



Qualification Specification

ProQual Level 3 Award in Phlebotomy

ProQual Level 3 Certificate in Phlebotomy



This qualification is part of ProQual's broad offer of qualifications in the Clinical Skills Sector.

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Contents

Introduction.....	3
Qualification Profile	4
Learner Profile	5
Qualification Structure	6
Centre Requirements	7
Certification	8
Assessment Requirements.....	9
Enquiries, Appeals and Adjustments.....	10
Units – Learning Outcomes and Assessment Criteria.....	11
Infection Control and Prevention for Cosmetic, Aesthetic and Needle Related Treatments.....	11
Obtain Venous Blood Samples	14
Appendix One – Command Verb Definitions	17

Introduction

The ProQual Level 3 Award in Phlebotomy provides a nationally recognised qualification for those working in the healthcare, social care, or clinical cosmetic industries and who wish to demonstrate their skill and competence at safely obtaining a venous blood sample.

The aims of this qualification are:

- To allow candidates to develop and demonstrate their knowledge of adult phlebotomy.
- To allow candidates to develop and demonstrate their competence at providing adult phlebotomy services.
- To provide a progression route within these sectors, who may wish to progress to more clinical roles.

Candidates who complete this qualification, and who wish to further develop their skills may wish to consider the ProQual Level 3 Certificate in Phlebotomy Services. Overlap of units between these two qualifications allows for candidates who complete the award to count their units toward the certificate.

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 3 Award in Phlebotomy
Qualification Number:	610/5041/6
Level:	3
Total Qualification Time (TQT):	55 Hours 5 Credits
Guided Learning Hours (GLH):	44 Hours
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual verifiers
Qualification Start Date:	06/01/2025
Qualification Review Date:	01/08/2025
Next Review Due:	01/08/2028

Learner Profile

There are no formal academic requirements for this qualification. Centres should carry out an initial assessment to identify gaps and inform the assessment plan.

Candidates for this qualification should be employed in a role, or enrolled on a training course, that will allow them to carry out a phlebotomy.

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 may go on to complete other advanced qualifications in ProQual's Health and Social Care, or Aesthetic Practice, suite of qualifications.

Qualification Structure

This qualification consists of **two** mandatory 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 all units in this group.				
L/651/2397	Infection Control and Prevention for Cosmetic, Aesthetic and Needle Related Treatments	2	25	20
D/601/8860	Obtain Venous Blood Samples	2	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 3 Award 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 Outcomes and Assessment Criteria

Title:		Infection Control and Prevention for Cosmetic, Aesthetic and Needle Related Treatments		Level:	2
Unit Number:		L/651/2397	TQT:	25	GLH: 20
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <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"> • Bacteria. • Fungi. • Viruses. 		
		1.2	Describe the ideal conditions for the growth of micro-organisms.		
		1.3	Define the term "pathogen".		
		1.4	List five common illness caused by: <ul style="list-style-type: none"> • Bacteria. • Fungi. • Viruses. 		
		1.5	Define the term "parasite".		
		1.6	Explain the difference between an endoparasite and an ectoparasite.		
		1.7	Identify three 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"> • Localised infection. • Systemic infection. 		

1	<i>Continued</i>	1.10	Describe what is meant by: <ul style="list-style-type: none"> • Direct transmission. • Indirect transmission. • Vector transmission.
		1.11	Describe how, within the salon environment, an infective agent could: <ul style="list-style-type: none"> • Enter the body. • Be transmitted from person to person.
		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"> • Consultation. • Aftercare. • Hand Hygiene. • Environment management. • Equipment management. • Cleaning, disinfecting and sterilisation. • Personal protective equipment. • Management of body fluids. • Needle stick injuries. • Waste disposal and collection. • Management of occupational exposure.

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 ProQual Level 2 Award in Infection Control and Prevention in Aesthetic Practice 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.

Title:		Obtain Venous Blood Samples		Level:	3
Unit Number:	D/601/8860	TQT:	30	GLH:	25
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand legislation, policy and good practice related to obtaining venous blood samples.	1.1	Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining venous blood samples.		
2	Understand the anatomy and physiology relating to obtaining venous blood samples.	2.1	Describe the structure of venous blood vessels.		
		2.2	Explain blood clotting processes and the factors that influence blood clotting.		
		2.3	Describe the position of venous blood vessels in relation to arteries, nerves and other structures, within the hand and arms.		
3	Prepare to obtain venous blood samples.	3.1	Confirm the individual's identity and obtain valid consent.		
		3.2	Communicate with the individual in a manner which: <ul style="list-style-type: none"> Provides relevant information. Provides support and reassurance. Addresses needs and concerns. Is respectful of personal beliefs and preferences. 		
		3.3	Select and prepare appropriate equipment for obtaining the venous blood samples.		
		3.4	Select and prepare an appropriate site taking into account the individual's preferences.		
4	Obtain venous blood samples.	4.1	Apply health and safety measures relevant to the procedure and environment.		
		4.2	Apply standard precautions for infection prevention and control.		
		4.3	Use the selected blood collection equipment correctly, in a manner which will cause minimum discomfort to the individual.		

4	Continued	4.4	Use the agreed procedure to obtain the venous blood sample, to include: <ul style="list-style-type: none"> • Utilisation of containers. • Required volume of blood. • Correct sequence when obtaining multiple samples. • Application and use of tourniquets at appropriate stages. • Stimulation of blood flow or selection of alternative site where necessary. • Utilisation of anti-coagulant with sample when necessary.
		4.5	Respond to any indication of adverse reaction, complication or problem during the procedure.
		4.6	Explain the correct procedure to deal with an arterial puncture when it occurs.
		4.7	Terminate the blood collection procedure following guidelines and/or protocols, including: <ul style="list-style-type: none"> • Removal of blood collection equipment. • Stopping blood flow. • Stopping bleeding. • Application of a suitable dressing. • Personal care advice to the individual.
5	Prepare venous blood samples for transportation.	5.1	Label, package, transport and store blood samples correctly and use appropriate attached documentation ensuring: <ul style="list-style-type: none"> • Legibility of labelling and documentation. • Temperature control of storage. • Immediacy of transportation.

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, 4, and 5 are **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 four times** before it is awarded. Both the candidate and live model must be **at least 18 years old**.

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

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.



ProQual Awarding Body

ProQual House
Unit 1, Innovation Drive
Newport, Brough
HU15 2GX

Tel: 01430 423 822
enquiries@proqualab.com
www.proqualab.com