CACHE School Survey 2007

Report

Produced August 2007

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Introduction

i. Background:

CACHE was formed in 1994 after the NNEB merged with the Council for Early Years Awards, and with the National Association for Maternal and Child Welfare later in 2001.

CACHE specialises in designing courses in the care and education of young people throughout the UK. CACHE are dedicated to raising the professional standards in the care and education of young people throughout the UK, offering the best quality of courses and qualifications for the benefit of children and their families.

CACHE commissioned The Market Research Group to undertake research to ensure that it is continually offering the best quality of course to its clients.

ii. The Market Research Group:

The Market Research Group, based within Bournemouth University, was commissioned by the CACHE to undertake this research.

The Market Research Group (MRG) provides market research and intelligence services to organisations in the service sector and local government.

The Market Research Group, based within Bournemouth University (BU), can offer a wealth of experience and expertise in the field of leisure, tourism, heritage, best value and economic impact research at a national, regional and local level.

Using external market research professionals to complete all or part of the consultation and research process can bring together greater legitimacy and independence to the results, expertise and research experience, less disruption to other in house services, and greater resources.

iii. Methodology

The Market Research Group, utilising a database of clients provided by CACHE, conducted 50 telephone interviews. The CACHE School Surveys Questionnaire (Appendix 1) included seven open-ended questions in total. Open-ended responses were then coded to allow results to be analysed statistically.

iv. Sample Size and Statistical Validity

A total sample size of 50 interviews were achieved. Due to small sample sizes cross tabulations should be interpreted as indicative rather than statistically valid. 38% of respondents were Examinations offers/coordinators/administrators, 26% The Head of the Department currently running CACHE courses, 16% CACHE tutors/teachers and 14% CACHE coordinators. The remaining 6% of respondents were Centre Coordinators, Departmental support workers and Course Leaders

CACHE Schools Survey 2007 – Results

1. CACHE Qualifications:

This section of the report looks at the courses offered by institutions and which departments offer CACHE qualifications. This section will also look at which departments are offering specific qualifications.

CCE - L2   CACHE Level 2 Certificate in Child Care and Education
CCCLD-L3   CACHE Level 3 Certificate in Children's Care, Learning and Development
CEYP-L2   CACHE Level 2 Certificate in Early Years Practice
CPC - LE   CACHE Entry Level Certificate in Preparation for Childcare
DCE - L3   CACHE Level 3 Diploma in Child Care and Education
FACC-L1   CACHE Foundation Award in Caring for Children
NVQTA-L2   CACHE NVQ Level 2 for Teaching Assistants

1.1: Qualifications Offered:

Out of the 50 institutions interviewed just under half offered CCE-L2 (47%), FACC-L1 (45%) and the DCE-L3 was offered by 35% of respondents. Less frequently offered qualifications included CEYP (10%), CPC-LE (8%), CCCLD-L3 (4%), NVQTA-L2 (4%) and NVQTA-L3 (2%).

Table 1.1: Courses offered		
	f	Valid %
CCE - L2	23	47%
FACC - L1	22	45%
DCE - L3	17	35%
CEYP - L2	5	10%
CPC - LE	4	8%
CCCLD - L3	2	4%
NVQTA - L2	2	4%
NVQTA - L3	1	2%

Table 1.1: Courses offered
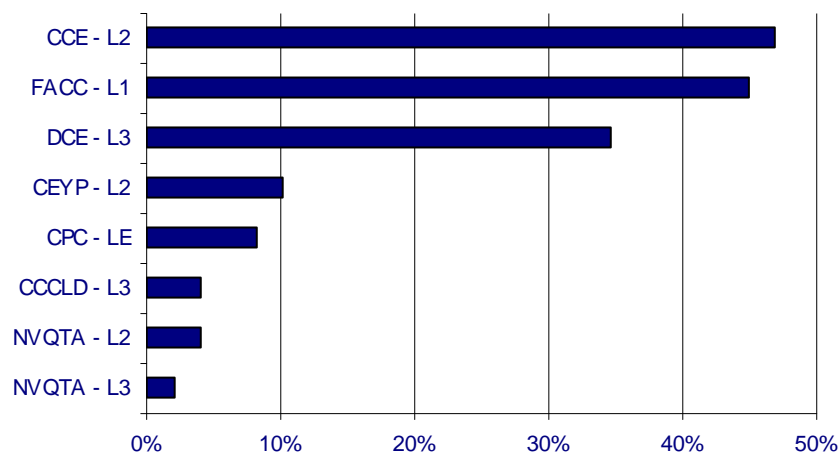
CCE-L2*: This qualification is most frequently offered in conjunction with the DCE-L3 (43%) and the FACC-L1 (35%).
DCE-L3*: 59% of institutions who offered this qualification also offered the CCE-L2. 24% of institutions also offered the FACC-L1.
CCCLD-L3*: This qualification was offered in conjunction with either the DCE-L3 or the FACC-L1.
FACC-L1*: In addition to this qualification 36% also offered the CCE-L2 and 18% the DCE-L3.
CPC-LE*: This qualification was most frequently offered in conjunction with the FACC-L1, with a further 25% also offering the NVQTA-L3.
CEYP-L2*: 40% of institution who offered this qualification also offered the FACC-L1 and 20% the DCE-L3.
NVQTA-L2*: Institutions who offered this qualification did not report offering any other CACHE qualifications.
NVQTA-L3*: All institutions who offered this qualification also offered the CPC-LE.

| Table 1.1b: Combinations of Courses offered																
	CCE - L2		DCE - L3		CCCLD - L3		FACC - L1		CPC - LE		CEYP - L2		NVQTA - L2		NVQTA - L3	
	f	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %
CCE - L2	23	100%	10	59%	0	0%	8	36%	0	0%	0	0%	0	0%	0	0%
DCE - L3	10	43%	17	100%	1	50%	4	18%	0	0%	1	20%	0	0%	0	0%
CCCLD - L3	0	0%	1	6%	2	100%	1	5%	0	0%	0	0%	0	0%	0	0%
FACC - L1	8	35%	4	24%	1	50%	22	100%	2	50%	2	40%	0	0%	0	0%
CPC - LE	0	0%	0	0%	0	0%	2	9%	4	100%	0	0%	0	0%	1	100%
CEYP - L2	0	0%	1	6%	0	0%	2	9%	0	0%	5	100%	0	0%	0	0%
NVQTA - L2	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	100%	0	0%
NVQTA - L3	0	0%	0	0%	0	0%	0	0%	1	25%	0	0%	0	0%	1	100%

small sample sizes should be taken into account when interpreting the figures as percentages.

1.2: Departments offering CACHE qualifications:

CACHE qualifications are most frequently offered by Health and Social Care Departments (20%) and Design and Technology Departments (20%), closely followed by Childcare (18%) and Vocational Education Departments (16%). (Table 1.2, Figure 1.2). 'Other' departments that offered CACHE qualifications primarily referred to courses not being limited to a single department but being available to a wide student base.

