



Norland College Annual Report

2017/18



CHAIRMAN'S STATEMENT

I am pleased to introduce Norland's Annual Report for 2017/18.

The College had another successful year financially with a surplus after taxation of £307,257 (2017; £522,096) on a record turnover from all sources of £4.4 million (2017; £3.8 million) and a secure financial position with total net assets of £6.2 million (2017; £5.9 million). Further details are set out at the end of this report. All our surpluses are reinvested in the College.

This year we have focussed on ensuring that the move to our new educational centre at Oldfield Park is as effective as possible and to demonstrate to the Quality Assurance Agency (QAA) that Norland is recognised as an institution ready to be given power to award its own degree. This focus has required us to spend time and money (reflected in the reduction in this year's surplus) on the programme of transformation to meet our strategic goals to sustain Norland's national and international reputation for excellence in childhood education and care, providing a valuable learning experience for students leading to viable employment opportunities and lifelong development, backed by high quality of services, and encouraging professional development of staff and students.

We have experienced high retention of students and success in recruiting new ones. Demand for our graduates remains very high.

Norland's application for Taught Degree Awarding Powers is in final consideration by the QAA Advisory Committee after an extensive 18-month examination. We anticipate a decision by Spring 2019.

We were very pleased to be awarded a Gold rating in the Teaching Excellence Framework which means that Norland has "demonstrated the highest quality teaching standards and is consistently outstanding. The institution provides outstanding outcomes for all students from all backgrounds particularly in terms of retention and progression". A Gold rating is only awarded to the top 25% of all Higher Education institutions in the United Kingdom.

We have enhanced our governance procedures to ensure that we cover all aspects required by the QAA and the Office for Students, the new regulator of Higher Education institutions. In particular, we have adopted the Higher Education Code of Governance issued by the Committee of University Chairs, which, inter alia, required us to increase the number of Board sub committees. I am pleased to say these changes have been introduced successfully. Four new directors joined the Board during the year bringing with them much experience from Higher Education, general business, and the law.

I extend my thanks and those of the Board of Directors to the Principal, her Senior Leadership Team, and all staff at Norland for another successful year in which we have seen Norland strengthen its position as the leading institution in the education and training of Early Years practitioners.

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

Martin Clarke

Chair of the Board of Directors



PRINCIPAL'S REPORT

This has been a particularly busy year. Soon after we settled into our new premises at Oldfield Park and moved our Agency and Marketing teams to York Place, the College began an intensive year of scrutiny by QAA and HESA. We are delighted that all reviews had extremely positive outcomes. Alongside this, the College has embarked on its first ever funded research and enjoyed a number of nominations for several awards culminating in the receipt of a TEF Gold, ensuring we ended the year on a golden note.

Academic Progression

In 2017/18 our 3rd year students achieved outstanding academic results. Of the 81 students who completed their BA EYDL in June 2018, 60% achieved a first class or upper second class classification. Although this was a drop on previous years, it is still an excellent reflection of the distance that these students have travelled since their admission to Norland, when you



consider that our entry requirements are relatively low. To further support integration between the degree and the Norland Diploma, we consulted with students on a change to the timetable for 2018/19, the result of this being that students will now spend more time being supported to recognise the links between the theory on the degree and the practice on the Diploma. Further enhancements to the curriculum in 2017/18 included the development of the Value-added Curriculum and a more focused programme of



Masterclasses and guest speakers. These activities ensure that students are accessing the very latest teaching from experts within the field and that they are developing skills to enhance their employability. For example, they now have specialist input from former military intelligence officers on cyber and personal security alongside specialist subject talks on children's neurophysiological development.

A continuing strong focus on student engagement has ensured that students are involved in how they are taught and in the standards of teaching. This has had a very positive impact on their retention and achievement. Retention at the College remains well above sector norms, with continuation rates in 17/18 at 98.1% against a benchmark of 92.5%, putting the College in the top 10% of absolute performance.

