



Qualification Specification

# **ProQual Level 6 Certificate in Phlebotomy**

# ProQual Level 6 Certificate in Phlebotomy



This qualification is part of ProQual's broad offer of qualifications in the Hair, Beauty and Aesthetic Practice Sector.

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### Introduction

The ProQual Level 6 Certificate in Phlebotomy provides a nationally recognised qualification and progression pathway for those working in the beauty industry, who are already experienced and qualified to carry out a range of aesthetic techniques and wish to progress to providing more advanced treatments.

The aims of this qualification are:

- To develop an understanding of adult phlebotomy.
- To demonstrate competence at carrying out adult phlebotomy.
- To provide a progression route within the beauty industry, for those interested in providing advanced aesthetic treatments.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF) and has been published in Ofqual's Register of Qualifications.

## Qualification Profile

<b>Qualification Title:</b>	ProQual Level 6 Certificate in Phlebotomy
<b>Qualification Number:</b>	610/5061/1
<b>Level:</b>	6
<b>Total Qualification Time (TQT):</b>	155 Hours 15 Credits
<b>Guided Learning Hours (GLH):</b>	104 Hours
<b>Assessment:</b>	Pass/Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual verifiers
<b>Qualification Start Date:</b>	06/01/2025
<b>Qualification Review Date:</b>	06/01/2028

### Learner Profile

Candidates for this qualification **must**:

- Hold the ProQual Level 5 Diploma in Aesthetic Practice.

Candidates for this qualification should either:

- Be employed in a role where they will have the opportunity to carry out a number of advanced aesthetic treatments on a range of clients.

**OR**

- Be enrolled with a training provider, which will enable them to carry out a number of advanced aesthetic treatments on a range of stimulated or real clients.

Candidates for this qualification must be **at least 18 years old** on the day that they are registered for this qualification. Centres are reminded that no assessment activity should be undertaken until a candidate has been registered.

Candidates who complete this qualification, and who wish to further develop their knowledge and skills in the beauty sector, could progress to study the ProQual Level 7 Diploma in Aesthetic Practice.

## Qualification Structure

This qualification consists of **four** mandatory unit/units. Candidates must complete both mandatory units to complete this qualification.

There are no optional units in this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete <b>all</b> units in this group.				
J/651/2395	Health and Safety in a Salon Environment	2	10	10
L/651/2397	Infection Control and Prevention for Cosmetic, Aesthetic and Needle Related Treatments	2	25	20
Y/651/2444	Professional Practice for Aesthetic Practitioners	6	90	50
Y/651/4127	Principles and Practice of Phlebotomy	6	30	24

### Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.



### Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

### ProQual Level 6 Certificate in Phlebotomy

#### Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

#### Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

#### Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

## Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor.
- Assignments/projects/reports.
- Professional discussion.
- Witness testimony.
- Candidate product.
- Worksheets.
- Record of oral and written questioning.
- Recognition of Prior Learning.

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.  
*(Suitable for assessment taking place in a working salon only.)*
- ProQual Level 3 Award in Assessing Vocational Achievement.  
*(Suitable for assessment taking place in a simulated training environment only.)*

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

**Occupationally competent** means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

## Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Units – Learning Aims and Assessment Criteria

<b>Title:</b>		Health and Safety in a Salon Environment		<b>Level:</b>		2	
<b>Unit Number:</b>		J/651/2395		<b>TQT:</b>		10	
				<b>GLH:</b>		10	
<b>Learning Outcomes</b> <i>The learner will be able to:</i>				<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Prepare salon areas for treatment.	1.1	Identify common hazards and risks in a salon environment.				
		1.2	State the health and safety requirements for practitioners carrying out beauty treatments, including but not limited to: <ul style="list-style-type: none"> <li>• Health and Safety at Work Act.</li> <li>• The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).</li> <li>• Manual Handling Operations Regulations.</li> <li>• Control of Substances Hazardous to Health Regulations (COSHH).</li> </ul>				
		1.3	Describe how to clean, disinfect and sterilise different types of tools and equipment.				
		1.4	Explain the difference between sterilisation and disinfection.				
		1.5	Explain why it is important to follow salon procedures and any given instructions when setting up tools and equipment for a given treatment.				
		1.6	Describe the required environmental conditions for a given treatment, including: <ul style="list-style-type: none"> <li>• Lighting.</li> <li>• Heating.</li> <li>• Ventilation.</li> <li>• General comfort.</li> </ul>				
		1.7	Explain why it is important that the above environmental conditions are provided.				

