



Qualification Specification

ProQual Level 2 Qualifications in Digital Skills for Business

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This qualification is part of ProQual's broad offer of qualifications in the Business Administration and Management Sector.

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Introduction

The ProQual Level 2 qualifications in Digital Skills for Business provides a nationally recognised qualification for those working in, or wanting to work in, a role that involves the use of computers, IT and other digital technologies. Candidates can select from a range of flexible units to suit their current or desired job role, and can complete this qualification at award, certificate or diploma size to fit their needs and availability.

The aims of this qualification are:

- To allow candidates to develop and demonstrate their knowledge and understanding of core digital technologies found in the modern workplace.
- To provide candidates with the skills to use digital technologies to increase their productivity.
- To provide a progression route for those working in office-based roles and who wish to increase their use of digital technologies.

This qualification would be suitable for distance or blended learning.

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

Qualification Title:	ProQual Level 2 Award in Digital Skills for Business
Qualification Number:	610/5409/4
Level:	2
Total Qualification Time (TQT):	110 Hours (11 Credits)
Guided Learning Hours (GLH):	90 Hours
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual external verifiers
Qualification Start Date:	02/06/2025
Qualification Review Date:	02/06/2028

Qualification Title:	ProQual Level 2 Certificate in Digital Skills for Business
Qualification Number:	610/5410/0
Level:	2
Total Qualification Time (TQT):	140 Hours (14 Credits)
Guided Learning Hours (GLH):	75 Hours
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual external verifiers
Qualification Start Date:	02/06/2025
Qualification Review Date:	02/06/2028

Qualification Title:	ProQual Level 2 Diploma in Digital Skills for Business
Qualification Number:	610/5411/2
Level:	2
Total Qualification Time (TQT):	370 Hours (37 Credits)
Guided Learning Hours (GLH):	260 Hours
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual external verifiers
Qualification Start Date:	02/06/2025
Qualification Review Date:	02/06/2028

Learner Profile

There are no formal academic entry requirements for this qualification. Centres should carry out their own assessment to establish candidate's existing knowledge and skills in order to develop the assessment plan.

Candidates must be aged **at least** 14 years old on the day that they are registered for this qualification. Centres are reminded that no assessment activity may take place until a candidate has been registered.

Candidates must have access to a desktop, laptop or tablet computer, either their own or one supplied by the centre.

Candidates who complete this qualification may progress into other qualifications in ProQual's Business Administration and Management suite.

Qualification Structure

These qualifications consist of **one** mandatory unit. Candidates must complete the mandatory units to complete any of these qualifications.

Candidates for the award must then complete **one** optional unit.

Candidates for the certificate must then complete optional units totalling **at least 10 credits**.

Candidates for the diploma must then complete optional units totalling **at least 33 credits**.

Mandatory Unit – All candidates <u>must</u> complete this unit.					
Unit Number	Unit Title	Level	TQT	GLH	Credit
H/651/5175	Digital Safety and Security	2	40	35	4
Optional Units					
Candidates for the Award must complete <u>one</u> unit.					
Candidates for the Certificate must complete any combination worth <u>at least 10 credits</u> .					
Candidates for the Diploma must complete at any combination worth <u>at least 33 credits</u> .					
F/651/4931	Office Software – Fundamental Skills	2	70	35	7
Y/651/4948	Principles of Document Design and Production	2	100	70	10
A/651/4949	Information Management for Business	2	100	80	10
L/651/4953	Developing and Delivering Presentations	2	100	50	10
Y/651/4993	Social Media for Business	2	80	70	8
K/651/5069	Providing Customer Support Online	2	80	70	8

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.

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 2 Award in Digital Skills for Business

ProQual Level 2 Certificate in Digital Skills for Business

ProQual Level 2 Diploma in Digital Skills for Business

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.

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 Outcomes and Assessment Criteria

Title:		Digital Safety and Security		Level:	2
Unit Number:		H/651/5175	TQT:	40	GLH: 35
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the importance of digital safety and security.	1.1	Identify common cyber threats.		
		1.2	Identify common methods used by cybercriminals to target individuals and businesses.		
		1.3	Explain the difference between personal and organisational digital security risks.		
		1.4	Describe the potential consequences of digital security breaches.		
2	Know how to use computers and the internet safely.	2.1	Identify safe practices for using work computers and personal devices.		
		2.2	Identify secure browsing habits and how to recognise unsafe websites.		
		2.3	Describe the importance of strong passwords and multi-factor authentication.		
		2.4	Explain how to safely download and install software to avoid security risks.		
		2.5	Identify the role of the following tools in protecting systems: <ul style="list-style-type: none"> • Firewalls. • Antivirus software. • Anti-spyware or anti-ransomware tools. • Built-in browser protections. • Device-level security features (e.g. biometric locks, secure folders). 		

