

# Annual Report

2023/24

## CHAIRMAN'S STATEMENT

For the year ended 31 July 2024 Norland reported a surplus after taxation of £81,220 (2023: £234,649) on a turnover from all sources of £5.66m (2023: £5.87m). I am pleased to report that the recruitment of new students for the ensuing academic year has exceeded all records and that demand for Norlanders employed through the Norland Agency has also continued to grow. With net assets of £4.83m (2023: £4.99m) Norland has a secure financial position. Details of the accounts are set out at the end of this annual report.

The Norland Foundation, a charity which is the parent of Norland, reported consolidated assets at 31 July 2024 of £7.94m (2023: £7.77m). Details about the Norland Foundation can be found on the Norland website.

During the year Norland continued to invest in the quality of our offering bearing in mind our desire to gain indefinite degree awarding powers and attain university status. This included completing and validating a revised degree course, investing in our staff to enable them to obtain further relevant qualifications, devoting time and expense to dealing with the increase in mental health and wellbeing issues prevalent nationally and affecting our students, enhancing our use of information technology and artificial intelligence, and continuing to develop the Professional Association of Norlanders, which is designed to reflect and reinforce the standing of Norland graduates in their future career. We enjoyed garnering recognition for our quality from third parties, which included receiving the award of Gold in the Teaching Excellence Framework for the third time, gaining outstanding results in the National Student Survey and winning the Whatuni Student Choice Award for the fourth time. There are further details in the Principal's report which follows.

We had one change to the board of directors this year. John Sykes resigned from the board in September 2023 as a result of changes in his other work commitments. At the end of her second three-year term of office Kris Turner gave notice of her intention not to seek re-election. I thank both directors for their service to Norland. Three new directors were appointed after the year end.

I would personally like to thank my fellow directors for their continued support and encouragement. I extend my thanks and those of the Norland board to the Principal, her senior leadership team and all Norland staff.



**Martin Clarke**

Chair of the  
board of directors



## PRINCIPAL'S REPORT



Norland welcomed Set 47 in September 2023 when we also celebrated another outstanding achievement – a TEF Gold award! This is the third consecutive time we have received this prestigious award and confirms Norland as one of the top HE providers in the country. We were also delighted to publish the second edition of our landmark *Norland Educare Research Journal*. I had the privilege of

interviewing Professor Ed Tronick about his life's work as part of this edition. We were also honoured to host visits from the Department for Education and the Dyson Institute of Engineering and Technology. The end of the academic year brought further celebratory news with the publication of outstanding National Student Survey results, the highest scores we have had since Norland first participated in this obligatory survey. We are so grateful to the wonderful Set 45 for their incredibly positive feedback, which included giving us 100% satisfaction in several aspects of Norland's provision, notably our mental health support – we're especially proud of that accolade.

## Student experience and academic progression within the Norland degree and Norland diploma

Welcome Week activities for the new Set 47 cohort continued to primarily focus on supporting students in developing a sense of belonging to Norland, as we know that this is a key factor in their success. The study trip to Pistoia, Italy, had a second successful year with five students and one member of staff learning about the city's pioneering educational approach to the early years. One student reflected:

*"[I] found the trip to Pistoia to be both enlightening and inspiring. It highlighted the importance of creating a supportive and engaging learning environment for young children and the powerful impact of incorporating natural elements and collaborative projects into the curriculum."*





As part of curriculum enrichment activities, Set 47 visited the Kensington museums, Set 46 and Set 45 attended the Baby Show, and Set 46 took part in a sustainability workshop at Sparks in Bristol. Students from across the sets commented on the value of these trips, with Set 46 students noting that they found the opportunity to consider food emissions for children's meal planning, the sustainability of fancy-dress costumes and how children's books can be used to start conversations about the environment very applicable to nannying.

Continuation rates remained strong, with 92% of first years, 100% of second years and 100% of third years continuing their studies into 2024/25. Both continuation and achievement rates remain well above the Office for Students' (OfS) B3 condition thresholds. Moreover, 100% of Set 45 progressed to their Newly Qualified Nanny (NQN) year.



