

# Level 2 Award in Barista Skills (7102-53)

Qualification handbook for centres  
500/7960/8



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# Level 2 Award in Barista Skills (7102-53)



## Qualification handbook for centres

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# 1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

<b>Qualification title and level</b>	Level 2 Award in Barista Skills
<b>City &amp; Guilds qualification number</b>	7102-53
<b>Qualification accreditation number</b>	500/7960/8
<b>Registration and certification</b>	See Walled garden/Online Catalogue for last dates

This qualification provides learners with specialist skills and knowledge in one of the major growth areas of the hospitality industry – the beverage sector. The unit is aimed at all first line operatives where coffee is served – this includes coffee bars, coffee houses, cafes, hotels and restaurants.

Candidates will be introduced to the full range of products used in making beverages. They will learn where the products come from, and some of the processes they go through, from growing to the final drink. They will also learn the importance of taking care of the products in order to provide an excellent final result.

The unit also looks at the full range of equipment, identifies safety aspects and how to operate the equipment to deliver the desired drink quality. Candidates will bring together the knowledge and skills acquired to produce good quality drinks consistently. Candidates will be able to identify and correct problems as they arise.

The unit covers the importance of presenting a positive personal image and the use of effective communication techniques. The unit is designed to be taken as a stand-alone qualification to increase specialist skills and knowledge, but it can also be taken alongside other qualifications.

Specialist Learning (SL) offers young people the opportunity to study a particular topic in more depth or broaden their studies through complementary learning. This qualification has been approved as SL by People 1st and OfQual for the 14-19 Diploma in Hospitality. It has been designed to:

- complement principal learning within the Diploma in Hospitality
- provide a broad background understanding of the hospitality and catering sector and an introduction to the practical skills and knowledge required
- provide an awareness of the range of jobs and work settings in the hospitality and catering sector
- enable learners to make an informed assessment of their own aptitude for work in this sector and to make informed decisions about careers
- encourage learners to reach a level of knowledge and skills that will facilitate progress into further vocational learning or to potential employment in the sector
- introduce learners to the discipline of the working environment and to encourage mature attitudes to the community in general
- encourage learners to value continued learning and remain in the learning process
- allow learners to learn, develop and practise selected skills required for progression in the sector
- provide opportunities for progression within the 14-19 Diploma in Hospitality and other related qualifications in the sector.

## 1.1 Qualification structure

To achieve the Level 2 Award in Barista Skills, learners must achieve the mandatory unit, a total of 2 credits.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>	<b>Guided learning hours</b>
J/600/8243	Unit 201	Barista skills	Mandatory	2	20

## 1.2 Opportunities for progression

On completion of this qualification candidates may progress into employment or to the following City & Guilds qualifications:

- Level 2 Professional Food and Beverage Service
- Level 2/3 NVQ Diplomas in Hospitality
- Level 3 Diploma in Hospitality Supervision and Leadership (NVQ)
- ILM Supervisory and Management qualifications

## 1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

<b>Description</b>	<b>How to access</b>
Assessment pack for centres	EN-02-7102
Promotional materials – Centre Information Sheet	<a href="http://www.cityandguilds.com/catering">www.cityandguilds.com/catering</a>
Fast track approval form	Website or direct from <a href="mailto:catering@cityandguilds.com">catering@cityandguilds.com</a>



## 2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

### Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification City & Guilds Level 2 Award in Barista Skills (7102-02) may apply for approval for the new QCF Level 2 Award in Barista Skills (7102-53) using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualification[s] using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

### 2.1 Resource requirements

#### Physical resources

Centres must have access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities. It is acceptable for centres to use specially designated areas within a centre for the unit.

In particular, it is recommended that candidates have access to an espresso machine and grinder, and other equipment as necessary, in order to practice drinks production skills in their own time.

The equipment, systems and machinery must meet industrial standards and be capable of being used under normal working conditions, for example calibration and operation of equipment.