TEF Gold

Our assessment for a Teaching Excellence and Graduate Outcomes survey (TEF) rating in 2017/18 was based on our 2016/17 metrics, with these metrics taken from the National Student Survey for 2017, the College's return to the Higher Education Statistics Agency (HESA) and the Destination of Leavers from Higher Education Survey (DLHE) in 2017. We were delighted to receive a TEF Gold rating. Our TEF rating was supported by the fact that 100% of graduates were in employment 6 months after graduation, against a benchmark of 95.3%. The TEF award noted the following positive attributes:



Teaching
Excellence
Framework

- the outstanding outcomes for students;
- the exceptionally high continuation and employment rates;
- the course design and assessment that ensures all students are significantly challenged to achieve their full potential and acquire skills and knowledge that are the most highly valued by employers;
- the outstanding personalised provision;
- and the institutional culture that facilitates, recognises and rewards excellent teaching.



Student Experience

In the National Student Survey 2018, students recorded 88% overall satisfaction, a 1% drop from the previous year, although satisfaction went up in ratings for “the teaching on my course”, “learning opportunities”, “assessment and feedback”, “organisation and management” and “learning resources”. These improvements are the results of the College’s focus on partnerships with students to improve their experiences, as well as increased investment in resources, both human and physical (including library and IT resources). 95% of students felt that the course gave them opportunities to apply what they learn, which is indicative of the success of the integration of the degree and the

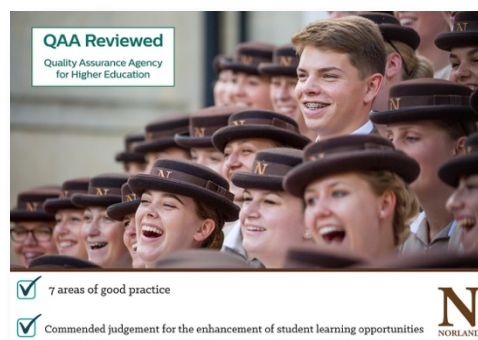


Norland Diploma. Senior college staff are exploring the 1% drop in overall satisfaction with students, in order to identify and address any potential sources of dissatisfaction. This slight drop in student satisfaction was offset by their votes for the WhatUni Awards this year. This led to Norland being awarded 2nd place in the Independent Higher Education category and a finalist in the Bath Life Awards Education category.



External scrutiny

2017/18 was an extraordinary year at Norland in terms of external scrutiny. In addition to the annual oversight from our validating university, the University of Gloucestershire, the College also experienced a HESA audit, a Higher Education Review (HER) from the QAA and the year-long scrutiny from the QAA’s Taught Degree Awarding Powers (TDAP) scrutiny panel. The HESA audit and HER all had favourable outcomes. The HESA report noted: “Overall, the data returned was generally reliable and of good quality.” The audit also made some recommendations to improve systems and processes within the College, all of which have been included within an action plan. The HER team judged Norland to have met all of the expectations for higher education provision and gave both a commendation for “the enhancement of student learning opportunities” and an



affirmation for “the steps being taken to improve learning resources”. Moreover, the QAA report also identified 7 areas of good practice, which were:

- the College-wide meticulous approach to annual monitoring which leads to comprehensive enhancement plans;
- the effective integration of academic and personal support which enables students to successfully complete their studies;
- the wide range of opportunities for students to engage effectively as partners and academic citizens in quality assurance and enhancement processes;
- the strategic and systematic approach to the enhancement of student learning opportunities resulting in a highly effective learning environment;
- the role and inclusive composition of the Assessment Scrutiny Panel in guaranteeing that assessment is equitable, valid and reliable;
- and the comprehensive range of staff development opportunities and its positive impact on the student learning experience.