The board of directors received the usual reports from the senior leadership team and the subcommittees of the board. The board scrutinised the update of the delegation protocol and the Finance Protocol appendix. The board received a briefing on the OfS' annual report on the financial sustainability of higher education providers in England as well as updates on freedom of speech, Martyn's Law and the OfS Harassment and Sexual Misconduct Condition (condition E6). The board received reports on the Department for Education's visit to Norland, the outcome of TEF and the outcome of the B3 condition investigation. The board also contributed to the creation of the Norland Culture Statement. The board and committees reviewed their schedules of business to ensure that meetings were used effectively to cover all aspects of the terms of reference.

## Implementation of the new BA (Hons) Early Childhood Education and Care degree



This academic year, first-year students began our newly validated BA (Hons) Early Childhood Education and Care degree. Planning and preparation for this fostered greater collaboration between module teams across the degree, placements and the diploma, and feedback from the academic team has indicated that working with a fresh and cutting-edge curriculum has been intellectually stimulating. The external examiner praised the new degree in his annual feedback, drawing attention to excellence in curriculum and assessment design as well as the high standards achieved by students.

A significant success of the new degree has been the introduction of optional modules. The modules, which offer the students insight into different curriculum focuses – Children’s Literature; Practical Science, Technology, Engineering and Mathematics; Sustainability and Music, Drama and Theatre – were extremely well received by students, who valued the opportunity to gain knowledge and understanding about how they might support young children’s learning using playful, creative and explorative approaches in these specialist areas. Students also highlighted their positive experience of innovative assessments on these modules. This included the development of an artefact and demonstration of how it might be used as a provocation for learning.

*“The teaching for this module was extremely engaging, the beginning of the session made us all interact with the course which helped us gain a deeper understanding.”*

*“Really engaging, loved the reading stories part as it got us all involved. Working as pairs to create stories was fun!”*

*“Very informative and provoked thoughts and ideas on how I can incorporate STEM in practice.”*

## Norland awarded TEF Gold – the highest quality rating possible – for its outstanding student experience and student outcomes



In September, Norland was awarded an overall Gold rating and Gold in each of the two ‘aspect’ ratings for its outstanding student experience and student outcomes in the Teaching Excellence Framework (TEF) 2023.

Despite being one of the smallest degree-awarding providers, Norland is one of only 27 providers nationally – and one of only seven in the South West – to achieve Gold across all three ratings categories. The award gives Norland national recognition for consistently providing all its students with the highest-quality teaching, experience and outcomes to be found in the country. The 2023 rating was Norland’s third Gold rating in the TEF, having achieved Gold in the previous TEF scheme in 2018 and 2019.

Norland’s achievement of the top accolade is particularly special because it is extraordinarily challenging for an early years specialist higher education provider to achieve. Norland must compete at the same level and achieve the same outstanding outcomes as many of the larger and more traditional universities that have been operating in higher education for many years. Its specialist subject focus means that a Gold rating is especially difficult to achieve because its graduates, many of whom go on to become nannies, are deemed to be ‘unskilled’ workers according to the Standard Occupational Classification system. This means that our graduate outcomes fall below the ‘skilled worker’ threshold set by the OfS. To achieve Gold across the board, Norland had to provide a robust rationale to demonstrate how its exceptional degree-based training cultivates outstanding highly skilled graduate nannies who are in high demand around the world, enjoy 100% employability and earn significantly high salaries.





## Norland outperforms most universities in the National Student Survey



At the end of the academic year, Norland celebrated the news that we had once again outperformed most universities in the UK in the annual National Student Survey, the benchmark for measuring the quality of universities according to the students themselves.

Norland scored above the highest-ranking universities – and significantly above the national average – in teaching, academic support, learning opportunities, assessment and feedback, organisation and management, the learning community, student voice, and wellbeing services. Most notably, given its unrivalled focus on preparing students for their future careers, Norland achieved an exceptional

99% satisfaction rating from students for how well the course developed the knowledge and skills they will need in the future – well above the national average of 83%.