1	<i>Continued</i>	1.8	Explain why it is important to maintain personal hygiene, protection and appearance according to accepted industry and organisational standards.
		1.9	Explain the reasons and importance of keeping records of treatments.
2	Maintain salon treatment areas.	2.1	Explain how to safely dispose of waste materials and products from beauty treatments.
		2.2	Explain the requirements for re-stocking products and other items.
		2.3	Describe own responsibilities in relation to the storage of: <ul style="list-style-type: none"> <li>• Equipment.</li> <li>• Products.</li> <li>• Client records.</li> </ul>
		2.4	Describe how the work area should be left after a treatment.
		2.5	Explain why it is important to leave the work area in the condition described above.

<b>Title:</b>		Infection Control and Prevention for Cosmetic, Aesthetic and Needle Related Treatments		<b>Level:</b>	2
<b>Unit Number:</b>	L/651/2397	<b>TQT:</b>	25	<b>GLH:</b>	20
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand non-infectious and infectious hazards that are associated with cosmetic, aesthetic and needle treatments.	1.1	Describe the cell structure and key features of: <ul style="list-style-type: none"> <li>• Bacteria.</li> <li>• Fungi.</li> <li>• Viruses.</li> </ul>		
		1.2	Describe the ideal conditions for the growth of micro-organisms.		
		1.3	Define the term "pathogen".		
		1.4	List <b>five</b> common illness caused by: <ul style="list-style-type: none"> <li>• Bacteria.</li> <li>• Fungi.</li> <li>• Viruses.</li> </ul>		
		1.5	Define the term "parasite".		
		1.6	Explain the difference between an endoparasite and an ectoparasite.		
		1.7	Identify <b>three</b> common ectoparasites that colonise humans.		
		1.8	Explain the difference between infection and colonisation.		
		1.9	Describe what is meant by: <ul style="list-style-type: none"> <li>• Localised infection.</li> <li>• Systemic infection.</li> </ul>		
		1.10	Describe what is meant by: <ul style="list-style-type: none"> <li>• Direct transmission.</li> <li>• Indirect transmission.</li> <li>• Vector transmission.</li> </ul>		

1	<i>Continued</i>	1.11	Describe how, within the salon environment, an infective agent could: <ul style="list-style-type: none"><li>• Enter the body.</li><li>• Be transmitted from person to person.</li></ul>
		1.12	Identify common non-infectious hazards that might arise as part of cosmetic, aesthetic or needle treatments.
		1.13	Explain how an injury to the skin can be a risk to an individual.
		1.14	Identify treatments within the salon that would require the use of infection control procedures.
2	Understand how to control non-infectious and infectious risk.	2.1	Explain the roles and responsibilities of the employer and employee in the prevention and control of infection.
		2.2	Explain how the skin acts as a defence against infection.
		2.3	Describe the procedures that would be followed, in relation to infection prevention and control, for: <ul style="list-style-type: none"><li>• Consultation.</li><li>• Aftercare.</li><li>• Hand hygiene.</li><li>• Environment management.</li><li>• Equipment management.</li><li>• Cleaning, disinfecting and sterilisation.</li><li>• Personal protective equipment.</li><li>• Management of body fluids.</li><li>• Needle stick injuries.</li><li>• Waste disposal and collection.</li><li>• Management of occupational exposure.</li></ul>

### Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Centres may use the appropriate ProQual Candidate Workbook, or their own, centre devised, assignments.

This unit is a **common unit**. Centres should be aware that candidates may have completed this unit as part of another ProQual Hair and Beauty qualification and may be eligible for recognition of prior learning.



<b>Title:</b>		Professional Practice for Aesthetic Practitioners		<b>Level:</b>		6	
<b>Unit Number:</b>		Y/651/2444		<b>TQT:</b>		90	
				<b>GLH:</b>		50	
<b>Learning Outcomes</b> <i>The learner will be able to:</i>				<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the professional standards in place for aesthetic practitioners.	1.1	Explain the role of the JCCP and CPSA.				
		1.2	Explain the difference between “you must”, “you shall” and “you should” when used in professional guidance.				
		1.3	Explain the importance of always seeking informed consent from a client before undertaking a procedure.				
		1.4	Explain why the practitioner should always obtain consent themselves rather than delegating the responsibility.				
		1.5	Explain why it is important to provide the following to clients, before they give their informed consent: <ul style="list-style-type: none"> <li>• Sufficient time.</li> <li>• Evidence-based information about the products and equipment to be used.</li> <li>• The benefits and risks of the proposed procedure.</li> <li>• Information on the practitioner's qualifications and training.</li> <li>• Clear information on treatment fees.</li> </ul>				
		1.6	Discuss the importance of considering the client's psychological and emotional needs, and whether a referral to a professional colleague is appropriate.				

