



# Annual Report

2019-20

## CHAIRMAN'S STATEMENT

I am pleased to introduce Norland's annual report for the year ended 31 July 2020.

Norland had another successful year financially, with a net profit before taxation of £372,758 (2019: £392,027) on a record turnover from all sources of £4.75 million (2019: £4.66 million). Norland holds a secure financial position, with total net assets of £5.2 million (2019: £6.8 million). With a nil tax charge (2019: tax credit £137,062), the profit after tax was £372,758 (2019: £529,089). Further details are set out at the end of this report.

The coronavirus pandemic and the lockdown that occurred had a significant effect on all of Norland's activity. Although confronted with many changes in public policy, Norland staff and students joined together in a highly innovative way to live with the constraints and adapted the academic provision so that lectures could be delivered remotely through use of information technology. Adjustments were also made to the practical aspects of the Norland diploma. A fee reduction of £1,000 was given to all students in the summer term in recognition that the student experience had been touched by the disruption. Other financial impacts were dealt with through a hardship fund. The principal's report gives more detail and, all in all, the response showed Norland at its best.

Notwithstanding this disruption, Norland continued to forge ahead with some new ideas around childcare, including successfully creating its first MOOC (massive open online course), the forerunner of many more; developing an active research programme; and participating in national and international conferences.

In addition, Norland has maintained its high-quality teaching, remaining a TEF Gold institution and achieving impressive academic results, as well as enjoying high retention and 100 per cent employability of Norland graduates.

Alistair Page left the board in July after three years of excellent contribution. During the year, we welcomed to the board Tracey Worth, Kate Dicker, Lucy Lovett and Julie Davies, who bring commercial and early years skills. Lucy and Kate are both Norlanders. The board has also benefited from representation from staff (Elizabeth Harvey) and students (Emily-Louise Moore).

I extend my thanks, and those of the Norland board of directors, to the principal, her senior leadership team and all staff at Norland.

I would like, personally, to thank my fellow directors for their continuing support and encouragement.



**Martin Clarke**  
Chairman of the  
board of directors

## PRINCIPAL'S REPORT

The academic year 2019/20 was extraordinary and unprecedented for students and staff at Norland along with the rest of the world. Never in recent times have our twin mottoes of Love Never Faileth and Strength in Adversity been so clearly enacted. This report is testament to the way in which the Norland community rose to the challenges we faced with resilience, determination and compassion, bringing out the very best in us all.

### Student experience and academic progression

We began the year with a new full set of students including three more male students. Despite all the challenges, 2019/20 was another year of strong retention and outstanding achievement. Retention for all three year groups remained in the 90s, often as high as 99 per cent.



When lockdown was implemented, lectures went online overnight and adaptations were made in relation to the more practical subjects, such as sewing, and food and nutrition, which included practical skill videos to facilitate students' learning. Virtual placements were arranged within one day of lockdown and included scenarios and activities that developed students' problem-solving and conflict-resolution skills. Indeed, some of the issues which the students had to address on their virtual placement included scenarios that they may never have encountered on a face-to-face placement and so, arguably, comprised value-added learning. Students also commented they felt better prepared for future placements, and so elements of the virtual placement will be taken forward.



To support student wellbeing during the crisis and beyond, Norland invested in the Togetherall support system, which operates 24/7, helping students who experience issues with their mental health and wellbeing. Various other wellbeing activities were made available to students and an effective system was put in place to ensure students were supported. A hardship fund was set up and accessed by some students, and there was a fee refund for all students.



A 'no detriment' approach, which incorporated safety-net processes, was adopted for all assessments affected by COVID-19. This involved implementing a range of measures to ensure that students' achievements were not adversely affected by the disruptions generated by COVID-19. This was a common approach adopted by many higher education institutions and was supported by the QAA and OfS. The external examiner was consulted on a regular basis and was impressed by Norland's swift actions, which meant the students were able to access learning outcomes and assessments seamlessly. Results and classifications for the third-years in June 2020 indicate that the measures were successful, with 36 per cent achieving a first-class degree and 41 per cent achieving a 2:1.



Publication of students' work on the Early Childhood Studies Degrees Network website has been disrupted by the pandemic, but, prior to its onset, two students had their work published. In addition, 24 students across the three years received letters of commendation for achieving a grade of more than 80 per cent on an individual assessment. In addition, 16 students across Sets 41 and 42 received letters of commendation for outstanding placements based on excellent feedback from placement officers and mentors.