#### Centres will need the following equipment to offer this qualification:

##### Essential

It is essential that centres have this equipment in order to deliver the qualification:

Equipment	Guidance
Traditional espresso machine	–
Grinder	–
Filter machine	–
Source of boiling water	–
Electric juicer	This should be commercial or semi-commercial, eg a fruit to juice machine
Blender	This should be commercial, and have the capacity to crush ice
Barista kit	See below for details on the barista kit

### Baristas Kit for centres

- Digital scales (capable of measuring 0.1 g increments)
- Latte jug (two sizes, eg 600ml and 1l size)
- Bell jug (two sizes, eg 600ml and 1l size)
- 30ml shot glasses (x3)
- Tamper
- Shot timer
- Tamping mat
- Grinder brush / paintbrush
- Grouphead brush (x3)
- Backflush tablets / powder
- Blanking disk / blind filter
- Milk jug thermometers

### Desirable

This equipment is recommended, but is not essential for centres to deliver the qualification. However, operation, cleaning and maintenance of these machines is the key learning outcome:

Equipment	Guidance
Bean to cup (automatic)	Operation of this machine can be taught without access to the machine, eg by use of parts, such as milk head unit, or by visual aids
Bulk brewer	–
Visual bowl juice dispenser / post mix juice dispenser	–
Commercial water boiler	–
Chocolate machine (powder automatic)	Operation of this machine can be taught without access to the machine, eg by use of parts, such as hopper assembly and whipper unit, or by visual aids

### Centre staff

Assessors, tutors and quality assurance staff should have the following skills and experience:

#### Essential

- experience of making espresso-based drinks to a commercial standard
- experience with other beverages (filter coffee, experience of the full range of drinks and tea, chocolate, juice, smoothies and associated equipment)
- formal barista training at or above the level expected of the qualification
- understanding of problem solving related to barista drinks production (eg poor crema on espresso; poor milk texture on cappuccino and cafe latte; inappropriate vessel and accompaniments used; too weak, over boiled, layers, incorrect production time)
- evidence of experience of one to one and group training techniques

#### Desirable

- evidence of having worked as a barista in a commercial environment.

### **Assessor and verifier requirements**

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualification.

### **Continuing professional development (CPD)**

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, assessment and verification remains current, and takes into account any national or legislative developments.

## **2.2 Candidate entry requirements**

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

## 3 Course design and delivery

### 3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

### 3.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

## 4 Assessment

### 4.1 Summary of assessment methods

For this qualification, candidates will be required to complete the following assessments:

- **one practical** assignment for the mandatory unit

## 5 Units

### Availability of units

The unit for this qualification follows. The learning outcomes and assessment criteria are also viewable on The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

### Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- 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
- notes for guidance.

### Summary of units

<b>City &amp; Guilds unit</b>	<b>Title</b>	<b>QCF unit accreditation number</b>	<b>Credits</b>	<b>Guided learning hours</b>
201	Barista skills	J/600/8243	2	20

**Level:** 2

**Credit value:** 2

**UAN:** J/600/8243

## Unit aims

The aim of the unit is to introduce the full range of products used in making beverages. It covers where the products come from, and some of the processes they go through, from growing to the final drink. It also covers the importance of taking care of the products in order to provide an excellent final result.

The unit also looks at the full range of equipment, identifies safety aspects and how to operate the equipment to deliver the desired drink quality.

The unit covers the importance of presenting a positive personal image and the use of effective communication techniques.

## Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 1 Be able to demonstrate product knowledge
- 2 Be able to clean and check equipment
- 3 Be able to display drink building techniques
- 4 Be able to serve customers

## Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

## Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Level 2 NVQ Diploma in Food and Beverage Service

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the SSC for hospitality, leisure, travel and tourism.

## Assessment and grading

This unit will be assessed by an assignment covering practical skills and underpinning knowledge.