Table 1.2: Which department/s in the school offers CACHE qualifications?		
All (50)	Frequency	Valid Percent
Health and Social Care	10	20%
Design and Technology	10	20%
Childcare	9	18%
Vocational Education	8	16%
Sixth Form	3	6%
CACHE Department	2	4%
Business	2	4%
Other	6	12%
Total	50	100%

Figure 1.2: Which department/s in the school offers CACHE qualifications?
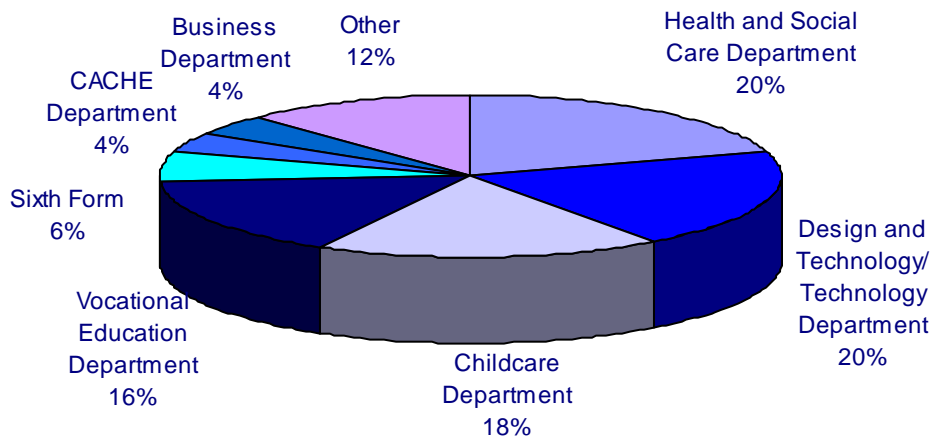
1.3: Qualifications offered by department

CCE-L2*: This qualification was primarily offered by Health and Social (35%), Childcare (22%) and Vocational Education Departments (22%)
DCE-L3*: This qualification was most frequently offered by Childcare (24%) and Design and Technology Departments (24%).
CCCLD-L3*: This qualification was offered exclusively by either Childcare (50%) or Technology Departments (50%).
FACC-L1*: Technology departments most frequently offered this qualification (27%).
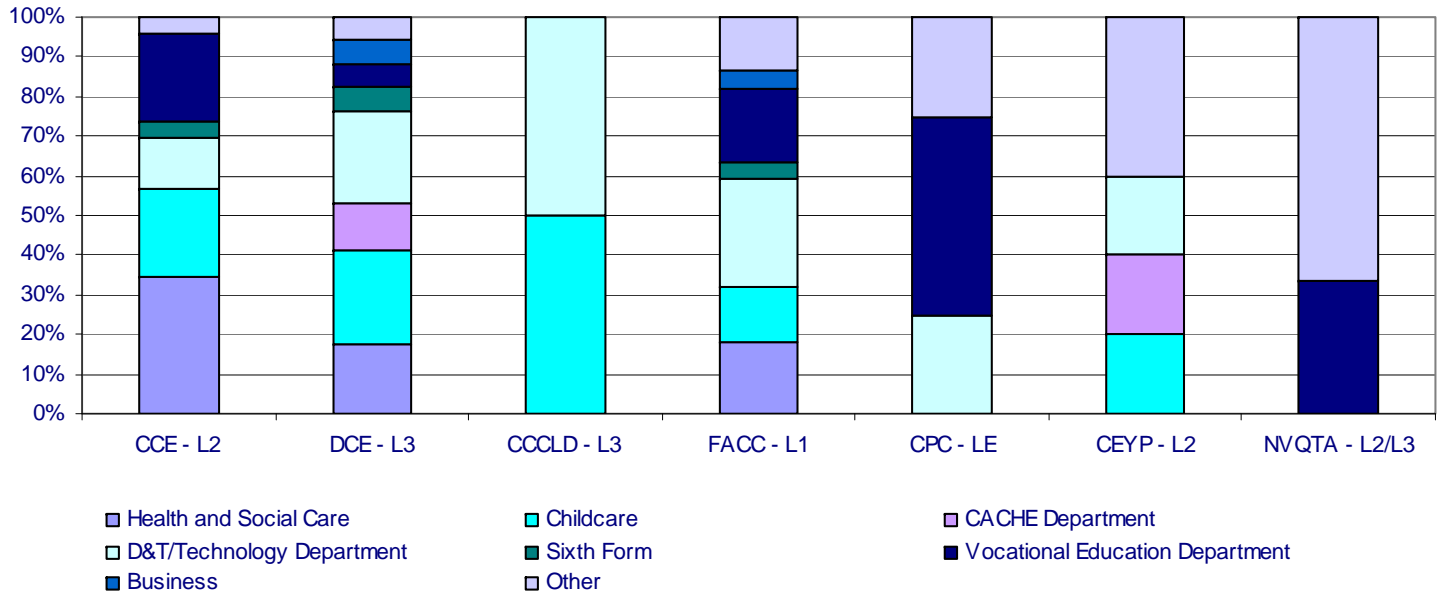**CPC:LE*:** 50% of departments using this qualification were vocational Education Departments.
CEYP-L2*: 40% of institutions offering this qualification did not limit it to a single department.
NVQTA-L2/L3*: 67% of institutions offering this qualifications did not limit it to a single department.

Table 1.3: Qualifications offered by department															
All (50)	**CCE - L2**		**DCE - L3**		**CCCLD - L3**		**FACC - L1**		**CPC - LE**		**CEYP - L2**		**NVQTA - L2/L3**	
	f	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %
Health and Social Care	8	35%	3	18%	0	0%	4	18%	0	0%	0	0%	0	0%
Childcare	5	22%	4	24%	1	50%	3	14%	0	0%	1	20%	0	0%
CACHE Department	0	0%	2	12%	0	0%	0	0%	0	0%	1	20%	0	0%
D&T/Technology Department	3	13%	4	24%	1	50%	6	27%	1	25%	1	20%	0	0%
Sixth Form	1	4%	1	6%	0	0%	1	5%	0	0%	0	0%	0	0%
Vocational Education Department	5	22%	1	6%	0	0%	4	18%	2	50%	0	0%	1	33%
Business	0	0%	1	6%	0	0%	1	5%	0	0%	0	0%	0	0%
Other	1	4%	1	6%	0	0%	3	14%	1	25%	2	40%	2	67%
Total	23	100%	17	100%	2	100%	22	100%	4	100%	5	100%	3	100%

*small sample sizes should be taken into account when interpreting the figures as percentages.

