



Qualification Specification

# **ProQual Level 6 Award in Phlebotomy for Aesthetic Practice**

# ProQual Level 6 Award in Phlebotomy for Aesthetic Practice



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 Award in Phlebotomy for Aesthetic Practice provides a nationally recognised qualification for those working in the 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 other Level 6 and Level 7 qualifications in the ProQual Aesthetics suite. 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

|                                        |                                                            |
|----------------------------------------|------------------------------------------------------------|
| <b>Qualification Title:</b>            | ProQual Level 6 Award in Phlebotomy for Aesthetic Practice |
| <b>Qualification Number:</b>           | 610/5061/1                                                 |
| <b>Level:</b>                          | 6                                                          |
| <b>Total Qualification Time (TQT):</b> | 55 Hours<br>5 Credits                                      |
| <b>Guided Learning Hours (GLH):</b>    | 44 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>      | 01/08/2025                                                 |
| <b>Next Review Due:</b>                | 01/08/2028                                                 |

## Learner Profile

Candidates for this qualification **must** have completed the following units:

- Y/651/2444 – Professional Practice of Aesthetic Practitioners.
- M/651/2450 – Anatomy and Physiology for Advanced Aesthetic Practice.

Or units that contain equivalent assessment criteria.

### **AND**

- A current valid first aid at work, or emergency first aid certificate.

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 <b>all</b> units in this group. |                                                                                        |       |     |     |
| L/651/2397                                                                 | Infection Control and Prevention for Cosmetic, Aesthetic and Needle Related Treatments | 2     | 25  | 20  |
| 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 Award in Phlebotomy for Aesthetic Practice**

#### **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

|                                                                 |                                                                                                                      |                                                                                        |                                                                                                                                                      |               |                |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| <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><br><i>The learner will be able to:</i> |                                                                                                                      | <b>Assessment Criteria</b><br><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 | Continued                                                     | 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>                                                                                                                                                                                                                                                                                                                                                                                       |
|   |                                                               | 1.11 | 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 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.

|                                                                 |                                                        |                                                       |                                                                                                                                                                                        |               |                |
|-----------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| <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><br><i>The learner will be able to:</i> |                                                        | <b>Assessment Criteria</b><br><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 | <i>Continued</i>                     | 1.10 | Explain what is likely to cause discomfort to individuals during and after obtaining venous blood, and how such discomfort can be minimised.                                                                  |
|   |                                      | 1.11 | 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 | Continued | 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 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

|                           |                                                                                                                                                                                           |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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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