1	Continued	1.7	<p>Explain why you must:</p> <ul style="list-style-type: none"> <li>• Refuse to perform treatments if you deem it not to be in the client's best interest.</li> <li>• Refuse to perform treatments if you have grounds to believe it has potential to cause physical, psychological or emotional harm.</li> <li>• Refuse to perform treatment if you believe the client's presentation is coercive and/or the procedure is not requested under their own volition.</li> </ul>
		1.8	<p>Discuss how cosmetic and aesthetic procedures can be marketed responsibly, including</p> <ul style="list-style-type: none"> <li>• Not making unjustifiable claims about a treatment, your qualifications, training or experience.</li> <li>• Not trivialising the risks involved.</li> <li>• Not using promotional tactics that might encourage uninformed or ill-considered decisions.</li> <li>• Not targeting, or marketing in a way that might target, people under the age of 18.</li> </ul>
		1.9	<p>Discuss the importance of carrying out an annual appraisal of own practice and competency, including seeking feedback from clients.</p>
		1.10	<p>Explain the indemnity and liability insurance requirements or aesthetic practices.</p>
		1.11	<p>Explain the importance of regular and relevant continuous professional development.</p>
		1.12	<p>Describe the "Safe Premises Standards".</p>
		1.13	<p>Describe the appropriate procedures for reporting adverse effects.</p>
		1.14	<p>Discuss what is meant by a "duty of candour".</p>

1	<i>Continued</i>	1.15	Explain the appropriate procedures for whistle blowing if concerns about client safety arise which are not taken seriously.
		1.16	Explain the legislative requirements for taking and storing visual media of a client's treatment area.
		1.17	Explain the legislative requirements for storing and processing client's personal data.
2	Understand how to promote diversity and inclusion as an aesthetic practitioner.	2.1	Discuss personal and organisational responsibilities and liabilities under equality, diversity and inclusion legislation.
		2.2	Discuss the different forms in which discrimination and harassment might take place.
		2.3	Explain the importance of an organisation's leaders making a commitment to promoting equality of opportunity, diversity and inclusion.
		2.4	Explain why it is important to lead by example in terms of own behaviour, words and actions to support a commitment to equality of opportunity, diversity and inclusion.
		2.5	Discuss how to recognise when the behaviour, words and actions of colleagues and clients does, and does not, support a commitment to equality of opportunity, diversity and inclusion and the actions that can be taken to correct behaviours.
		2.6	Discuss the importance of reviewing the diversity and needs of an organisation's current and potential clients to identify areas for improvement and how to review.
		2.7	Explain how to develop a written equality, diversity and inclusion policy and what it should cover.
		2.8	Discuss how to communicate the organisation's equality, diversity and inclusion policy to all people who work for the organisation and other relevant parties.
		2.9	Discuss how to establish systems for monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion within an organisation.
		2.10	Discuss how a client's culture, gender identity, sexuality, religious belief or other characteristics can affect their requirement in relation to aesthetic treatments.

3	Understand how to work with healthcare professionals as an aesthetic practitioner.	3.1	Discuss how aesthetic practitioners can work with healthcare providers to ensure best outcomes for clients.
		3.2	Explain the role of the prescriber.
		3.3	Evaluate methods used to communicate with healthcare professionals as an aesthetic practitioner.
		3.4	Explain the impact of poor communication between professionals on client outcomes.
		3.5	Discuss how and why conflict might arise between professionals and how this can be resolved.
4	Understand an aesthetic practitioner's safeguarding duties.	4.1	Describe how to obtain safeguarding information and guidance from the local authority.
		4.2	Define the following types of abuse: <ul style="list-style-type: none"> <li>• Physical.</li> <li>• Psychological.</li> <li>• Sexual.</li> <li>• Financial.</li> <li>• Material.</li> <li>• Discriminatory.</li> <li>• Neglect.</li> </ul>
		4.3	Explain the signs of the following types of abuse: <ul style="list-style-type: none"> <li>• Physical.</li> <li>• Psychological.</li> <li>• Sexual.</li> <li>• Financial.</li> <li>• Material.</li> <li>• Discriminatory.</li> <li>• Neglect.</li> </ul>
		4.4	Explain the appropriate action to take if, during the course of your practice, you suspect a client or another vulnerable person has suffered abuse.
		4.5	Explain the circumstances in which you can share confidential information without consent.

4	<i>Continued</i>	4.6	Discuss how proper professional boundaries keep a client psychologically safe.
		4.7	Discuss good practice with regards to boundary setting.
		4.8	Describe <b>five</b> examples of crossing a professional boundary, and the detrimental effects this might have.
		4.9	Explain why it is not appropriate to provide non-surgical cosmetic interventions to children under 16 years of age.
		4.10	Explain how to determine if a child aged 16 or 17 has the competency to give consent.
		4.11	Discuss how and why to encourage a child aged 16 or 17 to involve their parents in any decision about non-surgical cosmetic treatments.

### Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Centres may use the appropriate ProQual Candidate Workbook, or their own, centre devised, assignments.

This unit is a **common unit**. Centres should be aware that candidates may have completed this unit as part of another ProQual Hair and Beauty qualification and may be eligible for recognition of prior learning.