3	Understand secure use of email and online communication.	3.1	Identify risks associated with email use.
		3.2	Describe how to verify sender authenticity and recognise suspicious emails.
		3.3	Describe best practices for sharing sensitive information online.
		3.4	Explain the risks of using public Wi-Fi for email and online communication.
		3.5	Describe the role of encryption in securing emails and messages.

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.

Title:		Office Software – Fundamental Skills		Level:	2
Unit Number:		F/651/4931	TQT:	70	GLH: 35
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Use email software effectively.	1.1	Identify key features and functions of email software.		
		1.2	Compose and send professional emails, including subject lines and appropriate formatting.		
		1.3	Attach files to an email.		
		1.4	Explain when to use CC and BCC.		
		1.5	Organize and manage emails using folders, labels, and filters.		
		1.6	Explain email security best practices, including recognizing phishing emails.		
2	Use word processing software to create and edit documents.	2.1	Identify key features and functions of word processing software.		
		2.2	Create, format, and save documents using appropriate fonts, spacing, and styles.		
		2.3	Use editing tools such as spell check, grammar check, and find-and-replace.		
		2.4	Insert and format tables, images, and other elements in a document.		
		2.5	Use basic document templates for common business documents.		
		2.6	Save and export documents in different formats.		
3	Use spreadsheet software for basic data management.	3.1	Identify key features and functions of spreadsheet software.		
		3.2	Create and format a simple spreadsheet, including rows, columns, and cell formatting.		
		3.3	Enter, edit, and sort data within a spreadsheet.		

3	<i>Continued</i>	3.4	Use basic formulas and functions.
		3.5	Create and format basic charts or graphs to visually represent data.
		3.6	Save and export spreadsheets in different formats.

Additional Assessment Information

This unit is **competency based**. The evidence for this unit is expected to take the form of products or documents produced by the candidate and assessed by the assessor. Evidence must include an assessor's report.

Centres are expected to have methods in place to verify that the product or document has been produced by the candidate alone, such as:

- The use of photographic evidence.
- The use of secure digital learning platforms.
- The use of supervision and invigilation.

This list is indicative and not exhaustive. Centres may use the appropriate ProQual assessment material or their own, centre devised, assignments.

Products or documents may be produced by the candidate as part of their real work, or may be produced in response to a simulated scenario given to them by the centre.

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

Title:		Principles of Document Design and Production		Level:	2
Unit Number:		Y/651/4948	TQT:	100	GLH: 70
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the principles of document design and production.	1.1	Explain why it is important that an organisation's documents are: <ul style="list-style-type: none"> Professional. Consistent in design. 		
		1.2	Identify the types of internal and external documents an organisation may produce.		
		1.3	Identify the different formats in which organisational documents can be presented.		
		1.4	Identify the different types of technology available for inputting, formatting and editing documents.		
		1.5	Describe how to check documents for accuracy, including spelling and grammar.		
		1.6	Identify the benefits of using templates to produce organisational documents.		
		1.7	Explain how to save and store documents safely and securely.		
		1.8	Explain the importance of version control.		
		1.9	Identify ways of implementing version control.		
		1.10	Explain why it is important to review and update the documents on a regular basis.		
2	Design and produce documents in line with organisational style.	2.1	Prepare written content for an organisational document.		
		2.2	Use appropriate software/technology to prepare an organisational document.		
		2.3	Draft documents in accordance with agreed specifications and format.		
		2.4	Review drafts and incorporate review comments.		

2	<i>Continued</i>	2.5	Integrate non-text objects into organisational documents.
		2.6	Save and store documents safely and securely in relevant locations.
		2.7	Use relevant methods for documents' version control.

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**. The evidence for this unit is expected to take the form of products or documents produced by the candidate and assessed by the assessor. Evidence must include an assessor's report.

Centres are expected to have methods in place to verify that the product or document has been produced by the candidate alone, such as:

- The use of photographic evidence.
- The use of secure digital learning platforms.
- The use of supervision and invigilation.

This list is indicative and not exhaustive. Centres may use the appropriate ProQual assessment material or their own, centre devised, assignments.

Products or documents may be produced by the candidate as part of their real work, or may be produced in response to a simulated scenario given to them by the centre.

