



AIM QUALIFICATIONS

Level 2 Diploma in Skills for Living and Work Qualification Number: 603/6301/0



Includes endorsed pathways:

Pathway 1 Personal Development Skills

Pathway 2 Work Skills

Pathway 3 Arts and Photography Skills

Pathway 4 Crafts Skills

Pathway 5 Land and Environment Skills

Qualification Overview

Title: AIM Qualifications Level 2 Diploma in Skills for Living and Work

Qualification Number: 603/6301/0

Level: Level 2

Credit Value: 37 credits

Guided Learning Hours: 370 hours

Total Qualification Time: 370 hours

Qualification Objective: This qualification has been designed to provide routes into employment or further study for those learners in foundation, supported or residential learning environments, or where a mainstream curriculum would not meet learner needs or offer routes into sustained employment.

By providing learning and skills across a range of unit content, including personal development, employment or self-employment via a range of vocational skills, this qualification will equip learners to enter the work of work, study and adult life.

This qualification also includes Endorsed Pathways, giving learners the opportunity to study a range of skills in an area of special interest or identified for further learning, These include Personal Development, Work Skills, Arts and Photography, Craft Skills, Food and Drink Skills and Land and Environment Skills.

Progression Routes: On successful completion of the AIM Qualifications Level 2 Diploma in Skills for Living and Work, learners may progress to further learning at the same level or may progress to similar qualifications at a higher level, including a range of relevant qualifications at Level 3. Learners may also progress onto Traineeships, Apprenticeships or directly into paid employment.

Entry requirements:

There are no entry requirements for this qualification, except for a minimum age of 14.

Assessment method(s):

Assessment is through a Portfolio of Evidence/Workbook.

How is the qualification assessed?

The assessment process is as follows:

Internal Assessment by Portfolio of Evidence

Where the assessment method for the qualification is by internally set assessments (Portfolio of Evidence), then centres are free to devise their own assessments for the qualification/unit.

- All assessments should be designed in such a way as to minimise the requirement for Reasonable Adjustments to be made.
- Centre devised assessments must allow learners to meet all of the requirements of the assessment criteria for each unit. Assessments must not require learners to produce evidence above and beyond that stipulated in the Assessment Criteria.
- Centres must then have these assessments approved by their IQA.

When devising assessments, centres may choose from a range of assessment methods but where assessment guidance is provided within a unit this must be adhered to unless otherwise agreed with Aim Qualifications.

Assessment methods must be valid, fair, reliable and safe leading to authentic, sufficient and current evidence produced by the candidate.

Holistic assessment is good practice wherever possible and permitted by the assessment strategy for the qualification if this exists.

Other guidance and sample documentation is available to recognised centres covering: planning assessment; recording achievement; planning, carrying out and documenting IQA.

Reasonable Adjustment and Special Considerations

Reasonable adjustments and Special Considerations are available for all assessments, irrespective of whether they are internally or externally set.

Where a learner or group of learners may not be able to access the assessment without Reasonable Adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the AIM Qualifications [Reasonable Adjustments and Special Considerations Policy](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

Qualification size

About the RQF

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size.

Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”.

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH).

Guided Learning Hours (GLH)

GLH are defined as the time a learner spends being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. This includes guidance or supervision time:

- a) With the simultaneous physical presence of the learner and that person, or
- b) Remotely by means of simultaneous electronic communication.

It does not include the number of hours a learner spends in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

TQT is comprised of the following two elements:

- a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- b) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or other form of participation in education or training, including assessment, which takes place as directed by – but unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Rules of Combination and level for this qualification

To achieve the AIM Qualifications Level 2 Diploma in Skills for Living and Work, learners must achieve a minimum of 37 credits from any combination of units in Optional Groups A to H.

In order to achieve a Diploma in an Endorsed Pathway, learners must achieve a minimum of 25 credits from the unit group for that pathway. The remaining 12 credits may be made up of any combination of units in Optional Unit groups A to H.