Norland performed particularly well in teaching and learning, with a 100% rating for how well teaching staff explained things, 97% of students describing the course as ‘intellectually stimulating’ and a 96% overall satisfaction rating – well above the sector average of 85%. Another strong area is learning opportunities, which received a 95% overall satisfaction rate, with the national average being 82%.



Norland also received a 100% rating for how well its mental wellbeing services were communicated, ensuring students felt well supported and knew how to seek help. This was another area in which Norland scored significantly above the national average (79%).

Our Norland Annual Student Survey, which asks first and second years for their views on their experiences at Norland to date, also illustrated high standards and strong student satisfaction. Comments from students included:

*"The teaching is excellent with current and relevant topics discussed and learnt to stimulate our learning intellectually. Norland is a comfortable space for group discussion led by lecturers who we know well and have developed strong working relationships with."*

*"I think it's always evident that the lecturers do really care and will do whatever they can to help us further understand things or ease our nerves."*

*"Student support is incredible with a friendly, knowledgeable and supportive team that provides a whole range of support activities and events that support wellbeing and help to reduce stress around assignments."*

*"I enjoyed all my placements, I learned. I grew thanks to those placements. Thank you."*

*"Student feedback is always thoroughly considered and acted upon and available for all students to see via you said, we did."*

*"The university really feels like a big family, everyone is open and chatty, my time there has been incredibly valuable and I have enjoyed it immensely. Courses taught are fun and interesting and will impact my future practice. The timetable makes sense and flows well. Overall, I think it is a brilliant university experience and I have enjoyed my time hugely."*

*"Honestly having a personal tutor has been an absolute godsend. [Our] monthly catch-up sessions [...] have been integral to my mental wellbeing and my academic achievement. [They] really care and want you to do well, which feeds into your own drive to be better."*



## Norland consistently ranked as one of the top higher education providers in the UK



In April 2024, Norland was once again named winner at the Whatuni Student Choice Awards (WUSCAs) in the Small or Specialist category, beating many other providers across the UK. Uniquely, the WUSCA nominees and award winners are selected by a specially chosen panel made up of prospective and current university students from across the UK. This year's award continues an outstanding success rate at the WUSCAs. It was Norland's fourth WUSCA win and the seventh year in a row in the top two. In 2021, Norland received a one-off special award when it was named the UK's top university for enhanced graduate outcomes.

## Infant-Parent Mental Health Fellowship award from the University of Massachusetts

In April, Principal Dr Janet Rose and Norlander and Associate Consultant Julia Gaskell graduated as Fellows of the prestigious Infant-Parent Mental Health Fellowship programme at the University of Massachusetts, Boston.

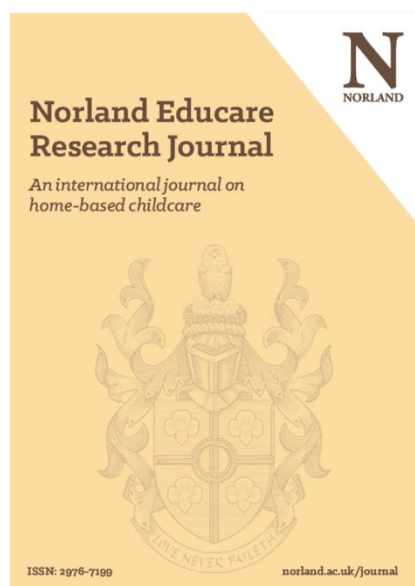
Based at the UMass Chan Medical School, the highly acclaimed fellowship is an 18-month hybrid training programme in early relational health research, theory, assessment and relationship-based interventions. It aims to enhance the knowledge base of multidisciplinary clinicians supporting vulnerable children and families through a developmental and relational framework.



