



Qualification Specification



Qualification summary

Qualification title	NCFE CACHE Level 2 Certificate in Falls Prevention Awareness
Ofqual qualification number (QN)	603/2552/5
Guided learning hours (GLH)	118
Total qualification time (TQT)	142
Minimum age	16
Qualification purpose	<p>This qualification is designed to increase learners' awareness and understanding of falls and their prevention, which will allow them to progress into or within employment in healthcare or social care settings.</p> <p>The qualification also covers the importance of recording and reporting any incidents concerning falls to ensure that interventions can be put in place to reduce the risk and reoccurrence of falls.</p>
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence
Work/industry placement experience	Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/2552/5.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

This qualification aims to:

- focus on the study of understanding falls and their prevention
- offer breadth and depth of study, incorporating a key core of knowledge

The objectives of this qualification are to allow learners to gain knowledge and understanding of:

- the impact and consequences of a fall
- risks and hazards which contribute to falls
- reducing the risk of falls

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

This qualification is designed for anyone working in a healthcare or social care environment, particularly those that support or have contact with older people who have an increased propensity to fall.

It may also be useful to learners studying qualifications in the healthcare and social care sector.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 1 qualification in healthcare or social care.

Centres are responsible for ensuring that all learners are capable of achieving the units and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **four units** from the mandatory units.



Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Progression including job roles

Learners who achieve this qualification could progress to the following:

- further education:
 - healthcare or social care

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual)

Learners must be successful in this component to gain the Level 2 Certificate in Falls Prevention Awareness (603/2552/5).

Unless otherwise stated in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers



Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including level and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.



Unit 01 Falls in context (R/616/3877)

Unit summary			
In this unit learners will look at falls in different settings and understand the consequences that falling can have on an individual. It also covers falls awareness and prevention programmes, and legislation and guidance relating to falls.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Achieved/not yet achieved	Level 2	28 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand falls within a health and social care context	1.1 Describe what is meant by a fall
	1.2 State current national statistics relating to falls and older people
	1.3 Give reasons why the risk of falling and bone fractures increases with age
	1.4 Explain why falls should not be viewed as an inevitable consequence of ageing
	1.5 Explain how falls are a concern in different settings
2. Understand the impact and consequences of falls	2.1 Give examples of fall-related injuries
	2.2 Describe the negative effects that falls can have on an individuals' wellbeing, including: <ul style="list-style-type: none"> • physical • psychological • social
	2.3 Describe the financial costs of falls and bone fractures
	2.4 Describe the potential impact of falls on health and social care service providers
3. Understand the benefits of falls awareness and prevention	3.1 Describe the benefits of falls awareness and prevention programmes for: <ul style="list-style-type: none"> • individuals • health and social care service providers
	3.2 Identify ways to raise awareness of the risks and consequences of falls
	3.3 Outline the responsibilities of health and social care service providers in reducing the incidence and impact of falls
4. Understand the legislation and guidance relating to falls and falls prevention	4.1 Outline the key points of current legislation relating to falls and falls prevention, including: <ul style="list-style-type: none"> • safeguarding and duty of care • health and safety • moving and handling
	4.2 Outline current guidance relating to falls prevention

Range
1. Understand falls within a health and social care context
1.2 Statistics – learners should include the most recent statistics and state the source and year.



Range
<p>1.5 Different settings – for example:</p> <ul style="list-style-type: none"> • hospitals • residential care • in the community
<p>2. Understand the impact and consequences of falls</p> <p>2.2 Physical – for example:</p> <ul style="list-style-type: none"> • fractures • injuries • reduced mobility • progression of existing conditions • ‘vicious circle’: <ul style="list-style-type: none"> ○ reduced activity ○ decreased muscle strength <p>Psychological – for example:</p> <ul style="list-style-type: none"> • fear • anxiety • loss of confidence • embarrassment • guilt • blame <p>Social – for example:</p> <ul style="list-style-type: none"> • isolation • loss of independence • diminished quality of life • change to routine <p>2.3 Financial costs – health and social care services, to the individual and others.</p> <p>2.4 Potential impact – for example:</p> <ul style="list-style-type: none"> • reputation • risk aversion • legal action
<p>3. Understand the benefits of falls awareness and prevention</p> <p>3.1 Health and social care providers – for example:</p> <ul style="list-style-type: none"> • NHS • social services • independent and private service providers <p>3.3 Responsibilities – for example:</p> <ul style="list-style-type: none"> • legal • moral



Range

- safeguarding wellbeing
- duty of care
- meeting best practice standards

4. Understand the legislation and guidance relating to falls and falls prevention

4.2. Current guidance – guidance must cover the UK and be the most up to date.

Delivery and assessment guidance

Type of evidence: resource pack

AC1.1 to 1.5, 2.1 to 2.4, 3.1 to 3.3

Additional information: learners could develop a resource pack to be used to raise awareness of falls, including statistics, injuries caused by falls, the impact and consequences of falls and the benefits of raising awareness of falls prevention. Tutors could set a series of points to be covered to address the AC.