## Unit 201

### Outcome 1

## Barista skills

Be able to demonstrate product knowledge

### Practical skills

The learner can:

1. Outline **characteristics** of the product to customers
2. Deal with customer queries effectively
3. Handle and store **products and ingredients** correctly and safely

### Underpinning knowledge

The learner can:

1. Describe the origin and flavour of products and ingredients
2. Describe the processes involved in bringing the products to the market
3. Explain how processes may affect the quality of products and ingredients
4. Compare characteristics of products
5. Describe how to store and handle products and ingredients

### Range

#### Characteristics

Flavour and visual characteristics in coffee, tea and chocolate of different varieties, origin and processing methods, flavour and performance characteristics of different milk varieties, fruits added to juices and smoothies, shelf life, both packaged and after first opening, potential food allergies

#### Products and ingredients

Coffee, tea, infusions, juices, fruit and ingredients for smoothies, chocolate, milk, cream, syrups, soya milk and other non-dairy milk, cinnamon

#### Origin

Countries of origin, growing, picking, releasing, preparing for export, wet and dry process (coffee bean extraction)

#### Processes

Decaffeination, roasting, packaging

#### How to store and handle

Storage, use by dates, sell by date, display merchandising



## Unit 201

### Outcome 2

## Barista skills

Be able to clean and check equipment

### Practical skills

The learner can:

1. Check and clean **equipment** before use
2. Check and clean **equipment** after use
3. Dispose of waste safely and hygienically

### Underpinning knowledge

The learner can:

1. Identify the range of **equipment** available for each **product**
2. Explain the **brewing/production process** relevant to **equipment**
3. Describe the checks required for each piece of equipment, including the frequency
4. Explain the **cleaning process** for each piece of **equipment**
5. Explain how **common faults** might occur with each piece of **equipment**
6. Describe the **actions** to take for each **common fault**
7. State the **importance of leaving areas clean, tidy and safe**
8. Outline **methods of dealing with waste and rubbish**
9. State the main **employer responsibilities** and **employee responsibilities** as stated in the Health and Safety at Work Act and Food Hygiene Act

### Range

#### Equipment

Grinder, espresso machine, filter brewer, bean to cup machine, boiler, blender, juicer, chocolate machines, filters, filter holders, juice machine, barista kit, gas charged whipped cream dispenser

#### Product

Coffee, tea, juices, smoothies, chocolate, milk

#### Brewing/production process

Filter coffee – making with filter papers and brew basket

Cafetiere coffee – type of grind, amount of coffee, brewing time

Espresso coffee – temperature, grind, tamping and volume

Tea – water temperature, brewing time

Chocolate – product mixture requirements, whipping

Juice – product temperature, dilution ratio, fresh versus ambient product

Smoothies – product temperature, mixing

#### Cleaning process

Backflushing, cleaning group seals, general cleaning

#### Common faults

Blocked showers or steam wands, pressure problems, temperature/steam problems, leaks, filter, steamer arm, contamination/blockage

## **Actions**

Cleaning, informing qualified engineers

## **Importance of leaving areas clean, tidy and safe**

Health and safety requirement, public image, product quality, professionalism, better management of busy periods

Methods of dealing with waste and rubbish

Following organisation and manufacturers' guidelines, use of knock-out drawer

Employer responsibilities

Written Health and Safety policy, to provide and maintain a safe and healthy working environment, to obtain an annual insurance check on pressure tank in espresso machine

## **Employee responsibilities**

To act in a way that does not put themselves or others at risk, to report anything that may endanger themselves or others

## Unit 201

### Outcome 3

## Barista skills

Be able to display drink building techniques

### Practical skills

The learner can:

1. Calibrate pieces of **equipment** as necessary
2. Operate pieces of **equipment** to produce the drink required
3. Check drink meets **quality standards** and correct as necessary

### Underpinning knowledge

The learner can:

1. Outline the calibration and operation of equipment
2. List the drinking vessels and ancillaries required for drinks
3. Describe the quality characteristics for the range of drinks
4. Outline the reasons for professional, methodical, organised and clean working practices
5. Explain how to correct common presentation problems for the range of drinks

### Range

#### Equipment

Grinder, espresso machine, filter brewer, bean to cup machine, boiler, blender, juicer, chocolate machines, filters, filter holders, juice machine, barista kit, gas charged whipped cream dispenser

#### Quality standards/quality characteristics

Flavour, appearance

#### Calibration and operation of equipment

Calibration of grinder to produce optimum espresso shot, calibration of espresso machine (water quantity and temperature), foaming and texturing milk, producing filter and cafetiere coffee, operating a bar blender and juicer, following manufacturers' instructions, complying with health and safety regulations, using measured quantities