Over the course of the fellowship, Janet and Julia focused on how they could enhance, transform or introduce new ways of thinking and learning to Norland's pioneering training as well as extending Norland's work with vulnerable families in the community and through consultancy work with other cultures. The findings from the fellowship inspired a new module, The Baby Years, that forms part of the Norland BA (Hons) in Early Childhood Education and Care. Alongside this, three new modules are devoted to the development of self-regulation and the role of an adult as co-regulator.

Many aspects of Norland’s consultancy, continuing professional development training and course development approach have been influenced by the relationally responsive practice studied during the fellowship. Janet and Julia attended a graduation ceremony for the Early Relational Health Fellowship at the UMass Chan Medical School in Boston in April 2024.

## Norland Educare Research Centre



This academic year saw the publication of the second volume of the *Norland Educare Research Journal* – the world’s first research journal dedicated to home-based early childhood education and care. The international double-blind peer-reviewed early childhood research journal featured an interview with Professor Edward Tronick, an internationally renowned and eminent academic and researcher in the field of developmental and clinical psychology. He explained how in-the-moment attunement and synchronicity between infant and caregiver brings about an intersubjective emotional state and consciousness, enabling relational safety and joint meaning-making.

Editor-in-Chief Dr Theodora Papatheodorou drew attention in her editorial to how the papers in the volume – which included an exploration of loving relationships with kin and professional alloparents, institutional intergenerational care, and research about grandparenting in the UK in the 21st century – reinforce the African proverb ‘It takes a village to raise a child’. She argued that greater collaboration between caregivers, professionals, researchers and local communities is essential to ensure innovative educare approaches and practices are both grounded in research and contextualised to the needs and resources of individual families and local communities.



A new online Student Symposium brought together students from different sets to share their research with other Norland students, members of our academic team and prospective students holding an offer of a place at Norland. During the symposium, students presented insights into areas that they had researched and reflected on how the knowledge that they had gained will influence their practice as a nanny and early

years practitioner. Highlights included a Newly Qualified Nanny sharing her investigation into the benefits of exploratory cooking sessions within the home using innovative approaches and exploring what children can gain from cookery; a third-year student sharing the findings from her work-based research project, which explored a three-year-old's perspective on his father's deployment in the armed services; and a group of students sharing their experience and learning from their field trip to Pistoia in Italy. Ten prospective students joined the inspiring morning and gained a valuable glimpse of what studying at Norland looks like, as well as the fantastic support they receive from the academic team. It was wonderful to see the offer holders engage actively throughout the session.

One student participating in the event reflected that:

*"Being selected to share my research in Norland's Student Symposium was an honour. I thoroughly enjoyed listening to everyone's presentations and ideas as well as discussing my own. I did a joint presentation with a fellow Set 46 student where we shared our findings from our essays which looked at gender bias in the early years focusing on the role of the adult and male role models. This is a current topic of research as there are still very few male educators in the early years. I found the symposium a constructive experience as it helped enable me to further improve my presentation and delivery skills as well as play a part towards building my confidence when presenting."*

A member of the academic team also fed back that:

*"Our recent Student Symposium proved to be a captivating morning. It was wonderful to see such a diverse range of presentations on inspiring topics which were so relevant to the role of the Norland Nanny. I was particularly impressed with the confidence and professionalism of our students when presenting insights from their work-based projects and student journey."*



## Charitable and community engagement



Norland continues to develop its charitable and community engagement activities. Over the year, the part-time charities and communities manager oversaw a wealth of charitable and community-based activities undertaken by staff and students. Through 20 different charitable activities, nearly £8,000 was raised during the year. These activities included charity walks, treks and runs; cake sales; fancy-dress days; jumble sales; bingo; and candy-cane delivery. The student representatives, generously funded by the Norland Foundation, worked hard to facilitate students' fundraising ideas, create posters, generate support and tirelessly shake the

collection pot! Norland also sponsored the Bath Safe Bus, further supporting local initiatives that align with our commitment to the community.

