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NORLAND

Annual Report

2020/21

CHAIRMAN'S STATEMENT

I am pleased to introduce Norland's annual report for the year ended 31 July 2021.

Norland had another successful year financially, with a net surplus of £264,213 (2020: £372,758) on a turnover from all sources of £4.68 million (2020: £4.75 million). Norland holds a secure financial position, with total net assets of £5.2 million (2020: £5.2 million). Further details are set out at the end of this annual report.

The year was an unusual one, with many changes arising from the pandemic. Looking back, it is noteworthy that Norland's academic provision was not seriously hampered by events. Norland coped very well with the lockdowns and myriad of alterations to law and guidance. Demand for Norlanders was very high, which kept our agency busy. Additional costs affected our overall performance; these included a £45,000 hardship fund for students and the need to carry out cleaning in the college and provide additional equipment (including for home working). Furthermore, there were constraints on carrying out consultancy work and training for third parties, but we were able to develop more successful online material. The Principal's report has more details.

The board became familiar with meetings held on Microsoft Teams, although it will get back to meetings in Bath as soon as it can. Likewise, it was disappointing that we had to postpone graduation and diploma award ceremonies to a later date.

I am pleased to report that Norland was first in the Enhanced Graduate Outcomes category of the Whatuni Student Choice Awards (WUSCAs), the nominees and winners of which are selected by students themselves. This award recognises the extent and quality of our work in preparing students for employment and maintaining a close interest in them as their careers develop.

Our active research programme, which includes graduate internships to assist in research projects, made further progress with a wide spectrum of activity.

There was one change to the Board this year. Peter Hymans left the Board after seven years of valuable service during which he played an important part in Norland achieving Degree Awarding Powers.

I would like, personally, 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
Chairman of the
board of directors

PRINCIPAL'S REPORT

We're pleased to report that during the academic year 2020/21, Norland remained open except for a short period during the third lockdown. It was therefore able to provide normal, face-to-face operations for 80% of the year. Thankfully, our practical and academic course meant that we were not subject to all the lockdown restrictions. The rigorous Covid-secure protocols that were established, which included adjusting the timetable so that social distancing could be accommodated, helped to ensure that no official outbreaks occurred during the year and any specific cases were swiftly contained. As a result of Norland successfully managing the many challenges the Covid situation presented, Norland students continued to enjoy an enriching and value-added curriculum. Norland's response is recognised in the following feedback from a parent:

Please can I pass on my thanks to you all for the incredible efforts you are making to provide support, teaching and resources to your students, including my daughter. From posting individual sewing kits, to pre-empting questions about ingredient costs and issuing a budget, to the support from the library, student support and lecturers, it is quite remarkable. THANK YOU!



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

The academic year started well with the new Set 44 joining Norland and participating in the usual Welcome Week activities. Set 42 and Set 43 were able to access practical placement opportunities to make up for the experiences 'lost' in the previous term. During the short period when Norland had to go back online due to a national lockdown, necessary steps were taken to minimise the disruption, which included sending students sewing kits and arranging fee reductions so that they could purchase their own ingredients for cookery at home. During online Food and Nutrition lectures, students were encouraged to cook in real



time alongside the lecturer and iterative guidance could be offered. Other practical subjects, such as sewing, also continued with real-time lectures online. The culture of online learning generated by Covid also opened up new opportunities for the value-added curriculum by enabling the recruitment of new guest speakers from around the world, such as a lecture from Dr Lynne Kenney from the US on musicality and neuroscience.

In order to ensure that no student experiences disadvantage in their learning and assessment during an academic year disrupted by the pandemic, a No Detriment approach was once again adopted for both the degree and the diploma. Under this policy, various additional measures were temporarily introduced – for example, students were able to resubmit a referred assignment and receive an uncapped grade, a third capped attempt for assessments was permitted, adjustments were made to the placement timetable to ensure robust experiences for everyone, and deadline extensions were given without the need for evidence when the issue was Covid related. These measures ensured that all students were able to learn and achieve without being impeded by factors beyond their control.

Set 42 continued to uphold the tradition of strong achievement in 2020/21, with 78% of those completing the course achieving a First or Upper Second Class degree, compared to 75% the previous year. Similarly, data suggest that Covid had little impact on achievement of assessments within the diploma, with average grades comparable to previous years. For example, 58% of students were awarded a distinction for their sewing assessment. These strong achievements reflect the dedicated support of the academic team, who worked tirelessly to ensure students achieved to the best of their abilities. Despite Covid, continuation rates remained strong, with 90% of first years, 97% of second years and 99% of third years continuing their studies into 2020/21. Around 10 students took up the option to interrupt and/or defer their place until 2021/22. Moreover, all of Set 42 were placed in employment with families. Indeed, the ratio of families seeking an NQN was around 4:1, enabling Norland graduates to enjoy excellent employment opportunities.