Figure 1.3. Qualifications offered by department

Legend:
- Health and Social Care
- Childcare
- CACHE Department
- D&T/Technology Department
- Sixth Form
- Vocational Education Department
- Business
- Other

Categories: CCE - L2, DCE - L3, CCCLD - L3, FACC - L1, CPC - LE, CEYP - L2, NVQTA - L2/L3
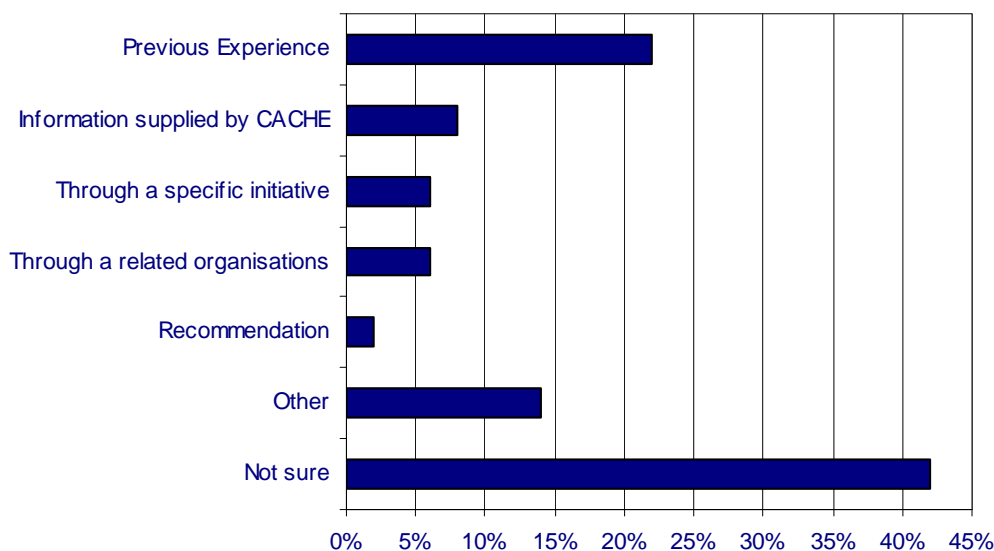
2. Choosing CACHE

2.1. Discovering CACHE

42% of respondents were not sure how their institution had discovered CACHE. 22% of respondents reported discovering CACHE via previous experience with CACHE, either through an individual staff member or the previous experience of the institution as a whole. Other methods of discovery included a natural progression from other vocational qualifications and a specific demand by students or specific staff members. (Table 2.1, figure 2.1).

"We used to do it years ago because we had a teacher at the time who was familiar with CACHE but that was a one off and after he left the course folded. After that we had another new member of staff appointed who was keen to resurrect the CACHE."

"There was a flyer which came into school listing some of the courses. It was when they started to push the 14-16 year old range of courses available. I went and enquired a bit further and got some examples and made a link with Milton Keynes college and had a look at the work they were doing there."

Table 2.1: How did you discover CACHE?		
All (50)	**Frequency**	**Valid Percent**
Previous Experience	11	22%
Information supplied by CACHE	4	8%
Through a specific initiative	3	6%
Through a related organisations	3	6%
Recommendation	1	2%
Other	7	14%
Not sure	21	42%
Total	50	100%

Figure 2.1: How did you discover CACHE?


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2.2. Reasons for choosing CACHE

28% of respondents were not sure why their institution chose to offer CACHE qualifications, this was primarily due to the qualifications being offered within the institutions historically. The most frequently specified reasons for choosing to offer CACHE qualifications included catering for the particular abilities or requirements of students (20%) and as a vocational alternative to comparative qualifications (12%). Other reasons for choosing to offer CACHE qualifications included broadening the curriculum or to meet a specific demand. (Table 2.2, Figure 2.2).

"You find a lot of the students that opt for child development don't really have those [coursework] skills. It was quite difficult for them to complete a good piece of coursework because they weren't academic enough really. We investigated doing the CACHE to make a qualification in child development more accessible for the lower achieving students really."

"It came as part of the Youth Worker in Schools initiative. We were offered a youth worker who would run a qualification that we don't already run. We dabbled with CACHE a little bit in the past but we have a rather large childcare group some of whom are very much capable of GCSE and some of whom are being swamped. We've taken a couple of students out this year because we had the staffing to run the CACHE course."

Table 2.2: Why did the school choose the CACHE qualification/s?		
All (50)	Frequency	Valid Percent
To cater for particular abilities/requirements	10	20%
Vocational alternative	6	12%
Previous experience CACHE	4	8%
Inherited from a previous member of staff	3	6%
Outside organisation/part of specific initiative	3	6%
The reputation of CACHE	2	4%
Favourable aspects of the CACHE courses	2	4%
Value of courses to employers	1	2%
Not sure	14	28%
Other	5	10%
Total	50	100%

**Figure 2.2: Why did the school choose the CACHE qualification/s?**
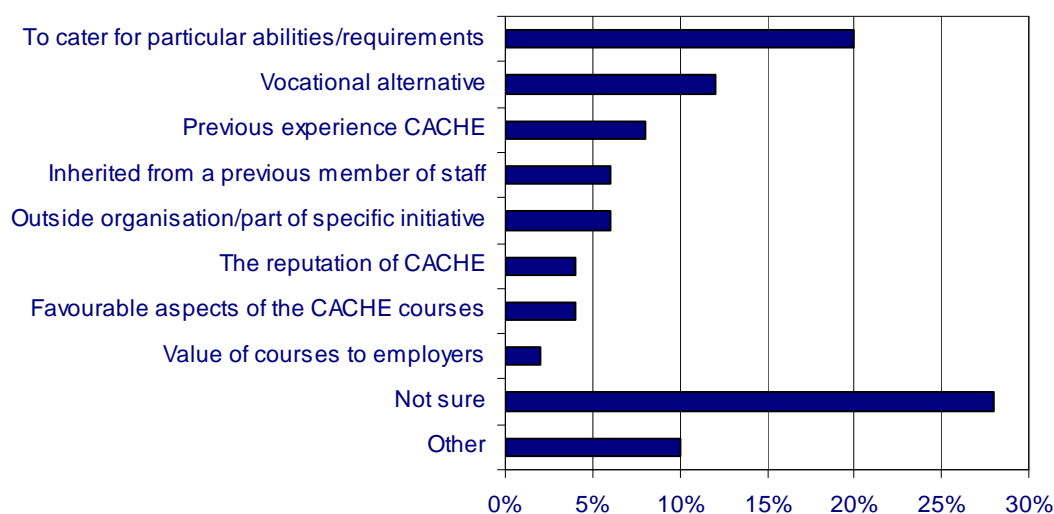
2.3. Choosing qualifications

The head of department/subject area or curriculum area most frequently chose the qualifications offered within 46% of institutions interviewed. In 18% of institutions the head teacher made the decisions regarding which qualifications are offered, with a further 14% being made by the deputy head teacher and in 10% of cases the decision being made by the senior management team. (Table 2.3, Figure 2.3)

Table 2.3. Which member of staff makes decisions about the qualifications offered?	Frequency	Valid Percent
Head of department/head of subject/head of curriculum area	23	46%
Head teacher	9	18%
Deputy head teacher	7	14%
Senior management team	5	10%
CACHE Coordinator	4	8%
Other	2	4%
Total	50	100%