Type of evidence: assignment

AC4.1, 4.2

Additional information: learners could carry out research into current legislation and guidelines relating to falls. Tutors could set assessment tasks based on the research activity, with headings for learners to follow as guidance.



Unit 02 The risk factors and causes of falls (F/616/3888)



Unit summary			
This unit looks at the risk factors that can increase an individual's likelihood of falling. It covers personal and environmental factors that can be a cause of falls.			
Assessment			
This unit is internally assessed via a portfolio of evidence			
Mandatory	Achieved/not yet achieved	Level 2	34 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know the factors that increase the likelihood of falls	1.1 List factors that might contribute to an individual being vulnerable to falls, including: <ul style="list-style-type: none"> • medical/clinical • sensory • psychological • lifestyle
	1.2 List factors in the physical environment that can increase the risk of falls
	1.3 Explain the importance of a multi-factorial approach to falls awareness and prevention
	1.4 Describe how unsafe practice may contribute to the risk of falls
	1.5 Explain how risk profiles can vary among older people
2. Understand how falls may be caused by personal factors	2.1 Describe how aspects of an individual's physical health and wellbeing may cause them to fall
	2.2 Explain how specific health conditions may be associated with falls
	2.3 Outline how medication use can be associated with falls
	2.4 Outline how an individual's psychological wellbeing may contribute to a fall
	2.5 Explain how cognitive impairment may cause an individual to fall
	2.6 Describe how lifestyle factors could result in a fall
	2.7 Describe how unsuitable clothing and footwear can be a cause of falls
3. Understand how falls may be caused by environmental factors	3.1 Give examples of how aspects of different physical environments can cause falls
	3.2 Give examples of situations or activities that may cause an individual to fall

Range
1. Know the factors that increase the likelihood of falls.
1.2 Factors in the physical environment – for example: <ul style="list-style-type: none"> • lighting, floor/surface • walking aids • obstacles • stairs • transfers



Range

-
- changes in the environment
- unfamiliar environment
- adverse weather

1.3 Multi-factorial approach involves identifying addressing the different risk factors that contribute to falls.

1.5 Risk profiles – for example:

- active older people living in the community
- older people who require support to live in the community
- older people in a hospital setting
- residents living in a care home

2. Understand how falls may be caused by personal factors.

2.1 Aspects of an individual's physical health and wellbeing – for example:

- restricted mobility
- visual impairment
- balance difficulties
- gait
- incontinence
- history of falls
- syncope syndrome
- ageing process
- injury
- muscle weakness

2.2 Specific health conditions – for example:

- neurological conditions:
 - Parkinson's disease
 - osteoporosis
 - postural hypotension
 - infection
 - stroke

2.6 Lifestyle factors – for example:

- alcohol and substance use
- nutrition and hydration

3. Understand how falls may be caused by environmental factors.

3.1 Different physical environments – for example:

- hospital settings
- care homes
- the individual's home
- outdoor areas

**Delivery and assessment guidance**

Type of evidence: factsheet

AC1.1 to 1.4

Additional information: learners could produce a factsheet to include information about different factors contributing to falls and the importance of a multi-factorial approach.

Type of evidence: case studies

AC1.5, 2.1 to 2.7, 3.1, 3.2

Additional information: tutors could design a series of case studies to illustrate scenarios involving a range of individuals with different risk profiles. Learners could explore how specific health conditions are associated with falls, and a range of personal and environmental factors that can contribute to the risk of falls.

Tutors could set a series of questions based on the case studies and designed to address each of the AC.



Unit 03 Falls assessment and prevention (F/616/3891)



Unit summary			
In this unit learners will understand how to assess, monitor and review an individual's risk of falling. They'll also look at a range of interventions that can reduce the risk of falls and the specialist support available.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Achieved/not yet achieved	Level 2	36 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how an individual's risk of falls can be assessed, monitored and reviewed	1.1 Outline the components that should be included in a multi-factorial assessment
	1.2 Outline the content of an environmental risk assessment
	1.3 Explain the importance of monitoring falls
	1.4 Describe how falls should be recorded and monitored
	1.5 Describe how information relating to a history of falls should be communicated between different services or care settings
2. Understand a range of effective interventions used to reduce the risk of falls	2.1 Outline a range of interventions that can mitigate against individual risk factors
	2.2 Give examples of how aspects of the care environment can be modified to reduce the incidence of falls
	2.3 Give examples of how assistive technology can be used to minimise the risk of falls
	2.4 Describe the benefits of evidence-based falls prevention exercise in reducing the potential of falls for individuals
	2.5 Explain how healthcare and social care workers can encourage individuals to participate in falls prevention programmes
	2.6 Describe the steps that individuals can take to reduce the likelihood of a fall
3. Understand multi-agency and specialist support available for falls prevention	3.1 Outline how organisational policies and procedures can reduce the incidence and minimise harm of falls
	3.2 Explain the importance of training in falls awareness and prevention
	3.3 Describe the roles of professionals involved with falls prevention
	3.4 Outline the importance of a multi-disciplinary approach
	3.5 Identify national and local sources of support and information