Norland’s commitment to investing in IT to support students’ achievement and enhance their experience was evident in the procurement of a ‘lecture capture’ system. Installed for the start of 2020/21, the new system recorded every lecture and masterclass and stored it



on the virtual learning environment, ensuring that students were able to access their learning and teaching from home when necessary. During the year, the recordings were particularly helpful when students had to self-isolate. The system does not detract from the fact that ours is a practical course, and it ensures that asynchronous learning is available to all students should the need arise. It also allows students to revisit their lectures during independent study from home.

The Head of Students wrote to the board of directors on behalf of the student body to thank Norland for all they had done in the wake of Covid to help ensure the learning, wellbeing and safety of Norland students. These are some of the comments made by the Head of Students about her experience:

With the majority of universities moving entirely online and continuing to do so, Norland has continued to fight hard for the highest quality student experience. The Principal and senior team have worked tirelessly with strong communication with student representatives to ensure the experience of all students remains at the highest quality. The endless support and hard work of staff members was astounding in adapting to the continuously changing government regulations. The care taken for every single student's wellbeing and happiness during their time at Norland, and after they leave, is remarkable. The Norland community is an unbelievably special group of individuals and I strongly believe that this pandemic has showcased the true love and care behind everything done at Norland. The strength, determination and perseverance during this time is truly inspiring and something that should be celebrated. It has been an absolute pleasure to be Head of Students this year and I have never felt prouder to be a part of Norland.

International students

In April 2021, Norland was granted an international student sponsor licence. Not only does this allow us to continue to recruit students from the EU following Brexit, but it also opens up the international student recruitment market and enables us to meet some of the high demand for Norland graduates worldwide through the Norland Agency. To support this aim, specific information, advice and guidance has been created, which is communicated through our social media, open days, Q&A sessions for international students and dedicated newsletters, as well as in our prospectus and on our website. An analysis of demand –



Norland Q&A session – Admissions and International Students

drawing on data from past internationally domiciled student enrolments, international enquiries and overseas graduate demand – identified priority recruitment markets in the US, the EU and other countries such as Australia and South Africa. We expect to see our first international students from outside the UK and EU joining us in September 2022.

Wellbeing during Covid

Throughout the year, Norland created a series of initiatives to support student wellbeing. Notably, Norland paid out £45,000 to students from a hardship fund, which played a key role in improving the wellbeing of many students. Additional funding was made available to provide a range of activities either in person or online. These included weekly lunchtime activities, such as craft activities, pizza lunches and cake decoration. Attempts were made to make up for the lack of social gatherings by providing socially distanced picnics in the park, coffee-and-cake sessions, and rounders matches when allowed. Online activities included workout sessions, cooking competitions, escape-room challenges, a quiz, a scavenger hunt and an online Christmas party for staff and students with prizes galore.



Students participating in lunchtime wellbeing activities

The new lecture-capture system worked effectively to ensure self-isolating students were able to access their learning, and tutors checked in periodically with those who were unable to attend lectures. Students unable to return home during the holidays had wellbeing baskets delivered by staff to lift their spirits.

The students also rallied to tackle the lockdown challenges in a number of exemplary ways. They created the Norland Angels, who kept in touch with any peers having to self-isolate, providing practical support such as food delivery, prescription pick-up and general support for those struggling. They also created a new student newsletter – Silver Linings – which was packed full of helpful resources, top tips, recommendations for activities and fun photos. These newsletters radiated positivity and signalled all the wonderful ways students were supporting each other. The initiatives showcased everything that Norland advocates and reflected the care and kindness Norland students have for each other.

The priority given to student support and wellbeing is reflected in the quotes from students below:

I love the relationships between staff and students. The lecturers are so supportive, lovely, and amazing. I wouldn't have been able to do this without them.

The sense of community within my university is amazing and I will really miss the people when my course has finished. Their support has made me a better person and I can't thank them enough for that.

I feel that my university has been the most supportive during Covid-19 and has acted fast and efficiently to help keep students in the loop and on course with work.

Norland is definitely a community which I have felt part of since my first day. I cannot believe that I am just about to graduate (which would not have been possible without the support from all the members of staff and students). I could not have imagined a more perfect university experience than coming to Norland College.

National Student Survey 2021

Norland’s final-year students once again participated in this survey, and we were delighted to receive some outstanding satisfaction scores, particularly in relation to Learning Opportunities (95% satisfaction against a sector average of 79%), Learning Resources (93% satisfaction against a sector average of 76%) and Assessment and Feedback (86% satisfaction against a sector average of 69%).



