



**STAMP OUT  
SPIKING**

**Qualification Guidance Document**

# **BIIAB Level 2 Award in Awareness of Spiking**

**England – 610/4647/4**

## About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have an on-line registration system to help customers register learners on their qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

## Sources of Additional Information

The [BIIAB Qualifications Limited](#) website provides access to a wide variety of information.

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## Specification Code

The specification code is A3375-02.

| Issue | Date           | Details of change |
|-------|----------------|-------------------|
| 1.0   | September 2024 | Launch date       |

|     |            |                                            |
|-----|------------|--------------------------------------------|
| 1.1 | March 2026 | Rebranded document to new company branding |
|-----|------------|--------------------------------------------|

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Qualification Summary

| BIIAB Level 2 Award in Awareness of Spiking – 610/4647/4 |                                                                                                                                                 |  |       |   |     |   |     |   |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--|-------|---|-----|---|-----|---|
| <b>Qualification Purpose</b>                             | To obtain and raise awareness of spiking                                                                                                        |  |       |   |     |   |     |   |
| <b>Age Range</b>                                         | Pre 16                                                                                                                                          |  | 16-18 | ✓ | 18+ | ✓ | 19+ | ✓ |
| <b>Regulation</b>                                        | The above qualification(s) is regulated by Ofqual                                                                                               |  |       |   |     |   |     |   |
| <b>Assessment</b>                                        | > Portfolio of Evidence                                                                                                                         |  |       |   |     |   |     |   |
| <b>Type of Funding Available</b>                         | See FaLA (Find a Learning Aim)                                                                                                                  |  |       |   |     |   |     |   |
| <b>Grading</b>                                           | Pass/Fail<br>To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed |  |       |   |     |   |     |   |
| <b>Operational Start Date</b>                            | 16/09/2024                                                                                                                                      |  |       |   |     |   |     |   |
| <b>Review Date</b>                                       | 16/09/2027                                                                                                                                      |  |       |   |     |   |     |   |
| <b>Operational End Date</b>                              |                                                                                                                                                 |  |       |   |     |   |     |   |
| <b>Certification End Date</b>                            |                                                                                                                                                 |  |       |   |     |   |     |   |
| <b>Guided Learning (GL)</b>                              | 24 hours                                                                                                                                        |  |       |   |     |   |     |   |
| <b>Total Qualification Time (TQT)</b>                    | 30 hours                                                                                                                                        |  |       |   |     |   |     |   |
| <b>Credit Value</b>                                      | 3                                                                                                                                               |  |       |   |     |   |     |   |
| <b>BIIAB Qualifications Limited Sector</b>               | Protective Services                                                                                                                             |  |       |   |     |   |     |   |
| <b>Regulator Sector</b>                                  | 7.4 Hospitality and Catering                                                                                                                    |  |       |   |     |   |     |   |
| <b>Support from Trade Associations</b>                   |                                                                                                                                                 |  |       |   |     |   |     |   |

## Introduction

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

| Qualification Title                         | Qualification Number (QN) |
|---------------------------------------------|---------------------------|
| BIIAB Level 2 Award in Awareness of Spiking | 610/4647/4                |

## Pre-requisites

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

## Qualification Structure and Rules of Combination

### **Rules of Combination: BIIAB Level 2 Award in Awareness of Spiking – 610/4647/4**

Learners must achieve 3 credits. All credits must come from the 1 mandatory unit.

This qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

| Unit Title                                       | URN        | Level | Credit Value | GL |
|--------------------------------------------------|------------|-------|--------------|----|
| <b>Mandatory Group Minimum Credit Target - 3</b> |            |       |              |    |
| Awareness of spiking                             | L/651/2800 | 2     | 3            | 24 |

## Aim

This qualification, developed in collaboration with Stamp Out Spiking, aims to provide learners with the essential knowledge and skills to protect themselves and others from the dangers and consequences of spiking.

Learners will gain a deeper understanding of spiking incidents, how to identify potential risks, and effective strategies to prevent and respond to such situations. The course emphasises personal and communal safety, empowering individuals to contribute to a safer environment in social settings.

## Target Group

This qualification is appropriate for learners aged:

- > 16-18
- > 18+
- > 19+

## Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

## **Overview of assessment strategy**

This qualification contains one knowledge unit which is assessed by either portfolio of evidence or the optional learner workbook provided by BIIAB, specifically designed for this qualification.

Evidence for this qualification will be internally assessed by the centre and externally verified by BIIAB Qualifications Limited. Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- > meet the assessment criteria
- > achieve the learning outcomes

## **Assessment Process**

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment and will be based upon the achievement of all the specified learning outcomes.

BIIAB will make every effort to ensure that it allows for assessment to:

- > be up to date and current;
- > reflect the context from which the learner has been taught;
- > be flexible to learner needs.

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a workplace supervisor or an external person who is trained and qualified or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

### **Requirements of Assessors, External and Internal Quality Assurers**

Learners may be assessed, moderated or quality assured at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess learners' knowledge, behaviours and skills in a range of relevant activities and to ensure the evidence submitted by the learner meets the requirements of the assessment criteria. It is important that an assessor can recognise knowledge, competence and behaviours as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing learners. To assess learners, assessors **must**:

- > hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess learners undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- > be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably qualified assessor/quality assurer and should be supported by a qualified assessor throughout their training period.
- > be 'occupationally competent'. Assessors **must** provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.