Figure 2.3. Which member of staff makes decisions about the qualifications offered?
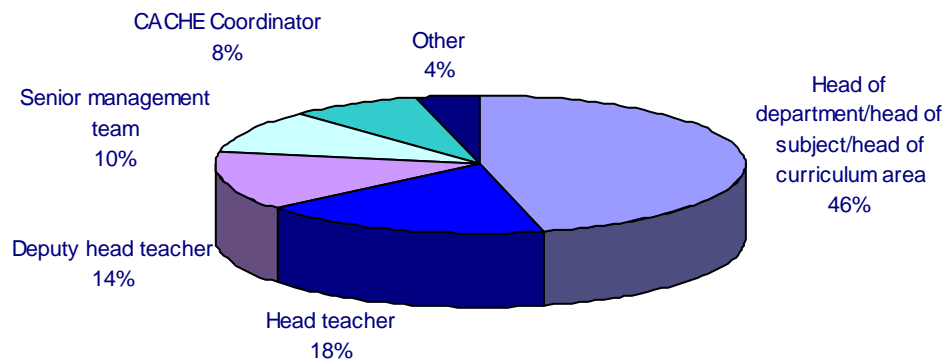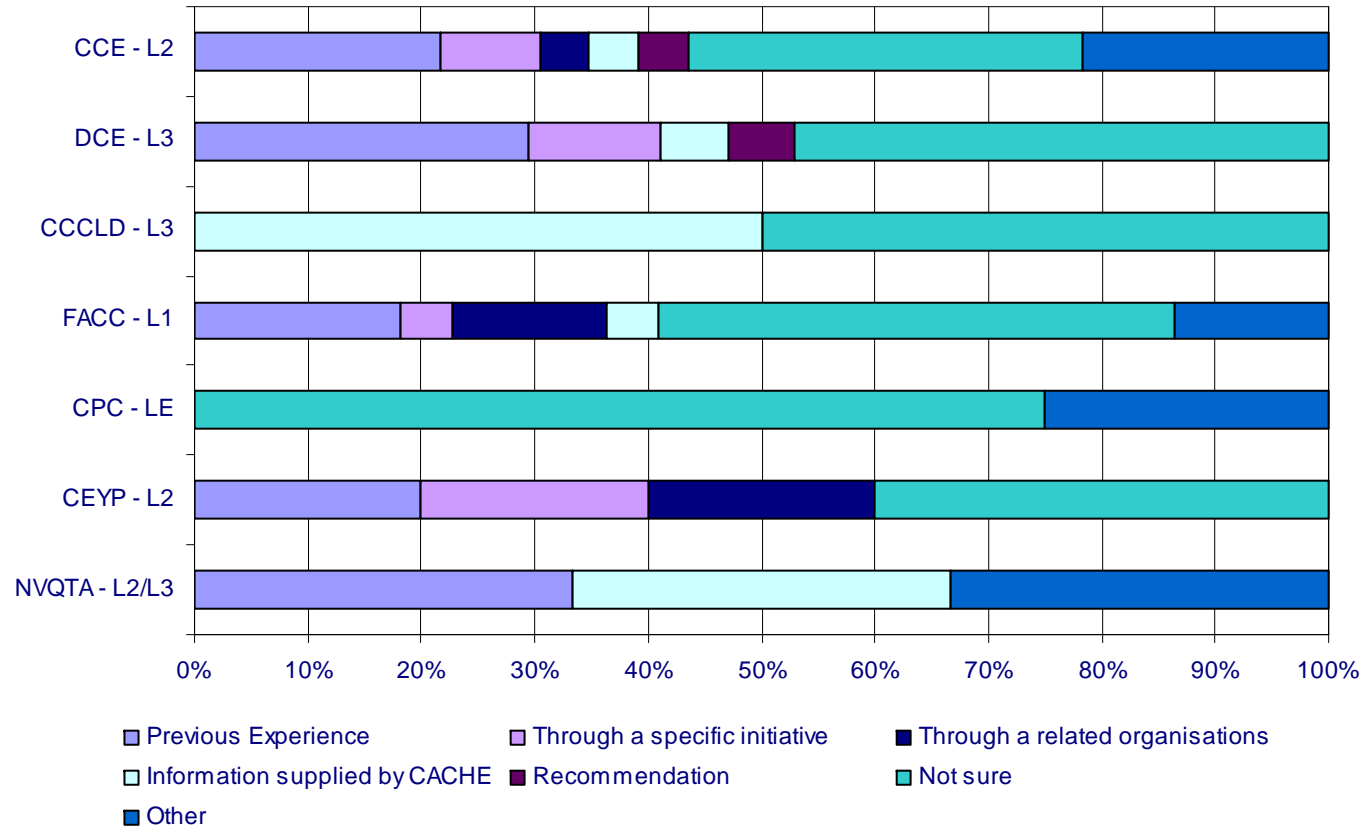
2.4. Respondents reasons for choosing CACHE by particular qualifications offered

A high proportion of respondents were not sure why their institution chose CACHE as the qualifications had been offered historically within the institution.
Previous experience with CACHE appears to be an influential driver across the majority of qualifications (Table 2.4, Figure 2.4).

Table 2.4. Respondents reasons for choosing CACHE by particular qualifications offered															
All (50)	CCE - L2		DCE - L3		CCCLD - L3		FACC - L1		CPC - LE		CEYP - L2		NVQTA - L2/L3	
	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %
Not sure	8	35%	8	47%	1	50%	10	45%	3	75%	2	40%	0	0%
Previous Experience	5	22%	5	29%	0	0%	4	18%	0	0%	1	20%	1	33%
Through a specific initiative	2	9%	2	12%	0	0%	1	5%	0	0%	1	20%	0	0%
Through a related organisations	1	4%	0	0%	0	0%	3	14%	0	0%	1	20%	0	0%
Information supplied by CACHE	1	4%	1	6%	1	50%	1	5%	0	0%	0	0%	1	33%
Recommendation	1	4%	1	6%	0	0%	0	0%	0	0%	0	0%	0	0%
Other	5	22%	0	0%	0	0%	3	14%	1	25%	0	0%	1	33%
Total	23	100%	17	100%	2	100%	22	100%	4	100%	5	100%	3	100%

small sample sizes should be taken into account when interpreting the figures as percentages.

Figure 2.4. Respondents reasons for choosing CACHE by particular qualifications offered