These achievements are a reflection of the strong personal tutoring system that is in place within Norland and favourable staff-to-student ratios. The personalised support students receive is reflected in the quotations below drawn from the latest results from the National Student Survey:

*"This course gave me the opportunity to achieve so highly that I managed to get my work published, which was a real highlight for me."*

*"My course has allowed me to excel in my study; I have been supported and understood like a member of a team or family. I am extremely grateful for the experience."*

*"Tutors are highly educated and have a way to explain concepts to students in ways in which they will understand. They have multiple ways of explaining one concept, so that every student benefits."*

All students were sent a Certificate of Special Commendation for upholding Norland’s twin mottoes of Love Never Faileth and Strength in Adversity during the COVID-19 period. The overwhelming positive feedback we received from all stakeholders during the crisis can be seen in this statement from one of our students:



*“I cannot express how immensely grateful everyone is for Norland’s quick, rapid and amazing response to the sudden change in situation. We are incredibly fortunate and lucky to have such a hugely supportive team at Norland and I personally can’t believe the incredible individual encouragement and care that you have all provided recently. In such a time of uncertainty and worry, I just wanted to express how grateful we all are.”*

### **National Student Survey**

The National Student Survey (NSS) is a survey completed by all final-year undergraduate students and used by regulators and potential applicants to assess the quality of a provider. We were delighted to achieve 95 per cent overall student satisfaction. Norland scored over 90 per cent student satisfaction in seven out of the eight areas, exceeding the national average in each case. Notable highlights include a 15-point increase in the area of Organisation and Management and a 10-point increase in Assessment and Feedback. Norland continues to focus on the student experience through its evaluation and enhancement activities, and the scores from the NSS feed into a cycle of continuous improvement. Some quotations from the NSS below testify to the quality of the student experience.

*“The community feel is amazing and staff are constantly asking for and acting on student feedback which I think is really good.”*

*“The pastoral care at Norland is above and beyond. The staff work hard to make sure you don’t feel alone and put you before the course. Norland as a whole is a loving and supportive environment.”*

*“Overall, Norland has been the best choice I have made so far in my career. They have supported me during my time here and I would highly recommend this course to anybody who wishes to work in the early years. Norland has prepared me for the best start in my career, through giving me life lessons that I will carry for the rest of my career.”*

These outstanding results put us, for the second year running, in the top 10 per cent for NSS results for all HE providers in the UK. This bodes well for our ambition to acquire university status, building on the acquisition of degree awarding powers last year.

## Staffing

Over the 2019/20 financial year, seven staff left for reasons such as retirement. However, only six posts were filled, as some reorganisation occurred in order to adjust to changing organisational needs, which resulted in the promotion of two members of existing staff. The IT provision has been further outsourced in order to access greater expertise for this important aspect of delivery. Annual staff turnover for the 2019/20 year was 16.13 per cent, an increase of 6.83 per cent over last year. However, according to Norland’s labour stability index, i.e. retention rate, at 31 July 2020 retention was 95 per cent, an increase of 10 per cent.

Due to the growth of student numbers in the last few years, a new Newly Qualified Nanny (NQN) consultant post was created to support the team as a result of the increase in the number of students entering their NQN year. A new acting head of agency and alumni was appointed to address the ambitious alumni programme being developed over the next few years and to review the work of the Norland employment agency for our graduates.

Despite the pandemic, staff continued to engage with continuous professional development. Only three courses were postponed until next year. Two more staff achieved their MAs and one has embarked on a doctorate in education. Staff continue to contribute to national and international conferences, which continued online. These included participation in an international symposium on early years provision hosted in Japan, the international Parent and Nanny Conference hosted from the United States, and the Great British Nanny conference, as well as a contribution to the Advance HE Future Professionals programme and the QAA Teaching Excellence Forum on our success in achieving a Teaching Excellence and Student Outcomes Framework (TEF) Gold rating for the second time.



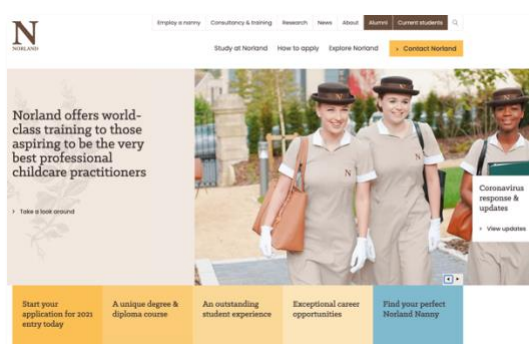
Norland full staff away day, 2019 prior to lockdown

## Virtual Norland – new website, launch of first MOOC and virtual open day

A new website and Norland’s first-ever animated film were both created during the national lockdown and launched on time in July 2020 with 311 web pages and 665 images, films and documents. The new site was moved from outdated software to the world’s leading web platform, WordPress, resulting in a more secure and accessible site that benefits from many new features.