- > have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

**Internal Quality Assurer (IQA)** - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It will be the responsibility of the approved centre to select and appoint IQAs.

**IQAs must:**

- > hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally quality assure competence-based assessments and learners. IQAs holding older qualifications **must** be able to demonstrate that they are internally quality assuring to the current standards.

OR

- > be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- > be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally quality assured and know how they are applied in the workplace.
- > demonstrate competent practice in internal quality assurance of assessment and demonstrate understanding of the principles and practices of internal quality assurance of assessment, including the quality of assessment and the assessment process.

**External Quality Assurer (EQA)** - The primary responsibility of EQAs is to assure the quality of internal quality assurance and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally quality assuring.

**EQAs must:**

- > hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to quality assure competence-

based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are quality assuring to the current standards;

OR

- > be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- > be 'occupationally competent'. EQAs **must** demonstrate sufficient and current understanding of the qualifications to be quality assured and know how they are applied in business.
- > demonstrate competent practice in external quality assurance of assessment and demonstrate understanding of the principles and practices of external quality assurance of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

## Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- > learners do **not** understand why they are **not** yet regarded as having sufficient knowledge.
- > learners believe they are competent and that they have been misjudged.

BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

## Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- > Mandatory workbook
- > Indicative content
- > Purpose Statement
- > Learner Unit Achievement Checklist

## **Practice Assessment Material**

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

## **Teaching Strategies and Learning Activities**

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## **Progression Opportunities**

Following successful achievement of this qualification, learners will be able to undertake BIIAB Qualifications Limited qualifications within the Hospitality suite. For all progression opportunities, please visit the BIIAB Qualifications Limited website.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

## **Tutor / Assessor Requirements**

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

## **Language**

This specification and associated assessment materials are in English only.

## Unit Details

| Awareness of Spiking              |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                  |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>Unit Reference</b>             | L/651/2800                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                  |
| <b>Level</b>                      | 2                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                  |
| <b>Credit Value</b>               | 3                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                  |
| <b>Guided Learning (GL)</b>       | 24                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                  |
| <b>Unit Summary</b>               | This unit will develop learner's understanding of drink spiking, including what it is, how it can occur, and the risks it poses to individuals. Learners will explore the physical, emotional, and social impacts of spiking on victims, as well as the importance of recognizing the warning signs. The unit will be summarised by looking at the reporting procedures of spiking alongside how to safeguard yourself and others. |                                                                                  |
| <b>Learning Outcomes (1 to 4)</b> | <b>Assessment Criteria (1.1 to 4.4)</b>                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                  |
| <b>The learner will</b>           | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                  |
| 1. Understand spiking             | 1.1                                                                                                                                                                                                                                                                                                                                                                                                                                | State methods of spiking                                                         |
|                                   | 1.2                                                                                                                                                                                                                                                                                                                                                                                                                                | Identify where spiking happens                                                   |
|                                   | 1.3                                                                                                                                                                                                                                                                                                                                                                                                                                | Explain why spiking happens                                                      |
|                                   | 1.4                                                                                                                                                                                                                                                                                                                                                                                                                                | Outline what consent means in relation to spiking                                |
| 2. Know the impact of spiking     | 2.1                                                                                                                                                                                                                                                                                                                                                                                                                                | Describe national statistics on reported cases                                   |
|                                   | 2.2                                                                                                                                                                                                                                                                                                                                                                                                                                | Explain why the national statistics on reported case numbers may not be accurate |
|                                   | 2.3                                                                                                                                                                                                                                                                                                                                                                                                                                | Describe the potential immediate impact of spiking on victims                    |

|                                                    |     |                                                                                          |
|----------------------------------------------------|-----|------------------------------------------------------------------------------------------|
|                                                    | 2.4 | Describe the potential short-term impact of spiking on victims                           |
|                                                    | 2.5 | Describe the potential long-term impact of spiking on victims                            |
|                                                    | 2.6 | Outline the impact of spiking on communities                                             |
|                                                    | 2.7 | Outline the impact of spiking on venues                                                  |
| 3. Understand the reporting procedure              | 3.1 | Explain what should be done if someone is spiked                                         |
|                                                    | 3.2 | Identify how evidence can be collected                                                   |
|                                                    | 3.3 | Describe how to report an incident as a criminal offence, locally and nationally         |
|                                                    | 3.4 | Identify what can be done to encourage the reporting of spiking                          |
|                                                    | 3.5 | Explain obstacles to reporting spiking                                                   |
| 4. Understand how to safeguard yourself and others | 4.1 | Identify signs of spiking                                                                |
|                                                    | 4.2 | Outline ways to proactively protect against spiking                                      |
|                                                    | 4.3 | Identify signs and symptoms of spiking in a social group                                 |
|                                                    | 4.4 | Identify local and national organisations and services which can support spiking victims |

## Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
  - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
  - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - > Original certificates OR
  - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from [biiab.co.uk/for-centres/](http://biiab.co.uk/for-centres/)

## **Certification**

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

## **Exemptions**

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

## Glossary of Terms

### **GL (Guided Learning)**

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

### **TQT (Total Qualification Time)**

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.