEACHING ORGANIZATION *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS*	

Activity	Semester workload
Lectures (3 conduct hours per week x 13 weeks)	39
Seminars (1 conduct hour per week X 13 weeks)	13
Study and analysis of bibliography	50
Project	*20*
Final examination	3
Total number of hours for the Course (25 hours of work-load per ECTS credit)	**125**

STUDENT ASSESSEMENT *Description of the evaluation procedure.* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of*	At the end of the semester: (a) Multiple Choice Test, (b) Development Questions. Grades are based 30% on project and 70% on final exams. Grading scale: 1 to 10. Minimum passing grade: 5. Examination time: 3 hours.

patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	

5. RECOMMENDED LITERATURE

-Attached bibliography :

1. Καστανιώτη Α. Πολιτικές Υγείας, από τη διεθνή εμπειρία και την ελληνική πραγματικότητα. Δίσιγμα, 2018.

2. Κουρέα-Κρεμαστινού Τ. Δημόσια Υγεία. Θεωρία, πράξη, πολιτικές. Πολιτεία, 2007.

3. Designing Urban Food Policies. Concepts and Approaches. Caroline Brand, Nicolas Bricas, Damien Conaré, Benoit Daviron, Julie Debru, Laura Michel, Christophe-Toussaint Soulard, (2019), Springer.

4. FAO. The state of food security in the world. FAO Agricultural Development Economics Technical Study, Rome.

-Relevant scientific journals:

European Journal of Nutrition, International Journal of Food Sciences and Nutrition, Lancet, Nutrition, Nutrients