Although our overall satisfaction score dropped to 87%, this still far outstrips the national average of 75%, as do our scores in each of the nine categories. The pandemic and the disruption this has caused to the student experience have undoubtedly affected the results, and we may well see a continued impact on results over the next few years. Nevertheless, the overwhelming majority of students still consider that Norland offers the very best in learning, teaching and practical experiences.

Norland named top university in the UK for enhanced graduate outcomes

In June 2021, Norland was crowned winner at the Whatuni Student Choice Awards (WUSCAs) in the Enhanced Graduate Outcomes category, beating many other universities to the top spot. 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. As a winning institution, Norland received £10,000 to be awarded to five eligible students as Whatuni Bursaries in 2021/22 (£2,000 each). This is a valuable contribution to the existing



bursary scheme and reflects Norland’s commitment to improving social mobility through its widening-participation agenda. This year’s award continues an outstanding success rate at the WUSCAs. Norland won the Independent Higher Education award in 2019 and came a close second for the same award in 2018 and 2020.

Launch of the Student Job Shop

Given that childcare provision was permitted even during lockdown for much of last year, Norland launched a new initiative – the Student Job Shop. This exciting addition to Norland’s provision enables students to ‘earn while they learn’ and gain useful additional hands-on experience during their free time and holiday periods. Norland has set up an easy-to-use online system that enables us to assess prospective employers in order to safeguard students. The Job Shop provides students with increased opportunities to help fund their fees doing jobs that they love. We have been overwhelmed with the popularity of this provision, and it is a real success story. As one student put it:



The Job Shop has been a resounding success with multiple job opportunities being emailed out every single day. With the rising levels of unemployment and students struggling with fees, rent and money, I think it is wonderful that Norland is helping to provide so much opportunity for work.

Research and the Graduate Research Internship Scheme

Norland’s research profile continues to grow. Despite Covid, staff still managed to present papers at various online conferences. Two members of staff published in academic journals, one co-wrote a book, and two others conducted doctoral vivas for other universities.

Five research projects were initiated in 2021, two of which were with external partners. These included funding a research assistant to develop a framework for the ‘Parent/Child Services in the Home’ family visitation programme with the Transforming Autism Project. This project also included the development of a monitoring system and reliable evaluation tool to assess the impact of the service on children and their families. Funding was also received to employ two post-doctoral researchers to undertake scoping reviews on two important topics relevant to early years practitioners and the profession of nannies: sleep and weaning in babies.

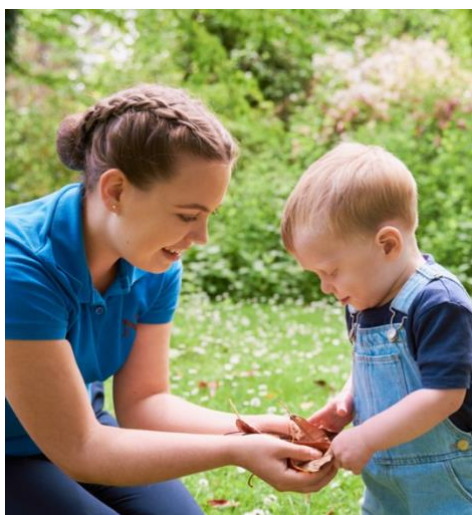
The Graduate Research Internship Scheme had another successful year, with many of the lecturing team once again engaging in a range of early-years-related topics, such as literature reviews on sleep, weaning and the neuroscience of play. Another focus on home-based childcare, in collaboration with Anglia Ruskin University, will be continuing next year with the support of a funded research associate.

We were delighted to end the year with the annual research conference and were honoured to welcome Professor Colwyn Trevarthen to give the keynote. Professor Trevarthen is a world-renowned expert on infant brain development, communication and emotional health. It was a real privilege to have such a prestigious leader in the field speak at Norland. The conference was also attended by the graduate interns and colleagues from Anglia Ruskin University, who all presented papers alongside Norland staff.



Professor Trevarthen presenting at the annual research conference

Agency and alumni



The demand for nannies in the agency has continued despite Covid, with a ratio of five jobs for every Norlander seeking work with the agency. This suggests that the nanny profession has withstood the impact of Covid and continues to be a worthwhile career to follow even in times of economic uncertainty. The agency continued to work hard to support nannies during the crisis, ensuring that the Alumni section of the website contained up-to-date information and fact sheets. As always, all profits made by the agency are utilised to support the widening-participation agenda of Norland through the Emily Ward bursaries, which are awarded to around 25% of the student body each year.

The continuous professional development (CPD) programme has continued to operate online, with demand increasing. Norlanders from all over the world have accessed the content. A new introduction – an accredited Level 3 tutor-training course – proved to be particularly popular, enabling Norlanders to upskill and gain a formal qualification in tutoring, something that has been in rising demand since the lockdowns necessitated children accessing their learning from home. The free babysitting course also continues to be accessed by learners from all over the world and has facilitated greater contact with schools, helping to raise prospective students' awareness of the opportunities Norland can provide.

