

# **Level 2 Award in the Principles of Nutrition (7165-21)**

September 2017 Version 1.1



## Qualification at a glance

<b>Subject area</b>	<b>Hospitality</b>
<b>City &amp; Guilds number</b>	7165
<b>Age group approved</b>	16+
<b>Entry requirements</b>	Level 2
<b>Assessment</b>	Assignment
<b>Fast track</b>	n/a
<b>Support materials</b>	Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 2 Award in the Principles of Food Nutrition	5	10	7165-21	600/7075/4

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 September 2017	Added TQT details	Qualification at a glance and Structure
	Deleted QCF	Throughout



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# 1 Introduction

This document tells you what you need to do to deliver the qualification:

<b>Area</b>	<b>Description</b>
Who is the qualification for?	It is for candidates who are either working as a chef or undertaking qualifications and learning to be a chef and want to gain a better understanding of nutrition and it's benefits..
What does the qualification cover?	It allows candidates to learn and develop their knowledge in nutrition.
Is] the qualification part of a framework or initiative?	n/a
Who did we develop the qualification with?	It was developed in association with People 1 <sup>st</sup> SSC and Unilever.
What opportunities for progression are there?	It allows candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none"><li>• Level 2 Hospitality and Catering qualifications</li></ul>

## Structure

To achieve the **Award in the Principles of Nutrition**, learners must achieve **1** credit from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
D/504/4856	Unit 202	Principles of nutrition	1

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 2 Award in the Principles of Food Nutrition	5	10



## 2 Centre requirements

### Approval

If there is no fast track approval for this qualification, existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification[s] before designing a course programme.

### Resource requirements

#### Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

#### Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualification.

#### Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

## **Candidate entry requirements**

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

## **Age restrictions**

There is no age restriction for this qualification unless this is a legal requirement of the process or the environment.



### 3 Delivering the qualification

#### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

#### Support materials

The following resources are available for this qualification:

Description	How to access
Assignment guide	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>





## 4 Assessment

City & Guilds has written the following assessments to use with this qualification:

- Assignments

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
202	Principles of nutrition	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

### **Recognition of prior learning (RPL)**

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is not allowed for this qualification.



## 5 Units

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria.

<b>UAN:</b>	<b>D/504/4865</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	5
<b>Relationship to NOS:</b>	n/a
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st
<b>Aim:</b>	This unit has been devised to assess the candidates' understanding of the fundamentals of nutrition.

<b>Learning outcome</b>
The learner will: 1. understand the key groups used to categorise nutrients found in food
<b>Assessment criteria</b>
The learner can: 1.1 describe the differences between the different <b>nutrients</b> found in food 1.2 state the sources of the key nutrients found in food 1.3 state what is meant by the term ' <b>micronutrients</b> 1.4 list the common sources of vitamins and minerals found in food 1.5 explain the importance of fluid in the diet 1.6 explain how the nutritional requirements of <b>population groups</b> can differ 1.7 state how the concept of calories are used as a measurement 1.8 explain what is meant by the term 'micronutrients'

<b>Range</b>
<b>Nutrients</b> include: <ul style="list-style-type: none"> <li>• Protein</li> <li>• Carbohydrate</li> <li>• Fats</li> <li>• Fibre</li> <li>• Fluid</li> </ul>
<b>Micronutrients</b> including: <ul style="list-style-type: none"> <li>• Vitamins</li> <li>• Minerals</li> </ul>

**Population groups:**

- Elderly
- Children
- Pregnant women

**Learning outcome**

The learner will:

2. understand the impact that nutrition has upon maintaining health

**Assessment criteria**

The learner can:

- 2.1 describe what is meant by the terms '**balanced diet**' and 'the eat well plate'
- 2.2 state the **impact that a poor diet can have** upon an individual's physical development and the maintenance of health
- 2.3 state the impact that **allergenic reactions** and **food intolerances** caused by food can have upon individuals
- 2.4 describe the ways in which **nutrition campaigns** can impact on the development of new dishes

**Range****Balanced diet**

Adequate amounts of each of the different nutrient group for an individual

**Impact that a poor diet can have**

High fat – Obesity-related health issues  
High salt – High blood pressure  
Low fibre - Constipation  
Calcium deficiency - Bone health  
Iron deficiency - Anaemia

**Allergenic reactions**

Nuts, seeds, shellfish

**Food intolerances**

Gluten, lactose

**Nutrition campaigns**

Government-supported (national, region)

**Learning outcome**

The learner will:

3. know how to identify the nutritional value of food stuff

**Assessment criteria**

The learner can:

- 3.1 explain how nutrient values can be identified on food labels
- 3.2 explain the reasons for providing nutrient information on packaging
- 3.3 calculate the nutrients found in foods according to different unit sizes

**Range****Nutrient values**

Fat, protein, carbohydrate, salt

**Nutrient information**

Ingredients, allergy information, calorific content, best before date

**Unit Sizes**

Per package/container/item

For 10 portions

Per individual portion

Per gramme



## Appendix 1 Relationships to other qualifications

### Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

### Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)



## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

**Centre Manual - Supporting Customer Excellence** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.



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## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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