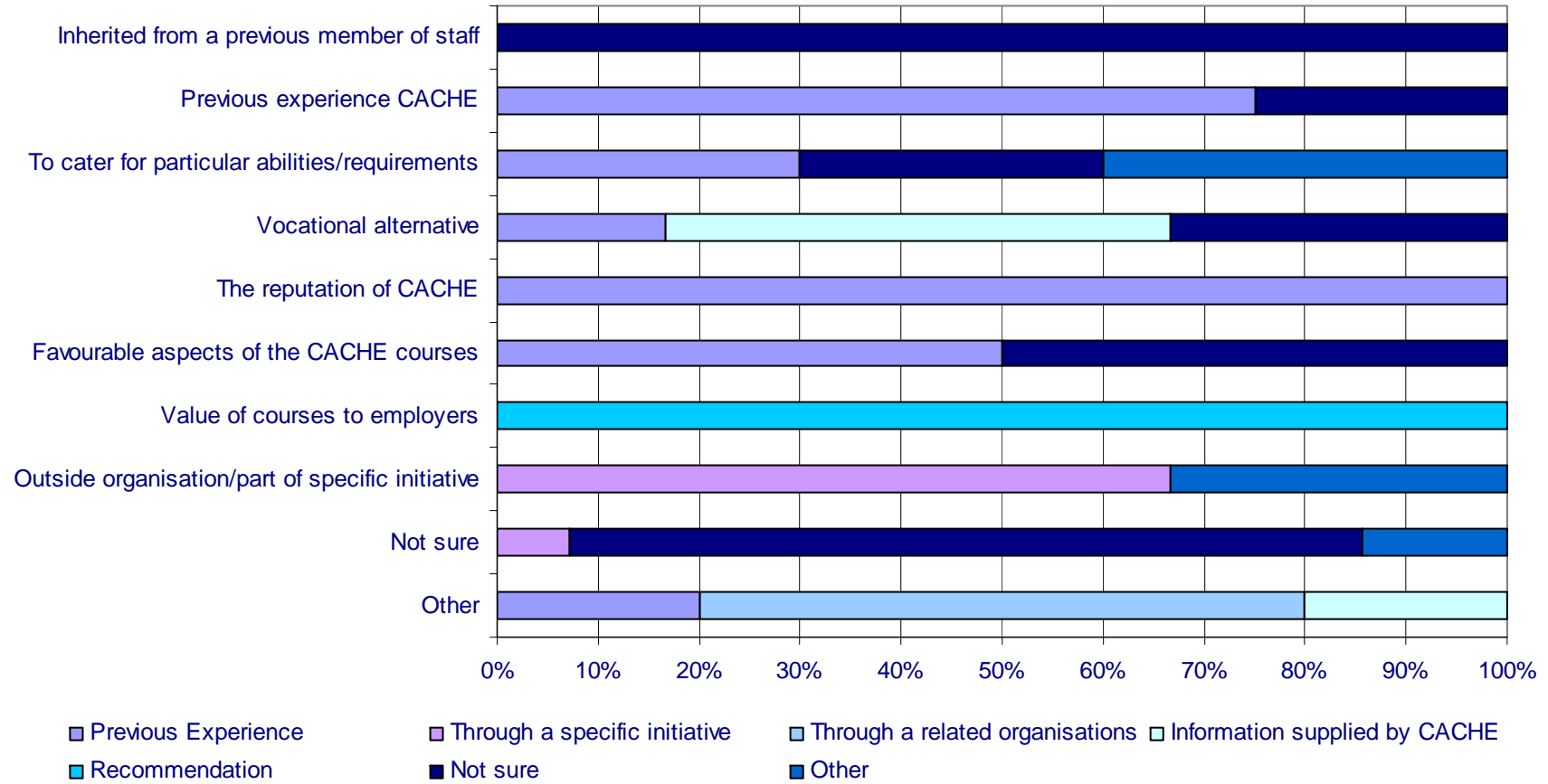## 2.5. Reasons for choosing CACHE by method of discovery.

75% of respondents who had used CACHE previously cited this previous experience as their main reason for using CACHE qualifications. Unfortunately a large proportion of respondents were unsure as to how their institution discovered CACHE. Previous experience with CACHE does however, appear to be a strong driver in the use of the qualifications. Information supplied by CACHE accounted for 50% of respondents who offered the qualifications as a vocational alternative. (Table 2.5, Figure 2.5).

Table 2.5 Respondents reasons for choosing CACHE by method of discovery																			
All (50)	**Inherited from a previous member of staff**		**Previous experience CACHE**		**To cater for particular abilities/ requirements**		**As a vocational alternative**		**The reputation of CACHE**		**Favourable aspects of the CACHE courses**		**Value of courses to employers**		**Outside organisation /part of specific initiative**		**Not sure**		**Other**	
	f	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %
Previous Experience	0	0%	3	75%	3	30%	1	17%	2	100%	1	50%	0	0%	0	0%	0	0%	1	20%
Through a specific initiative	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	67%	1	7%	0	0%
Through a related organisations	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	3	60%
Information supplied by CACHE	0	0%	0	0%	0	0%	3	50%	0	0%	0	0%	0	0%	0	0%	0	0%	1	20%
Recommendation	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%
Not sure	3	100%	1	25%	3	30%	2	33%	0	0%	1	50%	0	0%	0	0%	11	79%	0	0%
Other	0	0%	0	0%	4	40%	0	0%	0	0%	0	0%	0	0%	1	33%	2	14%	0	0%
Total	3	100%	4	100%	10	100%	6	100%	2	100%	2	100%	1	100%	3	100%	14	100%	5	100%

small sample sizes should be taken into account when interpreting the figures as percentages.

2.5. Respondents reasons for choosing CACHE by method of discovery

Legend:
- Previous Experience
- Through a specific initiative
- Through a related organisations
- Information supplied by CACHE
- Recommendation
- Not sure
- Other

3. Suggestions and improvements

3.1. Changes and improvements

26% of respondents felt there was nothing that they would change from the current system. 20% of respondents felt that the administration system could be approved, with a further 16% suggesting that there could be greater compatibility with other exam boards. 12% of respondents felt that the website could be improved with the same proportion feeling a reduction in paper work would be of benefit.(Table 3.1, Figure 3.1). Some specific suggestions were:

"We need much more information about specimen test papers, there is only ever one on the website. You're not allowed to keep any of the previous ones in school. At the moment there are no specimen test papers for the new diploma so it's very difficult to prepare students."

"There's definitely a need for a level 2 course for the new 14-16 year old students which is vocational but doesn't require huge amounts of work experience. Something like a vocational qualification which is not an NVQ but is a level 2, with a bit of work experience but not overly as we can't send them out all the time."

"I find the website very, very difficult. Particularly the secure website, the password and that sort of thing is very difficult. When I was trying to make entries it took me about two days, it kept refusing them and saying that the qualifications I was putting in weren't valid numbers. Eventually I ended up posting them, I just gave up. Also, one of my departments is at a meeting today. My network manager wasn't happy with the software that had to be installed in order to do the online testing so we reverted to paper."

"It's a little bit confusing at the end when you've taught the units and you've got a sheet to fill in, when you have to send that off to get the certification, whether you can send it off after each unit or at the end. I think it's because it's so flexible and it rolls over, with most exam subjects there's a start and a finish so that is a little bit confusing when you first start. It would be good if students could submit the unit, get the mark, know they've passed it and know they've got the qualification building up."

"There's nothing particularly I don't think. From an Exams Officer point of view I would like it if they would come on board with the same centre number that we've got with all our other exam boards. And that they would allow us to make entries through our data management system in school so that I could coordinate all our entries and results for them in the same way that I do all our other exam boards. That's the only thing that's a bit of a bug-bear for me. On results day their results come in separately, they don't come in electronically and they're not immediately available to someone looking at the pupil's record."

"I think the courses are too full. I went on a course on Monday and there were too many people on it. I didn't feel as though I got as much from it as I could if it was a smaller group. More smaller group sessions in different areas of London."

"Bring their assessment and marking system in line with other GCSEs. It's a very different assessment system."