<b>Title:</b>		Principles and Practice of Phlebotomy		<b>Level:</b>	6	
<b>Unit Number:</b>		Y/651/4127	<b>TQT:</b>	30	<b>GLH:</b>	25
<b>Learning Outcomes</b> <i>The learner will be able to:</i>			<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand how to safely collect venous blood samples.	1.1	Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining venous blood samples.			
		1.2	Explain why it is important to obtain positive confirmation of individuals' identity and consent before starting the procedure, and effective ways of getting positive identification.			
		1.3	Explain the importance of applying standard precautions to obtaining venous blood samples and the potential consequences of poor practice.			
		1.4	Describe the infection control measures required when working with blood.			
		1.5	Describe the position of accessible veins for venous access in relation to arteries, nerves and other anatomical structures.			
		1.6	Describe blood clotting processes and factors influencing blood clotting.			
		1.7	Describe the contra-indications and changes in behaviour and condition, which indicate that the procedure should be stopped, and advice sought.			
		1.8	Describe the concerns which individuals may have in relation to you obtaining venous blood.			
		1.9	Explain how to prepare individuals for obtaining venous blood, including how their personal beliefs and preferences may affect their preparation.			
		1.10	Explain what is likely to cause discomfort to individuals during and after obtaining venous blood, and how such discomfort can be minimised.			

1	<i>Continued</i>	1.11	Describe common adverse reactions/events to blood sampling, how to recognise them and the action(s) to take if they occur.
		1.12	Describe what dressings are needed for different types of puncture sites, how to apply them, the correct use of tourniquets and what advice to give individuals on caring for the site.
		1.13	Explain the factors to consider in selecting the best site to use for venous access.
		1.14	Explain the equipment and materials needed for venepuncture/phlebotomy and how to check and prepare blood collection systems.
		1.15	Describe how to recognise an arterial puncture, and the action to take if this occurs.
		1.16	Explain the factors involved in the procedure which could affect the quality of the blood.
		1.17	Describe the remedial action you can take if there are problems in obtaining blood, including the complications and problems may occur during venepuncture, how to recognise them and what action(s) to take.
2	Safely collect venous blood samples.	2.1	Apply standard precautions for infection prevention and control any other relevant health and safety measures.
		2.2	Provide the individual relevant information, support and reassurance in a manner which is sensitive to their needs and concerns
		2.3	Obtain the individual's informed consent for the phlebotomy procedure.
		2.4	Select and prepare: <ul style="list-style-type: none"> <li>• An appropriate site.</li> <li>• Appropriate equipment.</li> </ul>
		2.5	Apply, use and release a tourniquet as appropriate.



2	<i>Continued</i>	2.6	Gain venous access using the selected blood collection system, in a manner which will cause minimum discomfort to the individual.
		2.7	Obtain blood from the selected site, including: <ul style="list-style-type: none"> <li>• Use of the correct container.</li> <li>• Collection of the correct volume.</li> <li>• Collection in the correct order when taking multiple samples.</li> <li>• Promptly mixing with anti-coagulant if required.</li> </ul>
		2.8	Take appropriate action to stimulate the flow of blood if there is a problem obtaining blood from the selected site, or choose an alternative site.
		2.9	Remove blood collection equipment and stop blood flow with sufficient pressure at the correct point and for the sufficient length of time to ensure bleeding has stopped.
		2.10	Apply a suitable dressing to the puncture site according to guidelines and/or protocols, and advise the individual about how to care for the site.
		2.11	Label blood samples clearly, accurately and legibly, using computer prepared labels where appropriate.
		2.12	Correctly document all relevant information clearly, accurately and correctly in the appropriate records.

## Additional Assessment Information

Learning Outcome 1 is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome 2 is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Centres may use the appropriate ProQual Candidate Workbook to organise candidate evidence or may use their own portfolio templates.

It is expected that competence of each assessment criteria will be observed **at least twice, across eight treatments** before it is awarded.

Evidence of practical skills **may not be simulated**.

## Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

<b>Apply</b>	Use existing knowledge or skills in a new or different context.
<b>Analyse</b>	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
<b>Classify</b>	Organise information according to specific criteria.
<b>Compare</b>	Examine subjects in detail, giving the similarities and differences.
<b>Critically Compare</b>	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
<b>Describe</b>	Provide detailed, factual information about a subject.
<b>Discuss</b>	Give a detailed account of a subject, including a range of contrasting views and opinions.
<b>Explain</b>	As with describe, but extended to include causation and reasoning.
<b>Identify</b>	Select or ascertain appropriate information and details from a broader range of information or data.
<b>Interpret</b>	Use information or data to clarify or explain something.
<b>Produce</b>	Make or create something.
<b>State</b>	Give short, factual information about something.
<b>Specify</b>	State a fact or requirement clearly and in precise detail.



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