Group A – Personal Development Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Action Planning for Own Development	L2	2	20	20	HB1/2/NQ/084	T/505/1952
Action Planning for Own Development	L2	1	10	10	HB1/2/NQ/094	L/505/3108
Applying for Jobs or Courses	L2	3	24	30	HC6/2/NQ/012	A/507/3709
Aspects of Citizenship	L2	3	30	30	HE4/2/NQ/011	Y/504/8512
Beliefs and Values	L2	1	10	10	HB1/2/NQ/100	R/503/0963
Bicycle Maintenance and Repair	L2	3	24	30	XS8/2/NQ/001	R/507/3649
Budgeting and Money Management	L2	1	10	10	HD6/2/NQ/001	J/507/7004
Communicating in a Practical Environment	L2	3	24	30	HB7/2/NQ/015	L/507/1169
Conflict Resolution	L2	3	24	30	HB1/2/NQ/167	K/508/4964
Debt Management	L2	2	18	20	HE1/2/NQ/007	F/504/8794
Developing Assertiveness	L2	1	8	10	HB7/2/NQ/007	H/503/0966

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Developing Confidence and Self-Esteem	L2	1	8	10	HB1/2/NQ/160	A/507/1099
Developing Own Interpersonal Skills	L2	3	24	30	HB1/2/NQ/128	D/506/0662
Developing Self	L2	2	18	20	HB1/2/NQ/114	F/505/7284
Drugs and Substance Misuse	L2	1	8	10	HH3/2/NQ/004	K/503/0970
Equality and Diversity	L2	3	24	30	HC4/2/NQ/014	R/505/1974
Healthy Lifestyles	L2	2	18	20	HJ1/2/NQ/003	F/503/0974
Improving Assertiveness and Decision Making Skills	L2	3	24	30	HB6/2/NQ/008	F/505/8709
Improving Own Performance	L2	2	18	20	HB1/2/NQ/097	M/505/4462
Individual Rights and Responsibilities in Society	L2	1	8	10	HB1/2/NQ/102	L/503/0976
Induction to College	L2	3	24	30	HB1/2/NQ/161	Y/507/6147
Interpersonal Communication Skills	L2	1	8	10	HB7/2/NQ/008	D/503/0979
Making Decisions	L2	1	8	10	HB1/2/NQ/103	D/503/0982
Personal Development	L2	3	24	30	HB1/2/NQ/163	K/507/7013
Personal Identity and Self-Esteem	L2	1	8	10	HB1/2/NQ/104	K/503/0984
Personal Money Management	L2	1	8	10	HD4/2/NQ/016	K/505/4475
Plan a Community Project	L2	3	24	30	HB1/2/NQ/155	T/506/9044
Title	Level	Credit	GLH	TQT	Unit code	Unit reference number

Preparing to Volunteer	L2	1	8	10	HB1/2/NQ/172	M/616/5328
Publicity for Community Groups	L2	3	24	30	HB1/2/NQ/156	A/506/9045
Recognising and Dealing with Bullying	L2	2	16	20	HB1/2/NQ/116	T/505/7301
Recognising Prejudice and Discrimination	L2	1	8	10	HE4/2/NQ/009	F/505/4479
Self Development	L2	3	26	30	HB1/2/NQ/098	J/505/4483
Stress and Stress Management Techniques	L2	3	24	30	HB3/2/NQ/003	H/504/8819
Substance Misuse Awareness	L2	1	8	10	HB1/2/NQ/118	F/505/7303
Supporting Community Events	L2	3	26	30	HB1/2/NQ/157	F/506/9046
Time Management Skills	L2	2	16	20	HB1/2/NQ/113	K/505/5500
Understanding Risk	L2	1	8	10	HB1/2/NQ/106	F/503/1011
Valuing Equality and Diversity	L2	2	18	20	HB1/2/NQ/107	L/503/1013
Volunteering	L2	2	8	20	HB1/2/NQ/173	T/616/5329