Norland’s first-ever animated film

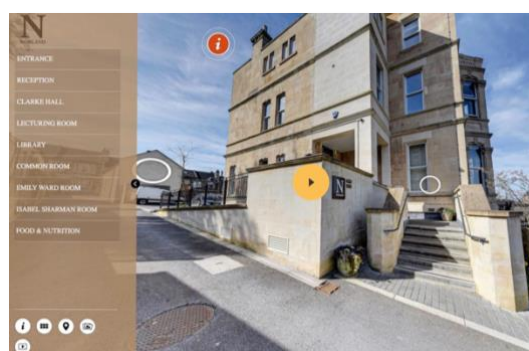


Norland introduces new website

Improvements include enhanced user experience and navigation, more automated processes that support staff across Norland, improved search engine optimisation to ensure the site is more easily found in web searches, and new functionality such as LiveChat. We have had resoundingly positive feedback from a range of users on how the website manages to capture successfully both the heritage and modern-day image of Norland and all that it has to offer.

Online learning has seen a sharp and necessary rise in the wake of the impact of the virus, and Norland was able to turn this into a positive and innovative initiative with the launch of our first MOOC (massive open online course) – An Introduction to Babysitting. The course is aimed at young people who may be interested in working with children and perhaps studying at Norland. It covers all the necessary information someone might need to look after young children, and it has been a great success, with well over a thousand participants in just the first few months of launching the course. Follow-up courses are already planned.

With the nation in lockdown, Norland held its first-ever virtual open event in May 2020. The week-long event featured a series of presentations and live Q&As with staff, students and alumni, alongside an interactive 360-degree virtual tour of the Oldfield Park teaching campus. A record 226 registrations and 150 attendants made this the highest-attended Norland open event.



360-degree virtual tour of Oldfield Park

## Widening participation

The first half of the year saw the busiest and most productive programme of outreach visits in Norland’s history. A record 41 per cent of these were state school presentations in areas with the lowest rates of higher education participation. This was a significant increase compared to the 29 per cent achieved in 2018/19, reflecting Norland’s firm commitment not only to broaden its own student demographics, but to improve the participation of under-represented groups in the sector. We continue to recruit from under-represented groups and we have increased our bursary provision significantly. We also created a new anti-discrimination innovation team to explore ways in which Norland can enhance its commitment to social justice and anti-discriminatory practice.



## Research and the Graduate Research Internship Scheme



The research culture and environment at Norland is developing well, with increased staff involvement in a range of research activities and projects. We were delighted to welcome a new research fellow, Professor Theodora Papatheodorou, who brings a wealth of expertise and has helped to strengthen Norland’s research profile. Professor Papatheodorou has a long-established research record, and her work includes acting as an expert adviser for UNICEF evaluation projects. Along with seven internal research projects generated by the lecturing team, two more external projects were completed: one a collaborative project with the Poppins Corporation in Japan, and the other on behalf of the Twins Trust. The increase in staff publishing in academic books and journals continues apace, with nine publications this year.

A particular highlight this year was the launch of Norland’s new Graduate Research Internship Scheme. This exciting initiative was funded by the Norland Foundation and involved the recruitment of Norland graduates and suitable graduates from around the world, including China, to work with members of the lecturing team on a variety of research projects. An evaluation report reflects the great success of what will now be an annual event.



## Agency and alumni

Just before lockdown, we managed to have a new year reunion cocktail party, where we were able to present one of the joint winners with their Norland Nanny of the Year award, as well as handing out some Special Commendation certificates. Although we were not able to hold any further gatherings, we were proud to hear many stories about Norlanders going above and beyond to support their employers and their children. There were many stories of alumni helping others, and the agency provided a series of COVID-related guidance documents for Norlanders and our clients.



Norland Nanny of the Year awards

After much lobbying, we were delighted to receive confirmation from the government that nannies could continue to work, and so the agency was able to exceed its target, despite the onset of COVID-19. Demand continues to outstrip supply, and the income generated continues to be used effectively to enhance the quality of the course, as well as funding our bursary provision. For the first time, the agency conducted mock interviews with all prospective NQNs to help prepare them for the world of work, which proved very popular with our students.

## Charitable and community engagement

Norland's charitable and community engagement activity continued to grow in 2019/20 with the support of the new coordinators. Students and staff managed to raise over £7,000 throughout the year despite the disruption caused by COVID-19. In all, they supported 25 events, ranging from a charity skydive to a raffle in aid of Toilet Twinning, resulting in five Norland toilets being "twinned" with toilets in Pakistan, Côte d'Ivoire, the Central African Republic, Honduras and Uganda. Funds were raised for a diverse range of charities with a predominantly child-focused emphasis, supporting local charities for the most part, such as Bath Mind and the Royal United Hospital.