Table 3.1. What would you like CACHE to do differently or better?		
All (50)	Frequency	Valid Percent
There is nothing I would change	13	26%
Improve administrative systems	10	20%
Greater compatibility with other exam boards	8	16%
Improve the website for easier access and navigation	6	12%
Produce less paperwork	6	12%
Provide more training	4	8%
Make paperwork easier to use	3	6%
Not able to answer	3	6%
Other	10	20%
Total	50	N/A

Figure 3.1. What would you like CACHE to do differently or better?
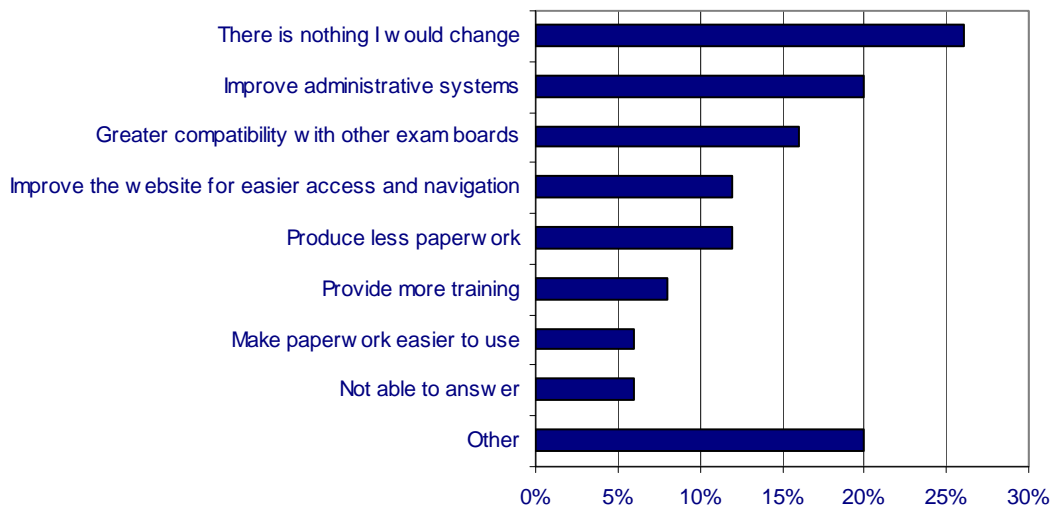
3.2. New qualifications

The majority of respondents did not suggest any specific qualification that they would like to see offered. 10 specific suggestions were made and are shown in verbatim on the following page. On the whole respondents were very happy with the qualifications currently on offer:

"I don't think there's anything that we would like that they don't currently offer."

"None actually, I'm really happy with what we've got. The foundation qualification is super, it's just right for the ability level of lower and middle ability. It's super, it's really good."

Some respondents reported that although they would like to offer more qualifications they were limited by their school structure:

"As a high school we are limited on what we can offer."

"I think they offer a very good range of subjects. As a school there's a limit to what we can access."

Table 3.2. What new qualifications would you like CACHE to offer?		
All (50)	**Frequency**	**Valid Percent**
Not sure/not able to answer	17	34%
Specific suggestion offered	10	20%
No suggestion offered	10	20%
Satisfied with courses available	6	12%
School structure means that there is a limit to courses that can be used	6	12%
Other	1	2%
Total	50	100%

Figure 3.2. What new qualifications would you like CACHE to offer?
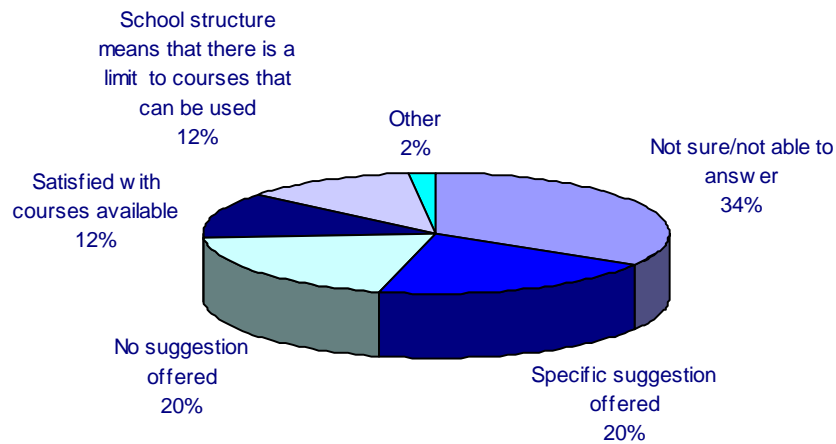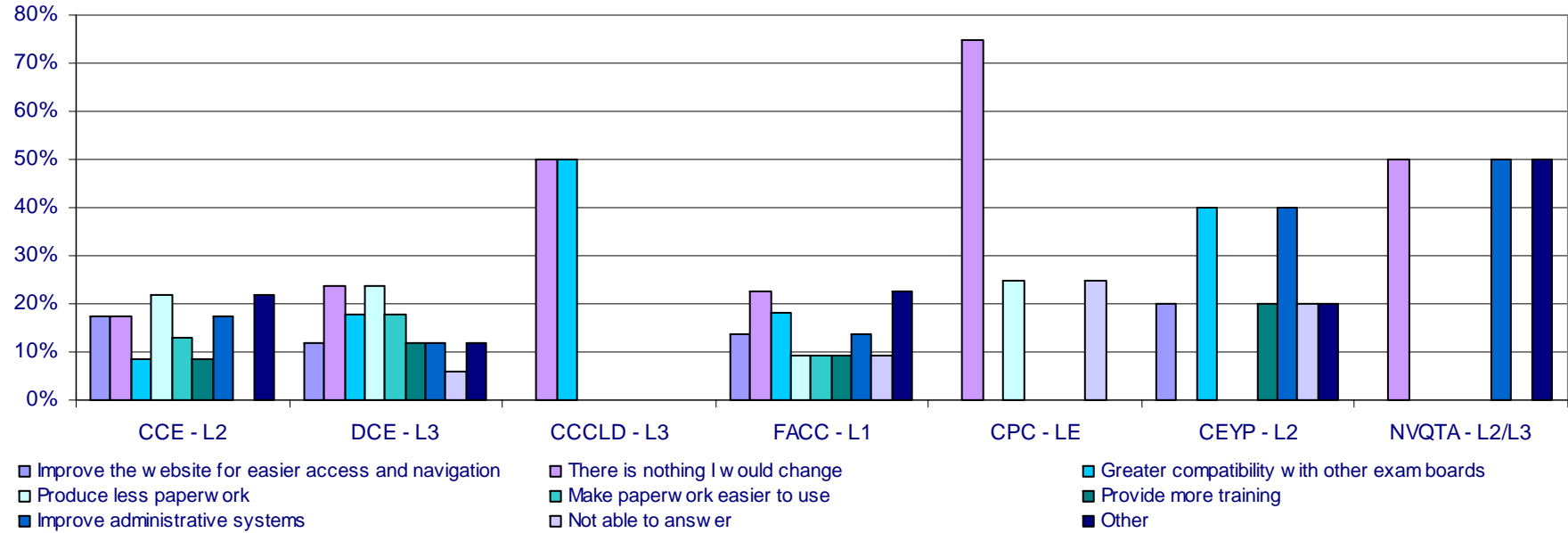
Specific Suggestions:

- The CYP finishes on 31 August - they haven't replaced it with anything as yet, so I need to see that. I need to see something there.