Group B – Work Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Applying for Jobs or Courses	L2	3	24	30	HC6/2/NQ/012	A/507/3709
Carry out a Practical Activity	L2	2	16	20	HC4/2/NQ/055	R/507/4168
Employment Preparation	L2	1	8	10	HB1/2/NQ/095	Y/505/3113
Interview Techniques	L2	1	8	10	HC6/2/NQ/015	F/617/6351
Making a Product	L2	2	18	20	HC4/2/NQ/057	K/507/6217
Personal Presentation in the Workplace	L2	1	8	10	HB6/2/NQ/010	J/507/7228
Preparing for an Interview	L2	1	8	10	HC6/2/NQ/016	H/617/6357
Problem Solving Skills	L2	3	24	30	HB1/2/NQ/162	M/507/6056
Take Part in an Activity	L2	1	8	10	HB1/2/NQ/147	K/505/9174
Take Part in an Activity	L2	1	8	10	HB1/2/NQ/169	R/508/6613
Team Building Skills	L2	3	24	30	HB1/2/NQ/134	H/504/8657
Team Motivation	L2	3	24	30	HB1/2/NQ/145	H/504/8853
Teamwork Skills	L2	2	18	20	HB7/2/NQ/009	L/503/0993
Teamwork Skills	L2	3	24	30	HB1/2/NQ/099	D/505/4490
Understanding Motivation	L2	1	8	10	HB7/2/NQ/004	M/503/1005
Using Tools and Equipment	L2	1	8	10	HB1/2/NQ/154	J/506/9047

Work Effectively as Part of a Team	L2	2	18	20	AF4/2/NQ/003	L/505/8437
Work Experience	L2	1	8	10	HC4/2/NQ/056	A/507/4195
Working in a Group	L2	3	24	30	HB1/2/NQ/093	A/505/2164

Group C – Arts and Photography Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Art Project	L2	3	20	30	JA2/2/NQ/004	J/504/9123
Digital Photography	L2	3	21	30	JA1/2/NQ/001	R/504/9125
Early Christian to Modern Art	L2	3	24	30	JA7/2/NQ/001	R/507/4106
Drawing	L2	3	21	30	JB2/2/NQ/001	Y/504/9126
Imaging Software	L2	4	30	40	CQ5/2/NQ/007	H/505/3177
Materials Exploration for Art and Design	L2	3	17	30	JA2/2/NQ/006	D/504/9130
Painting with Oils	L2	3	26	30	JB2/2/NQ/004	H/504/9131
Painting with Water Based Media	L2	3	26	30	JB2/2/NQ/005	K/504/9132
Photography Using Film	L2	3	24	30	JA1/2/NQ/018	M/508/1581
Processing Black and White Film	L2	3	26	30	JA1/2/NQ/005	F/504/9136
Working in Visual Art	L2	3	24	30	JA1/2/NQ/008	J/504/9140
Working with Digital Images	L2	3	24	30	JA1/2/NQ/010	R/504/9142

