## Example of a set of learning outcomes

Extracted from the *Household Food Security Programme* – a Saide and UNISA resource.

The learning outcomes are for Unit 1 of Module 4, *Food Behaviour and Nutrition,*of the Household Food Security Programme. This is a short practice focused certificate programme comprising 6 modules each made up of 12 credits. The aim of the programme is to build the capacity of Household Food Security facilitators. Practical portfolio activities are the main assessment strategy and students have to present evidence of specified skills linked to the 5 portfolio activities in the module.

The central theme in Module 4 is for the students to work with selected households in a community. The students are expected to help the households to assess their own dietary habits and practices, both cultural and behavioural, in order to determine practical and achievable ways in which the households can improve their food and nutritional security.

## Learning outcomes

The information in this table is like a good road map for your learning journey. It gives you a clear idea of what you are expected to **know** and **do** at the end of Unit 1. The workbook, portfolio and assignments are all **assessment** activities linked to the **learning outcomes.** By completing these activities you can show what level of knowledge and skill you have achieved.

The table below shows the learning outcomes and list of assessment activities for this unit. A time estimate is shown for each activity. This will help you plan the use of your time. When you have completed the activities write down the actual time you spent.

| **Learning outcomes** | **Assessment activities** | **Actual time spent** |
| --- | --- | --- |
|  | **Workbook activities** |  |
| 1. Describe what is involved in protecting household food security and improving nutrition and livelihoods. 2. Identify the threats to food security and nutritional health. | * 1. Factors influencing nutrition, health and well-being   (30 minutes)   * 1. Shared understanding of nutrition and food security concepts and terms   (45 minutes) |  |
| 1. Explain the roles of food nutrients in nutritional health. | * 1. The overweight health problem   (30 minutes)   * 1. Vitamin A deficiency problem   (40 minutes) |  |
| 1. Distinguish between nutritional health and being malnourished. | * 1. Factors affecting the nutritional health of households   (40 minutes) |  |
| 1. Explain why factors like a healthy environment, food safety, and personal hygiene are important. | * 1. Bottle-feeding practices   (60 minutes)   * 1. How safe are water sources?   (60 minutes) |  |
| 1. Report on results and findings of group activities:  * Shared meaning of basic nutrition and food security concepts and terms; * Household food insecurity and malnutrition risk and vulnerability ranking. | **Portfolio Activity 4.1**  Develop shared understanding of key nutritional health issues and establish household risk and vulnerability to food insecurity and malnutrition  (3 hours)  **Log**  Reflect on the participatory group activities linked to Portfolio Activity 4.1.  (15 minutes) |  |
|  | **Assignment 1**  Information for this assignment is contained in Tutorial Letter 101.  (2 hours) |  |