- I don't know whether there could be something like an intermediate foundation so there was so many units that would count as a years worth of work. The foundation is designed to be a full time course but we only get three lessons a week so if there was something that would mean that at the end of year 11 the students actually come out with some sort of qualification. They can get the unit certificates anyway, but if they could come out with a whole qualification - something like that possibly. We are looking at changing our system so that instead of all students following the GCSE specification from year 10 and splitting them at year 11, splitting them at year 10 so we may end up with some students following purely CACHE in which case we may just start doing the foundation in year 10.

- If there is a level 3, we are possibly interested in that.

- A classroom assistant's qualification for post 16 students rather than for adults.

- A good level 2 qualification in childcare which is similar to the level 1 but at a higher level.

- A health and social care qualification might be nice.

- We would like something that is perhaps not as specialist in terms of delivery. That's our problem now that we have no specialists to continue delivering the course.

- I would have liked a level 2 course that didn't require as much work experience as part of it. I have students at the moment who are capable of getting grade C or above at GCSE and to offer them a foundation level - they are not going to access that. So I've gone for the best I can do to get them an equivalent for a C+ grade although at the moment CACHE does not have a GCSE equivalent for the CCCLD which is a bit disturbing and I could do with that quite urgently. When they are looking at a huge block of work experience I can't take students out for that long because it takes them out of other curriculum areas. It would have been nice to come up with something where, yes there may have to be a compulsory two week work placement but I would have liked something that the level C+ youngsters could access without there being huge amounts of work experience. The other thing with the CCCLD is that they can't be registered on that until they are 16 so at the moment there isn't scope for the 14-16 year old students who are brighter and could be moving on. Child development at this school has always been extremely popular, next year I'm totally over subscribed. With growing numbers of nurseries in Milton Keynes, it's an area that's really useful to us.

- A teaching assistant's qualification for special schools.

- I would like to look at the teaching assistant qualifications and see what the best way of expanding it would be. Possibly adding options to it so that it can reflect the work that local special schools in Bristol do. There aren't enough options to reflect a lot of work they do. It might be a question of importing options from other awards or it might be a question of writing them.

3.3. Suggestions and improvements by qualifications offered

The main issues within the CCE-L2 qualification appear to be paperwork (22%), the website (17%) and the administration systems (17%). For the DCE-L3, the main issue appeared to be the amount of paperwork (24%). Institutions offering the CCCLD-L3 (50%), CEYP-L2 (40%) and the FACC-L1 (18%) would like to see an increased compatibility with other exam boards. (Table 3.3, Figure 3.3).

Table 3.3. Suggestions and improvements by qualifications offered															
All (50)	CCE - L2		DCE - L3		CCCLD - L3		FACC - L1		CPC - LE		CEYP - L2		NVQTA-L2/L3	
	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %
Improve the website for easier access and navigation	4	17%	2	12%	0	0%	3	14%	0	0%	1	20%	0	0%
There is nothing I would change	4	17%	4	24%	1	50%	5	23%	3	75%	0	0%	1	50%
Greater compatibility with other exam boards	2	9%	3	18%	1	50%	4	18%	0	0%	2	40%	0	0%
Produce less paperwork	5	22%	4	24%	0	0%	2	9%	1	25%	0	0%	0	0%
Make paperwork easier to use	3	13%	3	18%	0	0%	2	9%	0	0%	0	0%	0	0%
Provide more training	2	9%	2	12%	0	0%	2	9%	0	0%	1	20%	0	0%
Improve administrative systems	4	17%	2	12%	0	0%	3	14%	0	0%	2	40%	1	50%
Not able to answer	0	0%	1	6%	0	0%	2	9%	1	25%	1	20%	0	0%
Other	5	22%	2	12%	0	0%	5	23%	0	0%	1	20%	1	50%
Total	23	N/A	17	N/A	2	N/A	22	N/A	4	N/A	5	N/A	2	N/A

Figure 3.3. Suggestions and improvements by qualifications offered

- ▉ Improve the website for easier access and navigation
- ▉ There is nothing I would change
- ▉ Greater compatibility with other exam boards
- ☐ Produce less paperwork
- ▉ Make paperwork easier to use
- ▉ Provide more training
- ▉ Improve administrative systems
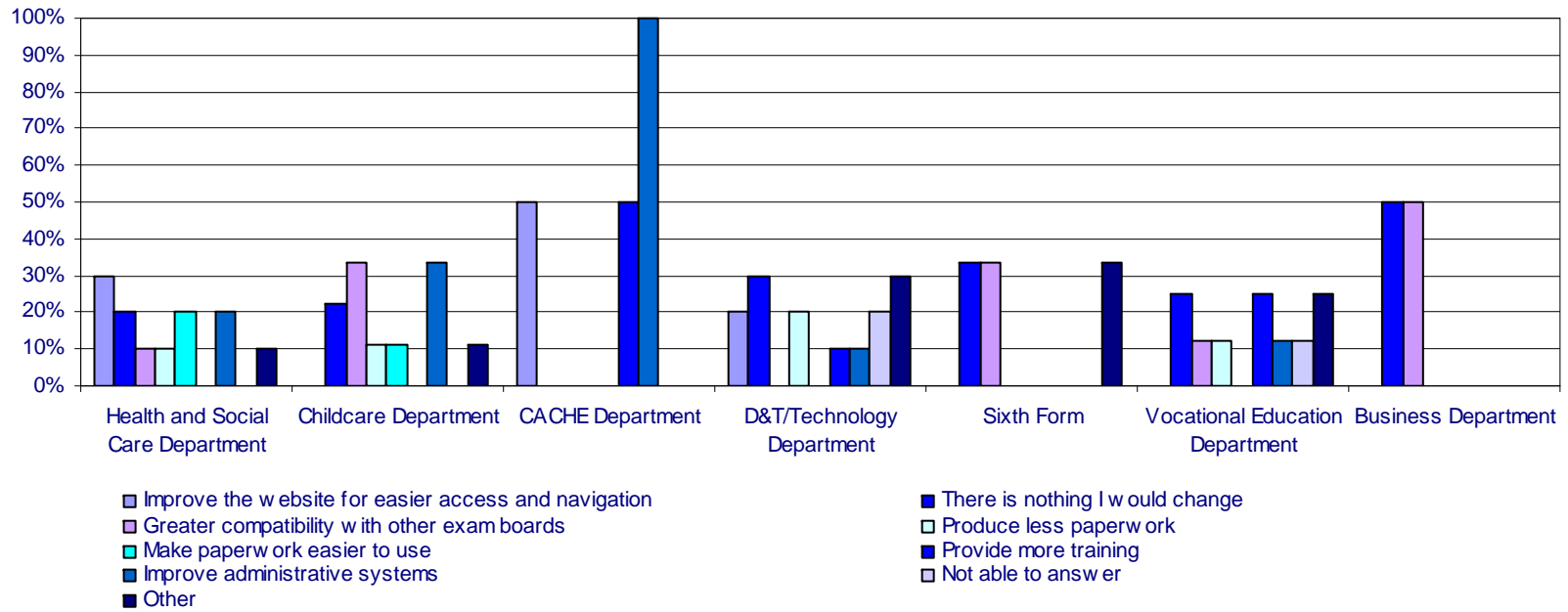- ☐ Not able to answer
- ▉ Other

3.4. Suggestions and improvements by department

Health and social care departments would commonly like to see an improvement in the accessibility of the website (30%), this was also identified as an issue by 50% of CACHE departments and 20% of technology departments. A third of Childcare Departments and Sixth Forms would like to see greater compatibility with other exam boards; this is also true for 50% of Business Departments offering CACHE qualifications. All CACHE departments would like to see improved administration systems, as would a third of Childcare departments and 20% of Health and Social care Departments offering CACHE qualifications. (Table 3.4, Figure 3.4).

