



NCFE CACHE Level 3 Award and Certificate in

Supporting Individuals with Learning Disabilities

Qualification facts

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About these qualifications

These professional development qualifications build on the knowledge and skills gained in the Level 2 Award and Certificate in Supporting Individuals with Learning Disabilities. Both qualifications are aimed at managers, unsupervised carers or senior workers who come into contact with or will be supporting individuals with learning disabilities as part of their job role.

The knowledge and skills gained at this level will expand their professional practice, enabling them to provide high quality person centred support.

Progression to the Certificate from the Award is straight forward as both qualifications share the majority of units. This means learners can carry over the credits from the Award without the need to repeat learning. Progression is also built in from (or to) the Level 3 Diploma in Health and Social Care (Adults) for England qualification, as again they share several of the same units.

Entry requirements

There are no formal entry requirements for this qualification but learners will need to be at least 16 years of age.

Experience in the workplace

Learners will need to be working, volunteering or on practical placement as they will need to show competence in both knowledge and skills.

Qualification structure

NCFE CACHE Level 3 Award
in Supporting Individuals with
Learning Disabilities

To gain the Award learners must achieve a minimum of **12 credits**.

4 credits must be achieved from the mandatory units. The remaining **8 credits** have to be achieved from the choice of optional units. 7 of these credits must be achieved at **level 3** or above.

NCFE CACHE Level 3
Certificate in Supporting
Individuals with Learning
Disabilities

To achieve the Certificate learners must achieve a minimum of **23 credits**.

12 credits must be achieved from the mandatory units. The remaining **11 credits** have to be achieved from the choice of the optional units. 17 of these credits must be achieved at **Level 3** or above.

Award - mandatory unit

Unit ref no.	Title	Unit type	Level	Credit
K/601/5315	Understand the context of supporting individuals with learning disabilities	Knowledge	2	4

Award - optional units

Unit ref no.	Title	Unit type	Level	Credit
J/601/1434	Promote communication in health, social care or children's and young people's settings	Knowledge/Skills	3	3
H/601/5703	Principles of supporting an individual to maintain personal hygiene	Knowledge	2	1
K/601/9963	Support individuals to maintain personal hygiene	Knowledge/Skills	2	2
A/601/7215	Support person-centred thinking and planning	Knowledge/Skills	3	5
D/601/7353	Promote active support	Knowledge/Skills	3	5
J/601/6293	Understand positive risk taking for individuals with disabilities	Knowledge	3	3
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Knowledge	3	3
J/601/8657	Support individuals with a learning disability to access healthcare	Knowledge/Skills	3	3
T/601/5317	Understand how to support individuals with autistic spectrum conditions	Knowledge	3	3
F/602/0049	Support young people with a disability to make the transition into adulthood	Knowledge/Skills	3	5
M/601/7227	Principles of supporting young people with a disability to make the transition into adulthood	Knowledge	3	3
K/601/7047	Support parents with disabilities	Knowledge/Skills	3	6
J/602/0053	Support individuals with self-directed support	Knowledge/Skills	3	5
M/601/7048	Principles of self-directed support	Knowledge	3	3
M/502/3146	Purpose and principles of independent advocacy	Knowledge/Skills	3	4
T/502/3147	Providing independent advocacy support	Knowledge/Skills	3	6
A/502/3148	Maintaining the independent advocacy relationship	Knowledge/Skills	3	6
F/602/0097	Understand mental well-being and mental health promotion	Knowledge	3	3
J/602/0103	Understand mental health problems	Knowledge	3	3
J/601/3538	Understand the process and experience of dementia	Knowledge	3	3