Group D – Craft Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Bronze Casting	L2	3	24	30	JH2/2/NQ/004	H/617/6097
Bronze Tool Casting	L2	3	24	30	JH2/2/NQ/001	R/507/3652
Carry out a Practical Activity	L2	2	16	20	HC4/2/NQ/055	R/507/4168
Cave Painting to Early Christian Art	L2	3	24	30	JA3/2/NQ/002	A/507/4102
Ceramics	L2	3	26	30	JR1/2/NQ/001	J/504/7730
Clay Work Skills	L2	3	24	30	JR1/2/NQ/003	J/507/5429
Craft Design Project	L2	3	22	30	JC1/2/NQ/001	R/504/7732
Creative Craft	L2	3	25	30	JF1/2/NQ/001	D/504/7734
Developing Mask Making Skills	L2	3	27	30	JF4/2/NQ/004	M/507/3657
Glass Blowing	L2	3	24	30	WF2/2/NQ/001	D/617/2758
Glass Cutting	L2	3	24	30	JR2/2/NQ/005	H/617/2762
Glass Engraving	L2	3	24	30	JR2/2/NQ/006	A/617/2766
Glass Mould Blowing	L2	3	24	30	WF2/2/NQ/002	J/617/3418
Green Woodwork	L2	3	24	30	SG4/2/NQ/001	F/505/6569
Green Woodworking – Stool Making	L2	3	24	30	SG4/2/NQ/003	D/617/3408
Hand Knitting Skills	L2	3	27	30	JK7/2/NQ/001	L/508/1569
Iron Forge	L2	3	24	30	JH2/2/NQ/003	K/617/3413
Iron Forge Skills	L2	3	24	30	SK1/2/NQ/005	A/507/5816
Jewellery Making	L2	3	24	30	JH6/2/NQ/003	J/617/4701
Leatherwork	L2	3	24	30	JL9/2/NQ/002	K/617/4707
Making a Product	L2	2	18	20	HC4/2/NQ/057	K/507/6217
Metal Spinning	L2	3	24	30	JH2/2/NQ/005	H/617/6102
Metalwork Crafts	L2	3	24	30	JH2/2/NQ/002	L/507/3679
Narrow Boat Navigation	L2	3	24	30	NM6/2/NQ/002	R/617/3423
Pewter Casting	L2	3	24	30	JH2/2/NQ/006	J/617/6111

Spoon Forging	L2	3	24	30	XD4/2/NQ/001	M/617/3428
Stained Glass	L2	3	27	30	JR2/2/NQ/004	Y/508/1591
Textile Craft	L2	3	24	30	JK4/2/NQ/001	D/507/3699
Textiles - Felting	L2	3	24	30	JL4/2/NQ/001	H/617/3359
Tool Construction	L2	3	26	30	WK1/2/NQ/001	H/508/1593
Use of Materials in a Practical Activity	L2	2	16	20	HC1/2/NQ/036	R/507/1187
Use of Tools and Equipment for a Practical Activity	L2	2	16	20	HC1/2/NQ/038	F/507/4182
Willow Work	L2	3	24	30	JG8/2/NQ/001	L/507/3701
Willow Working – Basket Making	L2	3	24	30	JP8/2/NQ/001	M/617/3445
Woodworking Crafts	L2	3	24	30	JP3/2/NQ/002	H/507/3705
Wool Processing	L2	3	24	30	JP3/2/NQ/003	K/507/3706
Wool: Raw Material to Finished Product	L2	3	26	30	JL6/2/NQ/001	T/508/1596
Working in Craft	L2	3	24	30	JA2/2/NQ/003	H/504/7749
Working with Wood	L2	3	27	30	JP3/2/NQ/001	Y/504/7750

Group E – English Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<u>Communicating Information</u>	L2	1	8	10	HC7/2/NQ/004	H/508/4963
<u>Communication Skills</u>	L2	1	8	10	HB1/2/NQ/176	F/617/6348
<u>Improving Punctuation and Grammar Skills</u>	L2	3	24	30	HD3/2/NQ/021	L/504/8488
<u>Listening</u>	L2	3	24	30	HB7/2/NQ/019	Y/617/2158
<u>Punctuation and Grammar</u>	L2	2	16	20	HD3/2/NQ/018	A/505/2133
<u>Read and Understand Text and Source Materials</u>	L2	3	24	30	HD3/2/NQ/030	J/507/7018
<u>Reading</u>	L2	3	24	30	HD3/2/NQ/035	D/617/2159
<u>Reading and Understanding</u>	L2	3	24	30	HD3/2/NQ/019	J/505/2135
<u>Speaking</u>	L2	2	18	20	KB3/2/NQ/002	R/617/2160
<u>Speaking and Listening Skills</u>	L2	3	24	20	HD3/2/NQ/031	F/507/7020
<u>Spelling</u>	L2	3	24	20	HD3/2/NQ/020	Y/505/4326
<u>Writing</u>	L2	3	24	30	HD3/2/NQ/036	Y/617/2161
<u>Writing for Meaning Skills</u>	L2	3	24	30	HD3/2/NQ/014	J/503/3391