Table 3.4. Suggestions and improvements by qualifications offered														
All (50)	**Health and Social Care Department**		**Childcare Department**		**CACHE Department**		**D&T/ Technology Department**		**Sixth Form**		**Vocational Education Department**		**Business Department**	
	f	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %	*f*	Valid %
Improve the website for easier access and navigation	3	30%	0	0%	1	50%	2	20%	0	0%	0	0%	0	0%
There is nothing I would change	2	20%	2	22%	0	0%	3	30%	1	33%	2	25%	1	50%
Greater compatibility with other exam boards	1	10%	3	33%	0	0%	0	0%	1	33%	1	13%	1	50%
Produce less paperwork	1	10%	1	11%	0	0%	2	20%	0	0%	1	13%	0	0%
Make paperwork easier to use	2	20%	1	11%	0	0%	0	0%	0	0%	0	0%	0	0%
Provide more training	0	0%	0	0%	1	50%	1	10%	0	0%	2	25%	0	0%
Improve administrative systems	2	20%	3	33%	2	100%	1	10%	0	0%	1	13%	0	0%
Not able to answer	0	0%	0	0%	0	0%	2	20%	0	0%	1	13%	0	0%
Other	1	10%	1	11%	0	0%	3	30%	1	33%	2	25%	0	0%
Total	10	N/A	9	N/A	2	N/A	10	N/A	3	N/A	8	N/A	2	N/A

Suggestions and improvements by qualifications offered

Legend:
- Improve the website for easier access and navigation
- Greater compatibility with other exam boards
- Make paperwork easier to use
- Improve administrative systems
- Other
- There is nothing I would change
- Produce less paperwork
- Provide more training
- Not able to answer

Summary and Conclusions

Statistical Summary

Courses offered

CCE - L2	47%
FACC - L1	45%
DCE - L3	35%
CEYP - L2	10%
CPC - LE	8%
CCCLD - L3	4%
NVQTA - L2	4%
NVQTA - L3	2%

Which department/s in the school offers CACHE qualifications?

Health and Social Care Department	20%
Design and Technology/Technology Department	20%
Childcare Department	18%
Vocational Education Department	16%
Sixth Form	6%
CACHE Department	4%
Business Department	4%
Other	12%

How did you discover CACHE?

Previous Experience	22%
Information supplied by CACHE	8%
Through a specific initiative	6%
Through a related organisations	6%
Recommendation	2%
Other	14%
Not sure	42%

Why did the school choose the CACHE qualification/s?

To cater for particular abilities/requirements	20%
Vocational alternative	12%
Previous experience CACHE	8%
Inherited from a previous member of staff	6%
Outside organisation/part of specific initiative	6%
The reputation of CACHE	4%
Favourable aspects of the CACHE courses	4%
Value of courses to employers	2%
Not sure	28%
Other	10%

What would you like CACHE to do differently or better?

There is nothing I would change	26%
Improve administrative systems	20%
Greater compatibility with other exam boards	16%
Improve the website for easier access and navigation	12%
Produce less paperwork	12%
Provide more training	8%
Make paperwork easier to use	6%
Not able to answer	6%
Other	20%

What new qualifications would you like CACHE to offer?

Not sure/not able to answer	34%
Specific suggestion offered	20%
No suggestion offered	20%
Satisfied with courses available	12%
School structure limits the courses that can be used	12%
Other	2%

Conclusions

On the whole respondents were very satisfied with the service they received from CACHE and the qualifications offered. 26% of respondents felt there was nothing they would change about the present system and with the vast majority of respondents satisfied with qualifications currently offered.

Respondents generally felt that the strength of CACHE qualifications was the accessibility for students of all ability levels, allowing institutions to cater for students of all levels and abilities and also offering a vocational alternative to comparable qualifications. Previous experience of staff with CACHE appears to be a primary driver for institutions in respect of both initiating CACHE courses and continuing to run CACHE courses.

Key criticisms of CACHE concerned the administration of courses and the compatibility of courses with other exams boards. The current form of access to the website appeared somewhat problematic for some respondents who would prefer an easier username and password format. Paper work also appeared to be an issue, both the amount of it and its ease of use.

The methodology of telephone interviews elicited a higher than normal levels of 'unsure' or 'don't know' responses, this is due to respondents not necessarily being aware off or able to access all the required information at the time of the interview. Further research, which allows all parties involved in CACHE courses to contribute may allow a fuller picture to be constructed and a more in-depth analysis to be preformed. Suggestions for further research follows.

Suggestions for further research

Self completion: A postal questionnaire may allow a larger sample size at relatively little expense; this will also allow respondents to complete the questionnaire at their leisure an in conjunction with others within their department or school. Issues raised in the telephone questionnaire could be explored and high levels of 'unsure' or 'don't know' could be addressed with closed questions requesting the most appropriate response.

Non-User Survey: A postal self-completion questionnaire could be sent to institutions that are not currently using CACHE; this would cover perceptions of CACHE qualifications, reasons for no-usage of CACHE and potential future use of CACHE qualifications. The data collected from such a survey could prove a powerful marketing tool.

Focus Groups: Recruiting focus groups of current users will allow a more in-depth analysis of users' current experience. Focus groups encourage debate within the group and led appropriately can be used to explore specific aspects in great detail as well as compare varying experiences.

Longitudinal: A longitudinal study involving a panel from existing users could be utilised to monitor the progress of CACHE to provide constant feed back on any changes or collect opinions on any proposed changes. This would involve current users who had opted to participate and would therefore supply a reasonably reliable stream of data.

Appendixes

Appendix 1:

CACHE Schools Survey Questionnaire
July 2007

Survey No.:_____

Name of School:_____

"Good morning/afternoon

I am calling on behalf of The Council for Awards in Children's Care and Education. Your school currently uses them as an awarding body and I hoped I might speak to the member of staff who is primarily responsible for these qualifications."

(Repeat preamble to appropriate member of staff) – "CACHE have commissioned us to conduct a survey of schools who currently use their qualifications, I wonder if I could ask a few questions, the survey should take no longer than 10 minutes to complete"

Q1:   Which member of staff makes decisions about the qualifications offered in the school?

Q2:   Which department/s in the school offers CACHE qualifications?

Q3:   Which CACHE qualifications do you use?

NVQ: _____

VQ:_____

Q4:   Why did the school choose the CACHE qualification/s?
[open ended responses to be coded post interview]

Q5:   How did you discover CACHE?
[open ended responses to be coded post interview]

Q6:   What would you like CACHE to do differently or better?
[open ended responses to be coded post interview]

Q7:   What new qualifications would you like CACHE to offer?
[open ended responses to be coded post interview]