Face coverings created by Norland students and staff

True to the Norland mottoes, Love Never Faileth and Strength in Adversity, students and staff displayed great altruism and generosity, giving their time and energy to contributing and volunteering within their local communities throughout the pandemic. Many took to their sewing machines and helped NHS workers by making scrubs, masks and headbands. One student joined NHS Check In and Chat as a volunteer supporting members of the community, while another taught Makaton skills on Instagram daily. It was particularly gratifying to see our students putting their practical diploma skills into action during lockdown. Some created wonderful online activities for parents to do with their children, while others delivered food in their communities to people in need. All of our student volunteers during COVID-19 were presented with a special certificate from the principal recognising the voluntary work they had done during lockdown.

## Next year

We will continue to adapt to the demands of the coronavirus pandemic as we return to face-to-face teaching and implement the extensive COVID-secure measures we have in place. We will also be looking to build on the work of our first MOOC, commence an ambitious programme to extend the support we provide to our alumni as part of our continuing quality enhancement processes, and launch a new international research journal.



**Dr Janet Rose FHEA**  
Principal

## FINANCIAL STATEMENTS

All profits from Norland's activities and investments are reinvested for its current and future students, as well as the long-term benefit of Norland and the Norland Foundation charitable group as a whole. Its Articles of Association prevent the company from declaring or paying any dividends, only allowing it to make qualifying distributions to its charitable holding company, the Norland Foundation (registered charity 1180292). In this respect, Norland operates as a 'not for profit' organisation.

During the year, the directors made a distribution to the Norland Foundation equivalent to its taxable profit; therefore, Norland has not recognised a corporation tax charge for the year ended 31 July 2020 (2019: £137,062 deferred tax provision release).

Norland and its governing body continue to provide transparency about value for money for students. This is reflected in the 'Value for Money Statement' available on our website, and is a theme embedded within Norland's regulations, budget management and operations.

The summarised financial statements of Norland College Limited for the year ended 31 July 2020 that are set out below, together with comparative figures for the previous 12 months, are a summary of the information in the financial statements of Norland College Limited. They do not contain sufficient information to allow a full understanding of Norland's financial results for the year and its state of affairs at the year end. For further information, the full financial statements and the report of the auditors on the financial statements should be consulted. A copy of the full financial statements is available on our website and from Companies House. The auditor has issued an unqualified report on the full financial statements and on the consistency of the board report with those financial statements.

	Year Ended 31 July 2020	Year Ended 31 July 2019
	£	£
<b>Income Statement</b>		
Turnover	4,749,366	4,657,975
Administration Expenses	(4,411,466)	(4,294,019)
Other Operating Income	16,445	-
<b>Operating Profit</b>	354,345	363,956
Interest Receivable and Similar Income	23,277	41,761
Interest Payable and Similar Charges	(4,864)	(13,690)
Other Gains and Losses	-	-
<b>Profit before Taxation</b>	372,758	392,027
Tax Credit	-	137,062
<b>Profit for the Financial Year</b>	372,758	529,089

	Year Ended 31 July 2020	Year Ended 31 July 2019
	£	£
<b>Statement of Comprehensive Income</b>		
<b>Profit for the year</b>	372,758	529,089
<b>Other comprehensive income net of taxation</b>		
Adjustments to the fair value of financial assets	4,019	27,122
<b>Total Comprehensive Income for the Year</b>	376,777	556,211

	At	At
Statement of Financial Position	31 July 2020	31 July 2019
	£	£
<b>Fixed Assets</b>		
Intangible Assets	6,366	9,388
Tangible Assets	4,668,985	4,930,585
Investments	-	1,328,078
	4,675,351	6,268,051
<b>Current Assets</b>		
Stocks	27,031	6,365
Debtors	225,216	239,795
Cash at Bank and in Hand	1,019,002	1,440,445
	1,271,249	1,686,605
<b>Creditors: Amounts Falling Due within One Year</b>	(702,715)	(708,965)
<b>Net Current Assets</b>	568,534	977,640
<b>Total Assets less Current Liabilities</b>	5,243,885	7,245,691
<b>Creditors: Amounts Falling Due after more than One Year</b>	-	(452,844)
<b>Provision for Liabilities</b>	-	-
<b>Net Assets</b>	5,243,885	6,792,847
<b>Capital and Reserves</b>		
Called up Share Capital	51	51
Fair Value Reserve	-	733,180
Profit & Loss Reserves	5,243,834	6,059,616
<b>Total Equity</b>	5,243,885	6,792,847