Group F – Food and Drink Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Bread Making	L2	3	24	30	NE1/2/NQ/004	T/617/4631
Cooking with Meat, Fish and Vegetables	L2	4	36	40	NE4/2/NQ/001	H/505/6175
Developing Cooking Skills	L2	3	24	30	NF4/2/NQ/004	R/508/4909
Developing Good Practice Skills for use in the Kitchen	L2	3	24	30	NH3/2/NQ/002	R/505/3286
Food Safety in Catering	L2	1	9	10	NA1/2/NQ/002	Y/505/3287
Food Preparation and Presentation	L2	3	24	30	NE1/2/NQ/001	M/507/3660
Preparation and Cleaning of Service Areas	L2	3	26	30	NA1/2/NQ/009	T/505/6178
Understanding Food Hygiene	L2	3	24	30	NF1/2/NQ/005	M/505/6471

Group G – Land and Environment Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Animal Husbandry	L2	3	24	30	SH2/2/NQ/003	L/507/3648
Collect, Sort and Process Materials for Recycling	L2	3	23	30	QE4/2/NQ/002	K/508/6407
Coppice Products	L2	3	24	30	SG6/2/NQ/002	K/506/9039
Coppicing	L2	3	27	30	SG6/2/NQ/001	T/505/6567
Countryside Management	L2	3	24	30	QA9/2/NQ/005	D/507/3654
Dairy Farming	L2	3	24	30	SH6/2/NQ/001	H/507/3655
Environmental Issues	L2	3	26	30	HB1/2/NQ/165	A/508/1566
Fish Farming Skills	L2	3	27	30	SJ2/2/NQ/002	T/617/3365

Habitat Management	L2	2	18	20	QA1/2/NQ/009	L/507/5772
Horticulture	L2	3	24	30	SA2/2/NQ/001	D/507/3671
Organic Market Garden Autumn/Winter	L2	3	24	30	SE3/2/NQ/004	R/507/3683
Organic Market Garden Spring/Summer	L2	3	24	30	SE3/2/NQ/005	T/507/3689
Organic Market Garden Winter/Spring	L2	3	24	30	SE3/2/NQ/006	R/507/3697
Practical Woodland Management	L2	3	24	30	QA1/2/NQ/010	Y/507/6021
Soil Care	L2	3	27	30	SD1/2/NQ/001	F/507/4117
Using a Tractor	L2	3	24	30	SK1/2/NQ/004	J/507/3700
Woodland Kitchen	L2	3	24	30	NA1/2/NQ/011	D/507/3704
Working with Wood	L2	3	27	30	JP3/2/NQ/001	Y/504/7750

Group H – Math Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Addition and Subtraction of Whole Numbers	L2	1	8	10	HD4/2/NQ/038	L/507/6324
Calculating Using Decimals in Everyday Contexts	L2	1	8	10	HD4/2/NQ/019	M/504/2957
Calculating Using Percentages	L2	1	8	10	HD4/2/NQ/020	T/504/2958
Calculating Volume, Area and Perimeter	L2	1	8	10	HD4/2/NQ/021	A/504/2959
Calculations	L2	3	24	30	HD4/2/NQ/013	Y/505/1958
Calculations with Sets of Data	L2	1	8	10	HD4/2/NQ/022	M/504/2960
Common Measures and Shape	L2	3	24	30	HD4/2/NQ/008	H/504/8206
Data Handling	L2	1	8	10	HD4/2/NQ/023	T/504/2961
Length, Weight, Distance and Capacity	L2	1	8	10	HD4/2/NQ/039	R/507/6325
Measures and Shape	L2	3	24	30	HD4/2/NQ/014	H/505/2112