Charitable and Community Engagement

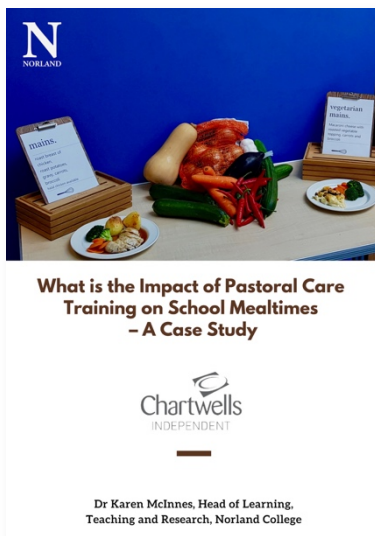
As part of our new strategic plan, Norland has focused on increasing its community and charitable engagement activity. During 2017/18, the College has opened its doors to two community groups – the charity Bath Welcomes Refugees and a group organised by the health service for parents of children with Special Educational Needs and Disabilities (SEND). The students volunteer to provide supervised crèche facilities, enabling these parents to access the support they need. Many of the families who attend these sessions have praised the opportunity provided to spend time together to learn English and to meet with other families, whilst our students and staff have enriched their own experiences of working with children who have particular needs. Students also received specialist training in Theraplay to enhance their support.

Norland continues to work closely with the Twins and Multiple Births Association (TAMBA) and the Helping Hands Appeal with Norlanders volunteering their time to support families in crisis. Their efforts were recognised when Norland College and TAMBA won the Community Support Award at the 2017 national Nursery World Awards.

We also embarked on a community training programme for local early years practitioners to strengthen their skills and knowledge on a wide range of topics including Emotion Coaching, Unbaffling Babies and Therapeutic Play. These courses continue to be a popular source of continuing professional development for the local community and strengthen our links with local settings, where many of our students have placements during their course of study.

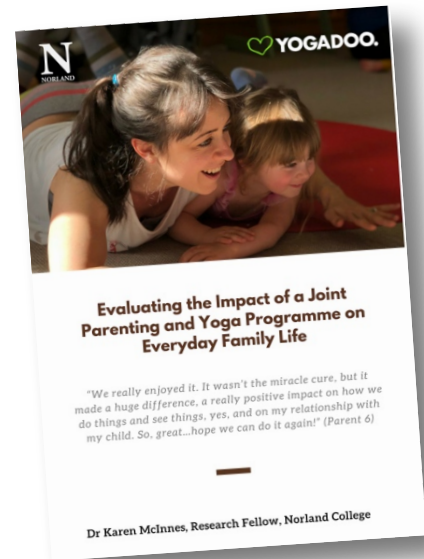
Research

It was a historical moment this year when Norland embarked on its first funded research activity. Three unique projects were launched under the leadership of the new Research Fellow. One focused on Children and Food, working with Chartwells, to explore children’s experiences of school lunch and another worked with a local organisation, Yogadoo, and local families to explore ways in which Yoga can support the wellbeing of families



and children. Both projects were completed with positive results and the research reports can

be found on our website. The third and final project was developed in collaboration with Poppins, Japan’s leading childcare provider, Norland students and graduates, and a local nursery, and included a visit by the Principal to Japan to train participants in Emotion Coaching. The project is ongoing and is exploring how emotion coaching can support children’s behaviour and wellbeing.



As a result of these research activities, Norland had another historical first with the Research Fellow and Principal attending the world’s leading international early years conference (EECERA). Two papers were accepted and delivered, along with a PED (TED style) talk on Play, which generated much interest from participants. Following this success, we’ve already secured further research funding for another research project and will be continuing our international collaboration with Japan. Other scholarly activities by staff, such as the publication of a book, several chapters and journal articles, as well as conference attendance, are helping to enhance Norland’s external engagement with the national and international early years community and enhancing our profile as a higher education institution.

Staffing

Norland continues to experience significant growth in staffing levels. The main focus of recruitment has been to the support services, bringing the staffing levels up in order to effectively support the College's core business. Since August 2017, we have welcomed 16 new members of staff, 12 of whom were recruited to new posts, 4 to existing posts. The annual turnover for the 2017/18 year is 9.9% with a growth rate of 12.5%.