Of particular significance this year was the completion of Norland's contribution to the Grenfell Tower Memorial Quilt. Norland finished the piece, a 12x12-foot panel, in June 2024, a year after it was started. Throughout this time, we stitched weekly at Bath Central Library with the local community, forming a strong group as part of the Norland Sewing Bee. Staff and students added words of kindness, solidarity, reflection and support for the community and those who tragically lost their lives. The completed panel will be exhibited in local venues before joining the rest of the panels to form the Grenfell Memorial Quilt, which will be the height of the tower, for the 10-year anniversary in 2027.



## Staffing

During the 2023/24 financial year, there were eight leavers. Five were due to natural attrition such as retirements, two were due to the end of fixed-term contracts and one member of staff decided not to return after her maternity leave ended. Interestingly these numbers were the same as the previous year.

Norland appointed 34 student helpers in a range of roles such as library helpers, nursery helpers, student reps, charities and communities helpers, and student ambassadors.

Annual staff turnover for the 2023/24 year was 13.7%. This is a decrease of 2.3 percentage points from last year. On 31 July 2024, Norland's labour stability index (i.e. retention rate) was 95.7%. This was a decrease of 2.69 percentage points from the previous year but can be explained by new roles increasing the staff headcount.

There was a specific focus on mental health training during the 2023/24 year which included mental health first aid training for front-line staff, safeguarding training, emotion coaching and how to handle disclosures of harassment and sexual misconduct, which aligns with the new OfS condition E6 of preventing harassment and sexual misconduct in higher education. We also fully funded two members of staff to do a Level 5 in People Management and an MA Education (Early Childhood Studies), respectively.



## Next year

Our main focus for next year will be the long-awaited validation of our new MA programme and the submission of our application for indefinite degree awarding powers, bringing us very close to our ambition to become the world's first specialist early years university.



**Dr Janet Rose FHEA**

Principal



## FINANCIAL STATEMENTS

All surpluses from Norland's activities are reinvested for its current and future students, as well as for the long-term benefit of Norland and the Norland Foundation charitable group as a whole. Its Articles of Association prevent it from declaring or paying any dividends. There is no charge to taxation, as Norland makes distributions of its taxable profits to the Norland Foundation, its charitable holding company (registered charity 1180292).

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 2024 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 as 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.

<b>Income Statement</b>	<b>Year Ended 31 July 2024</b>	<b>Year Ended 31 July 2023</b>
	<b>£</b>	<b>£</b>
Turnover	5,633,455	5,863,958
Operating Expenses	(5,577,323)	(5,642,747)
<b>Operating Profit</b>	<b>56,132</b>	<b>221,211</b>
Interest Receivable and Similar Income	25,088	13438
<b>Profit before Taxation</b>	<b>81,220</b>	<b>234,649</b>
Tax on Profit	-	-
<b>Profit for the Financial Year</b>	<b>81,220</b>	<b>234,649</b>

<b>Statement of Financial Position</b>	<b>At 31 July 2024</b>	<b>At 31 July 2023</b>
	<b>£</b>	<b>£</b>
<b>Fixed Assets</b>		
Intangible Assets	80,532	82,611
Tangible Assets	3,831,950	4,028,168
	<b>3,912,482</b>	<b>4,110,779</b>
<b>Current Assets</b>		
Stocks	8,237	8,643
Debtors	454,608	623,498
Cash at Bank and in Hand	1,071,293	1,003,486
	<b>1,534,138</b>	<b>1,635,627</b>
<b>Creditors: Amounts Falling Due within One Year</b>	<b>(614,724)</b>	<b>(747,319)</b>
<b>Net Current Assets</b>	<b>919,414</b>	<b>888,308</b>
<b>Total Assets less Current Liabilities</b>	<b>4,831,896</b>	<b>4,999,087</b>
<b>Creditors: Amounts Falling Due after more than One Year</b>		
<b>Net Assets</b>	<b>4,831,896</b>	<b>4,999,087</b>
<b>Capital and Reserves</b>		
Called up Share Capital	51	51
Profit & Loss Reserves	4,831,845	4,999,036
	<b>4,831,896</b>	<b>4,999,087</b>