

Qualification Factsheet

Qualification overview

Qualification title	NCFE CACHE Level 3 Award in Supporting Individuals with Learning Disabilities		
Qualification number (QN)	QN: 600/4037/3		
Total qualification time (TQT)	120	Guided learning hours (GLH)	Minimum: 83 Maximum: 122
Entry requirements	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 2 qualification.		

About this qualification

This qualification provides learners with the opportunity to develop their knowledge and skills around supporting individuals with learning disabilities. It is aimed at learners who support individuals with learning disabilities as part of their job role. The units offered within this qualification mirror those offered within the Learning Disabilities Pathway of the Health and Social Care Diplomas in England.

Qualification structure

To be awarded this qualification, learners are required to successfully achieve **4 credits from the** mandatory units and at least a further **8 credits from the** optional units (**12 credits** in total). A minimum of 7 credits must be achieved at level 3 or above.

Mandatory units

LD 201 Understand the context of supporting individuals with learning disabilities (K/601/5315)

Optional units

LD 302 Support person-centred thinking and planning (A/601/7215)
SHC 31 Promote communication in health, social care or children's and young people's settings (J/601/1434)
LD Op 206 Principles of supporting an individual to maintain personal hygiene (H/601/5703)
LD 206 C Support individuals to maintain personal hygiene (K/601/9963)
LD 302 Support person-centred thinking and planning (A/601/7215)
LD Op 303 Promote active support (D/601/7353)
LD Op 305 Understand positive risk-taking for individuals with disabilities (J/601/6293)
LD Op 307 Principles of supporting individuals with a learning disability regarding sexuality and sexual health (A/601/6274)
LD 308 Support individuals with a learning disability to access healthcare (J/601/8657)
LD 310 Understand how to support individuals with autistic spectrum conditions (T/601/5317)
LD 311C Support young people with a disability to make the transition into adulthood (F/602/0049)

LD 311K Principles of supporting young people with a disability to make the transition into adulthood (M/601/7227)
LD 312 Support parents with disabilities (K/601/7047)
LD Op 314C Support individuals with self-directed support (J/602/0053)
LD 314K Principles of self-directed support (M/601/7048)
ADV 301 Purpose and principles of independent advocacy (M/502/3146)
ADV 302 Providing independent advocacy support (T/502/3147)
ADV 303 Maintaining the independent advocacy relationship (A/502/3148)
CMH 301 Understand mental wellbeing and mental health promotion (F/602/0097)
CMH 302 Understand mental health problems (J/602/0103)
DEM 301 Understand the process and experience of dementia (J/601/3538)
DEM 310 Understand the diversity of individuals with dementia and the importance of inclusion (Y/601/3544)
HSC 3003 Provide support to maintain and develop skills for everyday life (L/601/8028)
HSC 3004 Facilitate learning and development activities to meet individual needs and preferences (L/601/8644)
HSC 3012 Prepare to support individuals within a shared lives arrangement (M/601/9611)
HSC 3013 Support individuals to access and use services and facilities (F/601/7927)
HSC 3014 Provide support for individuals within a shared lives arrangement (J/601/9601)
HSC 3019 Support individuals in their relationships (R/601/8578)
HSC 3023 Support individuals to manage their finances (D/601/7904)
HSC 3027 Support individuals to access housing and accommodation services (K/601/7906)
HSC 3029 Support individuals with specific communication needs (T/601/8282)
HSC 3033 Support individuals during a period of change (M/601/7907)
HSC 3034 Support individuals to prepare for and settle into new home environments (T/601/7908)
HSC 3038 Work in partnership with families to support individuals (H/601/8147)
HSC 3045 Promote positive behaviour (F/601/3764)
HSC 3056 Support families in maintaining relationships in their wider social structures (K/601/9185)
HSC 3066 Support positive risk-taking for individuals (L/601/9549)
PD OP 3.1 Understand physical disability (J/601/6150)
PD OP 3.5 Support families who have a child with a disability (D/601/5750)
SS MU 3.1 Understand sensory loss (M/601/3467)
SS OP 3.1 Understand models of disability (F/601/3473)
SS OP 3.3 Support individuals with multiple conditions and/or disabilities (A/601/5190)
SS OP 3.4 Support individuals in the use of assistive technology (J/601/3541)
SS OP 3.7 Support individuals to access education, training or employment (H/601/3546)
SS OP 3.8 Enable individuals to negotiate environments (R/601/5180)

Assessment

All units are internally assessed. Assessment allows the learner's workplace practice to be provided as evidence for individual units, as well as the whole qualification. Methods of assessment could include:

- inference of knowledge from direct observation of practice
- witness evidence when directed by the sector skills assessment strategy
- professional discussion
- reflection on own practice in real work situations
- written assignments



- learner's own plans and written records
- task set by NCFE for knowledge learning outcomes (LOs) only

Grades are not awarded for this qualification. The qualification will be marked as achieved/not yet achieved. All of the assessment criteria of the chosen units must be achieved.

Note: assessment tasks are provided for tutors' convenience. They are not mandatory.

Placement requirements

The learner must be working, volunteering or on practical placement in an appropriate setting to be able to meet the assessment requirements of this qualification.

Progression opportunities

Learners who achieve this qualification could progress to the following:

- employment
- further education



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