Norland continues to invest in staff development by funding further academic study and various other types of Continuing Professional Development (CPD). We have 3 members of the academic staff continuing with their higher academic degrees and 1 member of staff entering the first year of her MA with Pen Green. Another member of staff is entering the fourth year of her PhD. Five members of the academic team are now External Examiners.

We've also made some adjustments to strengthen our academic team with the appointment of a new Head of Learning, Teaching and Research who will oversee both the degree and Diploma programmes. This has enabled the Vice Principal to adopt a new role, Head of Quality and Standards, in order to build on the resounding success of our QAA Higher Education Review. We have also invested in a developmental programme for middle managers, now referred to as the Operational Leadership Team, to strengthen our leadership capacity and invest further in our staff. A set of three training events were held throughout the year for the team to develop and strengthen their leadership skills and insights. The SLT (now referred to as the Strategic Leadership Team) also participated in more professional development activities led by the Leadership Foundation for Higher Education as we continuously strive for excellence.



Alumni

The College has strong relationships with Alumni through the services of our in-house employment agency and placement of Norland Nannies with families around the world. Last year, the Norland Agency registered over 1,500 positions. Feedback from Norland Alumni in the annual perception survey was overwhelmingly positive and saw a significant increase in the net promoter score.

A number of Alumni events were held this year including our annual Picnic in the Park and New Year meal with attendees ranging from the most recently qualified Norlanders to a Norlander who trained at Chislehurst in the 1950s. We have had another successful year of attendance on our Continuing Professional Development programme for Alumni, which has seen the addition of several new courses such as Emotion Coaching and Children’s Reflexology. The Maternity Practitioner course continues to be popular helping to generate lifelong employment opportunities for our graduates.



Next year

We are looking forward to another productive academic year with the College operating at full capacity in terms of student numbers, and we will continue to build on our award winning status. We will be strengthening our marketing and brand strategy with the appointment of a new Head of Marketing, Student Recruitment and Brand and will be pursuing further opportunities with the Department of International Trade. Most of all, we will be eagerly awaiting positive news from the QAA regarding our acquisition of Taught Degree Awarding Powers.