Total Guided Learning Hours for the Award 83-122

Unit ref no.	Title	Unit type	Level	Credit
Y/601/3544	Understand the diversity of individuals with dementia and the importance of inclusion	Knowledge/Skills	3	3
L/601/8028	Provide support to maintain and develop skills for everyday life	Knowledge	2	1
L/601/8644	Facilitate learning and development activities to meet individual needs and preferences	Knowledge/Skills	3	5
M/601/9611	Prepare to support individuals within a shared lives arrangement	Knowledge/Skills	3	4
F/601/7927	Support individuals to access and use services and facilities	Knowledge	3	4
J/601/9601	Provide support for individuals within a shared lives arrangement	Knowledge/Skills	3	5
R/601/8578	Support individuals in their relationships	Knowledge/Skills	3	4
D/601/7904	Support individuals to manage their finances	Knowledge/Skills	3	3
K/601/7906	Support individuals to access housing and accommodation services	Knowledge	3	4
T/601/8282	Support individuals with specific communication needs	Knowledge/Skills	3	5
M/601/7907	Support individuals during a period of change	Knowledge/Skills	3	4
T/601/7908	Support individuals to prepare for and settle in to new home environments	Knowledge/Skills	3	3
H/601/8147	Work in partnership with families to support individuals	Knowledge/Skills	3	3
F/601/3764	Support families in maintaining relationships in their wider social structures	Knowledge/Skills	3	4
K/601/9185	Support families in maintaining relationships in their wider social structures	Knowledge/Skills	3	4
L/601/9549	Support positive risk taking for individuals	Knowledge/Skills	3	4
J/601/6150	Understand physical disability	Knowledge	3	3
D/601/5750	Support families who have a child with a disability	Knowledge/Skills	3	3
M/601/3467	Understand sensory loss	Knowledge	3	3
F/601/3473	Understand models of disability	Knowledge	3	3
A/601/5190	Support individuals with multiple conditions and/or disabilities	Knowledge/Skills	3	4
J/601/3541	Support individuals in the use of assistive technology	Knowledge/Skills	4	4
H/601/3546	Support individuals to access education, training or employment	Knowledge/Skills	4	4
R/601/5180	Enable individuals to negotiate environments	Knowledge/Skills	3	5

Certificate - mandatory units

Unit ref no.	Title	Unit type	Level	Credit
K/601/5315	Understand the context of supporting individuals with learning disabilities	Knowledge	2	4
A/601/7215	Support person-centred thinking and planning	Knowledge/Skills	3	5
J/601/1434	Promote communication in health, social care or children's and Knowledge young people's settings	Knowledge/Skills	3	3

The optional units for the Certificate are the same as the Award with the following exceptions:

- Units A/601/7215 and J/601/1434 are not included in the optional group for the Certificate as they form part of the mandatory unit group
- The Certificate also includes the additional units show below.

Certificate - optional units

Unit ref no.	Title	Unit type	Level	Credit
L/601/9034	Enable individuals with behavioural difficulties to develop strategies to change their behaviour	Knowledge/Skills	3	8
T/601/9738	Implement the positive behavioural support model	Knowledge/Skills	4	8

Total Guided Learning Hours for the Certificate **158-218**

Barred Unit Combinations

The units listed in the table below (from Group B) can not be taken together

Unit no.	Cannot Be Taken With
J/601/6293	L/601/9549
J/602/0053	M/601/7048
F/601/3764	T/601/9738 (Certificate only)
F/602/0049	M/601/7227
H/601/5703	K/601/9963

Assessment

All units are internally assessed. Assessment enables the learner's workplace practice to provide 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
- written assignments
- reflection on own practice in real work situations
- learner's own plans and written records
- task set by us (for knowledge learning outcomes only).

For more information

Full details of these qualifications can be found on our website www.cache.org.uk or on our secure Centre website [cachezone](#).

CACHE was established in 1945 by the Ministry of Health under the name of the National Nursery Examination Board (NNEB). The board set the syllabus for the first national examination which took place in 1947. In 1994 the NNEB merged with the Council for Early Years Awards to form CACHE. In 2001 we incorporated the National Association for Maternal and Child Welfare and in 2015 we became part of NCFE. Over the years we have continually invested in high quality qualifications. Written and developed by experts, they have helped millions of learners across the world to raise professional standards, earning us a reputation for excellence and leadership across the sector. Our continued dedication to those who care for children, young people and adults means that our qualifications will continue to meet the needs of a modern workforce.