Range
2. Understand a range of effective interventions used to reduce the risk of falls.
2.1 Individual risk factors – for example:
<ul style="list-style-type: none"> • cognitive impairments • health problems that may increase the risk of falling • postural hypotension • mobility problems and/or balance problems



Range

- medication
- continence problems
- vision impairment
- footwear and foot care
- psychological factors

2.3 Assistive technology – for example:

- mobility aids
- telecare
- aids and adaptations such as:
 - grab rail
 - adapting shower
 - modifications to the environment

2.4 Benefits of evidence-based falls prevention exercise – for example:

- balance
- gait
- strength
- increased bone density

2.6 Steps individuals can take – precautions and self-help strategies.

3. Understand multi-agency and specialist support available for falls prevention

3.3 Professionals – for example:

- occupational therapists
- physiotherapists
- falls teams
- reablement services

3.5 National – for example:

- Age UK
- Alzheimer's Society
- Royal Osteoporosis Society
- Care Rights UK (formerly The Relatives and Residents Association)
- NHS
- Versus Arthritis

Delivery and assessment guidance

Type of evidence: simulated records and commentary

AC1.1 to 1.5

Additional information: learners could complete simulated records relating to risk assessment, monitoring, reviewing and reporting falls based on a fictional individual.

Tutors could provide details of an individual's situation and devise a template to be used that would provide opportunity for the AC to be met. Learners should include a commentary about requirements for monitoring and reporting falls.



Delivery and assessment guidance

Type of evidence: presentation slides or notes

AC2.1 to 2.6, 3.1 to 3.5

Additional information: learners could investigate a range of interventions that reduce the risk of falls, falls prevention programmes and the specialist support that is available. They could prepare slides or notes to be used in a presentation to individuals, their supporters and care workers.



Unit 04 Managing falls (J/616/3892)



Unit summary			
This unit covers how to reduce the impact and minimise harm in the event of a fall, as well as the roles and responsibilities of staff in falls situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence			
Mandatory	Achieved/not yet achieved	Level 2	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to reduce the impact and minimise harm in the event of a fall	1.1 Describe the actions to be taken to safeguard an individual during a fall
	1.2 Explain the precautions to be taken to minimise harm to self when supporting an individual during a fall
	1.3 Describe the immediate care and support of an individual following a fall
	1.4 Explain how and when to call for further assistance in different care settings
	1.5 Explain the importance of using approved moving and positioning techniques and equipment
2. Understand role and responsibilities in falls situations and the importance of learning from falls to improve care	2.1 Outline procedures for reporting and recording falls within legal guidelines
	2.2 Explain how and when to raise safeguarding concerns in relation to falls incidents
	2.3 Give examples of strategies that should be implemented following a fall, relating to changes in practice

Range
1. Understand how to reduce the impact and minimise harm in the event of a fall
1.4 Further assistance – for example: <ul style="list-style-type: none"> • medical professionals • health professionals • emergency services • senior staff/manager • colleagues for assistance with moving
2. Understand role and responsibilities in falls situations and the importance of learning from falls to improve care
2.1 Legal guidelines – for example: <ul style="list-style-type: none"> • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) • requirements of the regulatory authority

Delivery and assessment guidance
Type of evidence: infographic or display



Delivery and assessment guidance

AC1.1 to 1.5, 2.1 to 2.3

Additional information: learners could produce a display or infographic showing what to do in the event and aftermath of a fall. Tutors should provide headings for guidance for learners.



NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.



Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail, looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.



Select	Choose for a specific purpose.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.



Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources
- Qualification Factsheet

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	GLH
	Unit 01	R/616/3877	Falls in context	2	28
	Unit 02	F/616/3888	The risk factors and causes of falls	2	34
	Unit 03	F/616/3891	Falls assessment and prevention	2	36
	Unit 04	J/616/3892	Managing falls	2	20



Change history record

Version	Publication date	Description of change
v2.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources.
v2.2	June 2022	Information about the Support Handbook updated in section 1. Information regarding registration and entry requirements and the language of assessment evidence added to section 2. Reference to Public Health England replaced with UK Health Security Agency and Office for Health Improvement and Disparities in Unit 01.
V2.3	February 2026	Section 2, Unit 1: wording updated for AC2.2. Unit 2: range table, AC1.3 revised to include guidance on a multifactorial approach. This qualification has been transferred into the new NCFE Qualification Specification template.