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

Title:		Information Management for Business		Level:	2
Unit Number:		A/651/4949	TQT:	100	GLH: 80
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to obtain, use and store information.	1.1	Explain why it is important to be clear about the information you need to obtain, before you obtain it.		
		1.2	Identify common sources of information for businesses.		
		1.3	Explain why it is important to maintain a record of sources of information.		
		1.4	Identify common manual and electronic systems used to store information.		
		1.5	Describe how to organise and record information in a way that is useful to yourself and others.		
		1.6	Explain why information should be stored in a way that will help you and others find it in the future.		
		1.7	Explain why it is important to store information securely, including: <ul style="list-style-type: none"> • What is meant by confidential information. • How confidential information should be stored. • Potential consequences of failing to secure confidential information. 		
		1.8	Identify legislation relevant to the storing of information.		
2	Understand how to present information.	2.1	Explain why it is important to take the following factors into account when presenting information in the workplace: <ul style="list-style-type: none"> • The intended audience. • Timings. • Expected style, including organisational house style. 		
		2.2	Identify the different formats in which information may be required to be presented.		

2	<i>Continued</i>	2.3	Explain why it is important to meet agreed timescales when using and presenting information in the workplace, including potential consequences of not meeting deadlines.
		2.4	Describe how to identify and emphasise the key points in the information you are presenting and why this is important.
		2.5	Describe how to deal with questions and suggestions effectively and why this is important.
3	Obtain, use and store information.	3.1	Locate information efficiently.
		3.2	Explore relevant information and extract the parts you require.
		3.3	Organise and record the information in a way that will be useful to yourself and others.
		3.4	Record the sources of information.
		3.5	Store the information in a way that will help you and others retrieve it in the future.
4	Present information effectively.	4.1	Identify the following factors regarding information to be presented: <ul style="list-style-type: none"> • The intended audience. • Timings. • Expected style.
		4.2	Analyse and present information clearly and logically, considering: <ul style="list-style-type: none"> • The intended audience. • Timings. • Expected style.
		4.3	Highlight key points in information to be presented.

Additional Assessment Information

Learning Outcomes 1 and 2 are **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 Outcomes 3 and 4 are **competency based**. The evidence for this unit is expected to take the form of products or documents produced by the candidate and assessed by the assessor. Evidence must include an assessor's report.

Centres are expected to have methods in place to verify that the product or document has been produced by the candidate alone, such as:

- The use of photographic evidence.
- The use of secure digital learning platforms.
- The use of supervision and invigilation.

This list is indicative and not exhaustive. Centres may use the appropriate ProQual assessment material or their own, centre devised, assignments.

Products or documents may be produced by the candidate as part of their real work, or may be produced in response to a simulated scenario given to them by the centre.

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

Title:		Developing and Delivering Presentations		Level:	2
Unit Number:		L/651/4953	TQT:	100	GLH: 50
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to develop a presentation.	1.1	Identify the advantages and disadvantages of using presentations to provide information.		
		1.2	Identify ways to develop presentations that are: <ul style="list-style-type: none"> • Engaging. • Interesting. • Relevant. • Informative. 		
		1.3	Describe how to tailor a presentation to an audience to meet their individual and group needs.		
		1.4	Explain how handouts and supporting materials can be used to complement presentations.		
		1.5	Explain why it is important to rehearse a presentation.		
2	Understand how to deliver a presentation.	2.1	Describe the impact that the following factors can have on a presentation: <ul style="list-style-type: none"> • Language. • Body language. • Voice tone. • Volume. • Pace. 		
		2.2	Identify the types of equipment used in presentations and their features.		
		2.3	Describe how to gauge audience reactions to a presentation.		
		2.4	Explain why it is important to respond effectively to audience questions and the impact this has.		
		2.5	Identify ways to collect audience feedback after a presentation.		

3	Develop and deliver a presentation.	3.1	Prepare a presentation that meets defined objectives and needs of the audience.
		3.2	Produce presentation handouts and supporting materials.
		3.3	Develop a contingency plan in case of equipment failure or other problems.
		3.4	Introduce yourself to the audience and state the aims of the presentation.
		3.5	Speak clearly and confidently, using language which is appropriate to the topic and the audience.
		3.6	Use the relevant equipment or tools to run the presentation.
		3.7	Vary voice tone, pace and volume to emphasise key points and maintain the audience's interest.
		3.8	Use body language in a way that reinforces your message.
		3.9	Summarise the key points following your presentation.
		3.10	Provide an opportunity for the audience to ask questions.
		3.11	Collect feedback on the presentation.
		3.12	Evaluate and reflect on the presentation, including: <ul style="list-style-type: none"> • Areas of strength. • Areas for improvement. • How improvements will be implemented next time.

Additional Assessment Information

Learning Outcomes 1 and 2 are **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 3 is **competency based**. The evidence for this unit is expected to take the form of a presentation developed and delivered by the candidate, alongside supporting information and documentation.

The presentation may be delivered by the candidate as part of their real work, or may be developed and delivered in response to a simulated scenario or case study supplied by the assessor.