#### Drinking vessels and ancillaries

Cups, mugs, glasses as appropriate to each drink, barista equipment (tamper, jugs, thermometers), kitchen equipment

#### Common presentation problems

Poor crema on espresso, poor milk texture on cappuccino and cafe latte, inappropriate vessel and accompaniments used, too weak, over boiled, layers, incorrect production time

## Unit 201

### Outcome 4

## Barista skills

### Be able to serve customers

#### Practical skills

The learner can:

1. Present a positive **personal image**
2. Use appropriate **communication techniques** with customers
3. Serve customers in an efficient manner
4. Ensure service is completed appropriately and satisfactorily

#### Underpinning knowledge

The learner can:

1. Outline the **benefits** to organisations of providing excellent customer service
2. Explain the **consequences** of poor customer service
3. Describe the **personal appearance and presentation** required for service
4. Describe positive **body language techniques**
5. Explain how to make a customer feel welcome
6. Outline organisational **procedures for handling customer complaints**
7. Explain the importance of **listening skills** when handling customer complaints
8. Outline organisational **procedures for processing transactions**
9. State different **payment methods**

#### Range

##### Personal image

Appearance and presentation, body language, professional manner, showing integrity, maintaining confidentiality, trustworthiness, loyalty to customer, supporting colleagues, loyalty to the organisation

##### Communication techniques

Verbal communication – clear speech including menus and drinks, appropriate tone, language, volume

##### Benefits

Customer satisfaction, repeat business, word of mouth publicity, increased sales, increased company profits, increased staff morale, increased staff satisfaction

##### Consequences

Dissatisfaction, no repeat business, decreased sales, decreased staff morale, decreased staff satisfaction

##### Personal appearance and presentation

Appropriate clothing, grooming, personal hygiene

##### Body language techniques

Posture, gestures, mannerisms, eye contact, facial expressions

**Procedures for handling customer complaints**

Acknowledging problem, listen to the customer, confirm next action, follow up, confirmation of customer satisfaction

**Listening skills**

Active listening, passive listening, summarising, paraphrasing

**Procedures for processing transactions**

Communicate amount due, agree payment method, take payment, give receipt, answer queries

**Payment methods**

Cash, cheque, debit card, credit card, store/loyalty card, voucher

# Appendix 1 Relationships to other qualifications

## Links to other qualifications and frameworks

City & Guilds has identified connections to the Level 2 NVQ Diploma in Food and Beverage Service. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

## Literacy, language, numeracy and ICT skills development

This qualification includes opportunities to develop and practise many of the skills and techniques required for success 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 (from September 2010).

There might also be opportunities to develop skills and/or portfolio evidence if candidates are completing any Key Skills alongside this qualification.

## Core Skills (Scotland only)

The qualification provides opportunities to gather evidence for the accreditation of core skills as shown in the table below. However, to gain core skills they would need to be taken as an additional qualification and evidence will need to be separately assessed and must meet the relevant standard.

## Workplace Core Skills assessment

Where candidates require separate Core Skills certification to build or plug gaps in their Profile, Workplace Core Skills units can be undertaken alongside this qualification.

The table below identifies potential opportunities for gathering evidence for the Workplace Core Skills evidence. The unit specifications and assessment recording documents can be obtained from [www.cityandguilds.com/coreskills](http://www.cityandguilds.com/coreskills).

<b>City &amp; Guilds unit number and title</b>	<b>Communication</b>	<b>Numeracy</b>	<b>Information and Communication Technology</b>
7102-201 Barista skills	✓	✓	✓

  

<b>City &amp; Guilds unit number and title</b>	<b>Working with Others</b>	<b>Problem Solving</b>
7102-201 Barista skills	✓	✓

## 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.

**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
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** information on how to register for GOLLA/e-volve assessments.

**Centre Guide – Delivering International Qualifications** 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. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance

- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.



## Useful contacts

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### UK learners

General qualification information

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General qualification information

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### Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

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F: +44 (0)20 7294 2413

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

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### Single subject qualifications

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: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

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### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

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### Publications

Logbooks, Centre documents, Forms, Free literature

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