Dr Janet Rose FHEA

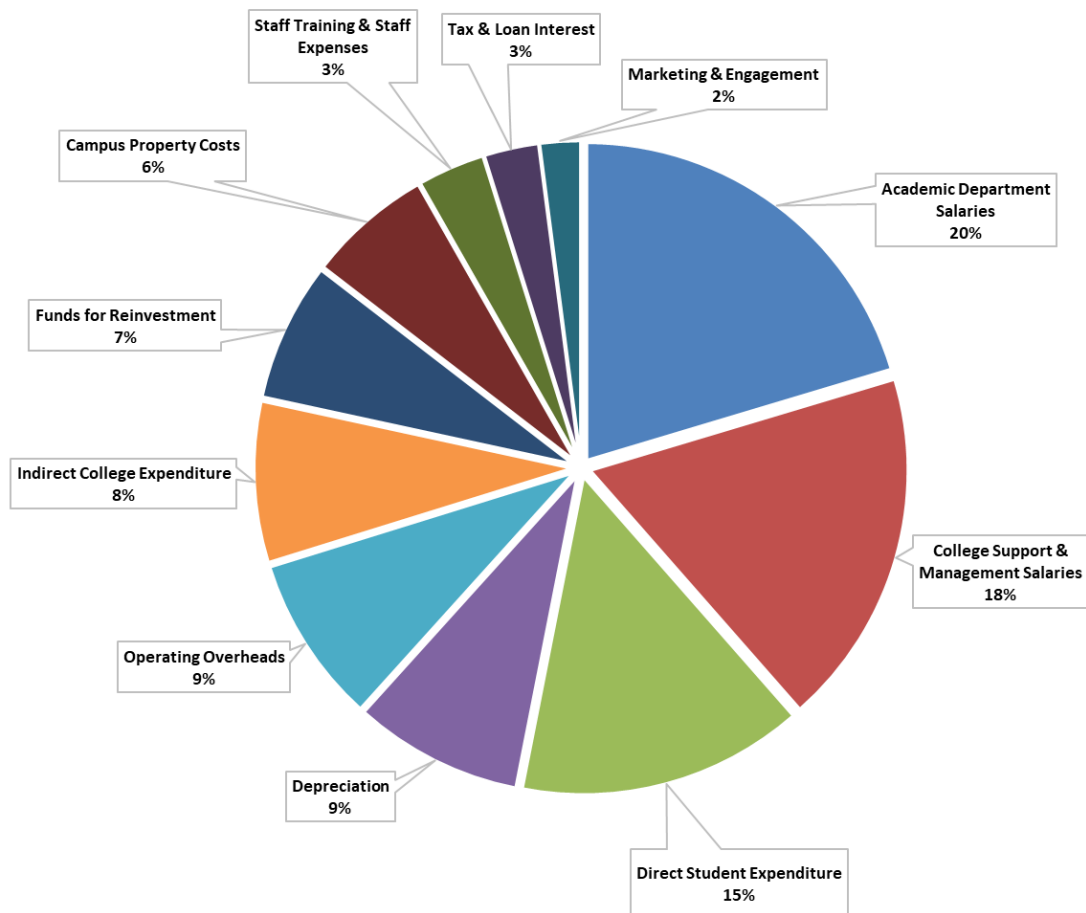
Principal



FINANCIAL STATEMENTS

Norland College is proud to operate as a not for profit organisation, with any profits from its activities and investments reinvested for its current and future students, as well as the long term benefit of the College as a whole. It and the governing body continues to provide transparency about value for money for students, and this is reflected in its 'Value for Money Statement' available on our website, and is a theme embedded within the College regulations and budget management.

In 2017/18 total College income from all activities was £4.4 million. The destination of these funds is shown in the chart below:



	Year Ended	Year Ended
Income Statement	31 July 2018	31 July 2017
	£	£
Turnover	4,356,119	3,839,354
Administration Expenses	(3,966,304)	(3,313,663)
Operating Profit	389,815	525,691
Interest Receivable and Similar Income	37,450	38,048
Interest Payable and Similar Charges	(13,958)	(2,994)
Other Gains and Losses	-	-
Profit on Ordinary Activities before Taxation	413,307	560,745
Taxation	(106,050)	(38,649)
Profit for the Financial Year	307,257	522,096
	Year Ended	Year Ended
Statement of Comprehensive Income	31 July 2018	31 July 2017
	£	£
Profit for the year	307,257	522,096
Other comprehensive income net of taxation		
Adjustments to the Fair Value of Financial Assets	32,178	81,978
Total Comprehensive Income for the Year	339,435	604,074
	At	At
Statement of Financial Position	31 July 2018	31 July 2017
	£	£
Fixed Assets		
Intangible Assets	28,165	46,942
Tangible Assets	5,227,828	5,353,754
Investments	1,300,956	1,268,778
	6,556,949	6,669,474
Current Assets		
Stocks	7,848	8,218
Debtors	147,858	232,773
Cash at Bank and in Hand	889,776	593,904
	1,045,482	834,895
Creditors: Amounts Falling Due within One Year	(712,189)	(908,537)
Net Current Assets	333,293	(73,642)
Total Assets less Current Liabilities	6,890,242	6,595,832
Creditors: Amounts Falling Due after more than One Year	(516,544)	(580,477)
Provision for Liabilities	(137,062)	(118,154)
Net Assets	6,236,636	5,897,201
Capital and Reserves		
Called up Share Capital	51	51
Revaluation Reserve	706,058	673,880
Profit & Loss Reserves	5,530,527	5,223,270
Total Equity	6,236,636	5,897,201

The summarised financial statements of Norland College Limited for the year ended 31 July 2018, with comparative figures for the previous 12 months, set out above 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 the College's 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 upon request from the Principal's Office. The auditor has issued an unqualified report on the full financial statements and of the consistency of the Board Report with those financial statements.



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