Charitable and community engagement



Fudge 4 Charity sale

Over the year, two part-time Charities and Communities Coordinators continued to oversee the wealth of charitable and community-based activities undertaken by staff and students. Through 19 different charitable activities, over £11,000 was raised during the year, despite the challenging circumstances that Covid created. These activities included cake sales, hair donation, and charity walks and runs. Students put their creative skills to good use by making Christmas wreaths in aid of the Royal United Hospital. One enterprising student set up fudge sales to raise funds for Cancer Research UK, which proved highly popular. Several competitions

were run for staff and students, which resulted in them making Christmas cards and stitching Christmas face coverings. Mufti days continued to be popular!

Cot quilts made by Set 43 students in their first year were delivered to the Children's Hospice South West to furnish the children's rooms. The Charities and Communities Coordinators are delighted to have received funding from the Norland Foundation to recruit three student representatives to assist them in their work, and they look forward to setting up new Charity and Community student reps next year.



Cot quilts created by Set 43 students

Staffing

Over the 2020/21 financial year, natural attrition accounted for 11 leavers. Three of these posts were fixed term and were due to end during the academic year. The remaining eight left for a variety of reasons ranging from retirement to reassessing their lives in light of the pandemic. All eight posts were successfully reappointed with slight adjustments made to the roles to accommodate revised operational models.



Norland full staff away day, 2021

Annual turnover for the 2020/21 year was 15.32%, a decrease of 0.81% from last year. The national average pre-pandemic was approximately 15%. On 31 July 2021, Norland's labour stability index (i.e., retention rate) was 90.48%. This was a decrease of 4.68% from the previous year; however, that was to be expected, as three fixed-term posts ended and movement was seen in eight posts due to resignations and appointments.

Staff continued to engage with CPD. Three members of the academic team successfully completed their Master's degrees. Staff were provided with additional training in mental health awareness to further enhance the support provided to the students during the pandemic.

On 30 November 2020, Norland opened an asymptomatic testing site at the Oldfield Park campus. This enabled our staff and students to access twice-weekly testing to help in the national fight to reduce the transmission of Covid. We saw excellent engagement with the programme, which lasted for six months before we moved to a home-testing model. Staff volunteered their time to help run the testing facility, which was open six days a week. We were also able to employ students to help cover the testing stations.



Next year

There is much to be excited about next year – the unveiling of Norland’s coat of arms; the first Norland degree graduation, complete with new gown and hood; the establishment of the *Norland Educare Research Journal*, the first journal dedicated to home-based childcare; the launch of the Professional Association of Norlanders; and a whole series of exciting events to celebrate Norland’s 130th-anniversary year.



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 College 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 College 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 2021 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.

	Year Ended	Year Ended
Income Statement	31 July 2021	31 July 2020
	£	£
Turnover	4,677,188	4,749,366
Operating Expenses	(4,446,681)	(4,411,466)
Other Operating Income	33,571	16,445
Operating Profit	264,078	354,345
Interest Receivable and Similar Income	135	23,277
Interest Payable and Similar Charges	-	(4,864)
Profit before Taxation	264,213	372,758
Tax on Profit	-	-
Profit for the Financial Year	264,213	372,758

	Year Ended	Year Ended
Statement of Comprehensive Income	31 July 2021	31 July 2020
	£	£
Profit for the year	264,213	372,758
Other comprehensive income net of taxation		
Adjustments to the fair value of financial assets	-	4,019
Total Comprehensive Income for the Year	264,213	376,777

	At	At
Statement of Financial Position	31 July 2021	31 July 2020
	£	£
Fixed Assets		
Intangible Assets	5,140	6,366
Tangible Assets	4,422,213	4,668,985
Investments	-	-
	<u>4,427,353</u>	<u>4,675,351</u>
Current Assets		
Stocks	19,042	27,031
Debtors	366,853	225,216
Cash at Bank and in Hand	1,202,370	1,019,002
	<u>1,588,265</u>	<u>1,271,249</u>
Creditors: Amounts Falling Due within One Year	<u>(807,520)</u>	<u>(702,715)</u>
Net Current Assets	780,745	568,534
Total Assets less Current Liabilities	5,208,098	5,243,885
Creditors: Amounts Falling Due after more than One Year	-	-
Net Assets	<u>5,208,098</u>	<u>5,243,885</u>
Capital and Reserves		
Called up Share Capital	51	51
Profit & Loss Reserves	5,208,047	5,243,834
Total Equity	<u>5,208,098</u>	<u>5,243,885</u>