<u>Money</u>	L2	1	8	10	HD4/2/NQ/037	F/507/3744
<u>Multiplication and Division of Whole and Decimal Numbers</u>	L2	1	8	10	HD4/2/NQ/040	Y/507/6326
<u>Numeracy in Context</u>	L2	3	24	30	HD4/2/NQ/044	H/507/7012
<u>Probability</u>	L2	1	8	10	HD4/2/NQ/026	J/504/2964
<u>Ratio and Direct Proportion</u>	L2	1	8	10	HD4/2/NQ/027	L/504/2965
<u>Scale Diagrams</u>	L2	1	8	10	HD4/2/NQ/041	H/507/6328
<u>Shape Using Pythagoras and Trigonometry</u>	L2	3	24	30	HD4/2/NQ/035	H/505/8833
<u>Time and Temperature</u>	L2	1	8	10	HD4/2/NQ/042	K/507/6329
<u>Understanding and Using Fractions</u>	L2	1	8	10	HD4/2/NQ/028	R/504/2966
<u>Understanding Numbers in Whole and Decimal Form</u>	L2	1	8	10	HD4/2/NQ/029	D/504/5823
<u>Understanding Scale Diagrams</u>	L2	1	8	10	HD4/2/NQ/030	H/504/2969
<u>Using 2 Dimensional Shapes in Practical Contexts</u>	L2	1	8	10	HD4/2/NQ/043	D/507/6330
<u>Using Calculations</u>	L2	3	24	30	HD4/2/NQ/012	M/504/8208
<u>Using Formulae</u>	L2	1	8	10	HD4/2/NQ/033	L/504/5820
<u>Working with Data and Probability</u>	L2	3	24	30	HD4/2/NQ/015	F/505/2165

Level Descriptors

Units are assigned a level based on current RQF guidance issued by Ofqual.

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
Level 2	Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straight-forward problems. Can interpret relevant information and ideas. Is aware of a range of information that is relevant to the area of study or work.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.

Extracted from 'After the QCF A New Qualification Framework' October 2015

Requirements to deliver the qualification

To offer this qualification, centres must ensure that tutors: hold or are working towards:

A relevant teaching qualification such as a:

- Level 3 Award in Education and Training; or
- Level 4 Certificate in Education and Training; or
- Level 3 or 4 PTLLS (or equivalent) **and**
- Has experience of working in, or teaching qualifications in arts and crafts, land-based studies, catering and food services, careers advice or employability at Entry Levels

Centres must also ensure that they have in place an Internal Quality Assurance person who:

- Holds or is working towards a Level 4 Award in Internal Quality Assurance of Assessment Processes and Practices or its equivalent
- Has experience of working in, or assessing qualifications in arts and crafts, land-based studies, catering and food services, careers advice or employability at Entry Levels
- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer

Support for centres

AIM Qualifications provide all of our centres with on-going support and advice on the use of AIM Qualifications units and qualifications, including the requirements for assessment.

Centre responsibilities

Each centre should identify a centre contact who will be responsible for:

- ensuring that the centre meets all the AIM Qualifications requirements for centre recognition and adheres to all [policies and procedures](#).
- AIM Qualifications provision within the centre
- ensuring all procedures relating to the delivery of the qualification operate effectively in the centre
- ensuring all relevant AIM Qualifications documentation is distributed as required within the centre and that the security requirements for external assessment are adhered to, where applicable.

The information provided in this qualification specification is accurate at the time of publication but is subject to change. AIM Qualifications will occasionally update qualification information, so please refer to the 'AIM Qualifications' page of our website to view any updates, including qualification end dates and the latest versions of our qualification specifications.

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