ProQual does not place restrictions on the topic of the presentation, but centres should consider the context of the unit within the wider qualification. For example, if this unit is being delivered within a marketing qualification or pathway, candidates should deliver a qualification within a marketing context.

Products or documents may be produced by the candidate as part of their real work, or may be produced in response to a simulated scenario given to them by the centre.

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

Title:		Social Media for Business		Level:	2
Unit Number:	Y/651/4993	TQT:	80	GLH:	70
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the of social media in business marketing.	1.1	Define the term 'social media'.		
		1.2	Identify the benefits of using social media for business.		
		1.3	Identify the different social media platforms and their key features.		
		1.4	Compare the advantages and disadvantages of various social media platforms for different business purposes.		
		1.5	Describe the impact of social media on customer communication and business reputation.		
		1.6	Describe common risks and challenges associated with using social media for business, including: <ul style="list-style-type: none"> • Data security. • Negative feedback. • Reputational damage. • Misinformation or "fake news" damaging brand trust. • Overreliance on algorithms reducing reach unpredictably. 		
2	Understand how to develop a social media strategy for business.	2.1	Identify the key components of a social media strategy.		
		2.2	Identify business goals that can be supported through social media.		
		2.3	Describe how to define a target audience for social media marketing.		
		2.4	Explain how to create engaging content.		
		2.5	Describe different types of social media content, including: <ul style="list-style-type: none"> • Images. • Videos. • Blogs. • Live streams. 		

2	<i>Continued</i>	2.6	Explain how to schedule and plan social media posts for consistency and effectiveness.
		2.7	Identify tools and platforms that assist in managing social media campaigns.
3	Understand how to measure the effectiveness of social media in business.	3.1	Describe key performance indicators (KPIs) used to measure social media success, including: <ul style="list-style-type: none"> • Engagement rates. • Reach. • Impressions. • Conversions.
		3.2	Explain how to use social media analytics tools to track performance.
		3.3	Describe how customer feedback and engagement on social media can be used to improve business strategies.
		3.4	Explain how to adjust a social media strategy based on performance data and insights.
		3.5	Identify ethical and legal considerations when using social media for business, including: <ul style="list-style-type: none"> • Data protection. • Copyright. • Advertising regulations. • Use of AI-generated content. • Influencer partnerships and disclosure rules.

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.

Title:		Providing Customer Support Online		Level:	2
Unit Number:		K/651/5069	TQT:	80	GLH: 70
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand online service delivery systems.	1.1	Explain how online service delivery systems work.		
		1.2	Describe the importance of developing knowledge and skills related to using the system your organisation uses.		
		1.3	Identify the reasons why organisations encourage customers to complete transactions themselves.		
		1.4	Explain the benefits and drawbacks of guiding customers through using the system versus completing transactions on their behalf.		
2	Understand how to communicate effectively with customers using online systems.	2.1	Explain the importance of active listening in understanding what the customer is trying to achieve.		
		2.2	Describe techniques for communicating with customers who have different levels of skills and understanding of the online system.		
		2.3	Explain the importance of building customer confidence in using the online system.		
		2.4	Identify additional products or services that may be promoted to online customers.		
3	Understand the use of self-service technologies in customer support.	3.1	Explain why an organisation offers customers self-service technologies.		
		3.2	Describe methods for observing customers using self-service technologies and identifying when they need assistance.		
		3.3	Explain how to operate self-service technologies from both a customer and staff perspective.		

3	<i>Continued</i>	3.4	Identify frequently asked questions about self-service technologies and provide appropriate responses.
		3.5	Describe techniques for demonstrating self-service technologies to customers.
4	Understand how to manage customer support for self-service technologies.	4.1	Identify signals and signs that indicate a customer needs help with self-service technologies.
		4.2	Explain organisational procedures for staff intervention when assisting with self-service technologies.
		4.3	Describe organisational procedures for dealing with self-service technology problems.
		4.4	Explain the importance of building customer confidence in using self-service technologies.

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.

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

Apply	Use existing knowledge or skills in a new or different context.
Analyse	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.
Classify	Organise information according to specific criteria.
Compare	Examine subjects in detail, giving the similarities and differences.
Critically Compare	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.
Describe	Provide detailed, factual information about a subject.
Discuss	Give a detailed account of a subject, including a range of contrasting views and opinions.
Explain	As with describe, but extended to include causation and reasoning.
Identify	Select or ascertain appropriate information and details from a broader range of information or data.
Interpret	Use information or data to clarify or explain something.
Produce	Make or create something.
State	Give short, factual information about something.
Specify	State a fact or requirement clearly and in precise detail.



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