

## Optional provider submission template for TEF 2023

### 1. Provider context

- 1.1 This TEF submission was compiled by the Principal and Vice Principal of Norland and reviewed by the Student Staff Liaison Committee, which includes representative students from all 3 years. The submission is endorsed by Norland's Academic Board and Board of Directors, both of which include student membership. It draws extensively on material compiled under Norland's quality assurance procedures, which require information drawn from a variety of student surveys, and discussion by representative bodies that include students at every level, from course committees to Board of Directors.
- 1.2 Norland College's mission is to 'provide exceptional, bespoke and research-informed early years higher education, practical training and consultancy, and cultivate outstanding graduates with lifelong career opportunities, professional support and continuous learning for all'.
- 1.3 The mission is discharged primarily by providing a full-time academic course leading to a BA honours degree in Early Years Development and Learning and a bespoke diploma course (the Norland Diploma), which equips students with essential practical skills and placement experiences in the care and education of babies and young children. The Diploma course involves studies complementary to and taught alongside the degree, plus a year of paid and assessed employment within a family as a 'Newly Qualified Nanny' (NQN), with dedicated support and supervision from the College. Thus, the students work towards their degree for three years and complete the Diploma after 4 years of study, three years alongside their degree and one final year in assessed paid employment. The College operates an in-house employment agency to help its graduates find employment, both at the three-year point as NQNs, and throughout the rest of their careers. The agency, which also offers financial, legal and practice guidance to students and alumni, is available to Norland graduates throughout their working lives, and places graduates in well-paid positions with families in all parts of the world. The College agency can place every graduate looking for work and has a long waiting list of clients who wish to employ our students, who gain a considerable professional advantage from being able to claim the title 'Norland Nanny'.
- 1.4 The College has an undergraduate student population of 265, with an annual intake of around 100. We operate from two premises in Bath: York Place and Oldfield Park, which house administrative and teaching functions respectively. There are 26 full-time academic staff, including 10 HE teaching/management staff, 4 diploma lecturers, 5 placement staff, 1 teaching assistant and 6 academic support staff. The staff-student ratio is therefore low, and the College regards itself as primarily a teaching-intensive institution, though it offers bespoke training and consultancy services to a variety of organisations and families, based on an expanding research capacity.
- 1.5 The College has had considerable success in its various 'engagements' with quality assurance at national level. The Quality Assurance Agency for Higher Education (QAA) reviewed the College in 2014 under the Review for Specific Course Designation (RSDC) method, and expressed confidence in standards, quality and information; the recommendations were on 5 'desirable' matters only, and 8 features of 'good practice' were identified, including the oversight of academic standards, which is described as 'meticulous', a word not used lightly by QAA. The College Action Plan was approved without amendment, and the monitoring visit of 2016 concluded that the progress with its implementation was 'commendable.' A QAA Higher Education Review (HER) in 2017 reported that academic standards, learning opportunities and information all 'meet UK expectations', while the enhancement of student learning opportunities is 'commended'. The report identifies 7 instances of good practice (again using the word 'meticulous' in respect of one) and makes 4 non-urgent procedural recommendations. QAA's Advisory Committee on Degree Awarding Powers judged that the College had a *prima facie* case for taught degree awarding powers, and, following a year of scrutiny and a highly positive report from QAA in which they say 'The College demonstrates the capability of managing successfully

the additional responsibilities associated with the exercise of taught degree awarding powers', Taught Degree Awarding Powers were granted in March 2019.

- 1.6 Norland has won several awards in recognition of the excellence of its teaching and learning, student experience and employability-focused training and lifelong career support. Norland was announced as the winner of the Inspiring Course award at the Independent Higher Education Awards for 2022. The Independent Higher Education Awards recognise and celebrate the excellence in the UK's small and specialist providers. Norland was also named runner-up for the Small or Specialist award at the 2022 Whatuni Student Choice Awards (WUSCAs), a record fifth year in a row that Norland has either won or come a close second at the awards. In 2021, Norland was named the top university in the UK for Enhanced Graduate Outcomes at the WUSCAs, beating many other larger universities to the top spot. Norland won the award for Independent HE at the WUSCAs in 2019 and came second in 2020.
- 1.7 Norland has been awarded a Gold TEF rating twice, in June 2018 and June 2019, despite a preliminary hypothesis, of Silver, which derived from a low score in a single metric, concerning progression to 'highly skilled' professions. The UK Standard Occupational Classification (SOC) definitions assign the profession 'nanny' to occupational group 6 (though our graduates typically earn 'highly skilled' salaries). Uncritical use of the SOC definitions would have meant that the more Norland succeeded in meeting its students' intentions regarding educational outcomes, the less likely a 'Gold' rating, since our students' intention is explicitly to pursue a profession not defined as 'highly skilled'. This Catch-22 outcome would have been perverse. Though the same metric is used in the present exercise, it appears that OfS has accepted our view: we note that the Guidance (Regulatory Advice 22) para 137 refers to 'course or profession attributes such as courses designed to provide access to a particular profession that is not classified as managerial or professional in the way the progression indicator has been constructed'.
- 1.8 Raising the status of early years care and education has been key to Norland's mission from its earliest beginnings. Norland was founded by Emily Ward in 1892 and named the 'Norland Institute' due to its first location at Norland Place in London. Mrs Ward pioneered the professionalisation of early-years education and care, recognising the need for babies' and young children's 'educare' to be elevated to a status requiring expert and high-quality education and training. Mrs Ward's 1892 vision anticipated the research evidence, which demonstrates how high-quality early education and childcare have positive long-term effects on children's later learning and achievements. The UK government's 2012 independent review of early education and childcare qualifications (the 'Nutbrown review') emphasised the impact of a graduate workforce on child development and the need for rigorous qualifications to ensure a competent and confident workforce. The strong correlation between quality of provision and the level of early years professional qualifications has led to the rise of early years education degree courses and significant investment by government and families.
- 1.9 Early years education must still strive to ensure its professionals are accorded the respect due to those in other education sectors. Reasons have been discussed extensively in the research literature, and it is generally felt that the valuation implied by the SOC classifications is related to an illegitimate separation between 'care' and education', and also the gender of the great majority of early years practitioners. The College is convinced that the TEF panels will again apply a critical and informed view of Norland's metrics and this submission and confirm a Gold award once more.

## 2. Student experience

### *TEF metrics*

- 2.1 The TEF metrics for Student Experience<sup>1</sup> indicate that Norland provides outstanding teaching, feedback and assessment practices that are highly effective and tailored to supporting its students' learning, progression and attainment. The overall TEF indicators place Norland above

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<sup>1</sup> 01 TEF metrics for Norland

its benchmarks, although there is a degree of statistical uncertainty due to the small numbers of students enrolled at Norland, something we will never overcome. For 3 of the 4 years of split metrics data, Norland's metrics are way above the benchmarks. However, looking at the split indicators in the most recent year, as can be seen in the Time Series split, our overall indicator is marginally below benchmark for Assessment and Feedback. In Academic Support, the most recent year's indicator value of 63.6% is below the benchmark value of 73.6%, and the indicators for those aged between 21 and 30 (78.6%) and those declaring a disability (73.2%) are also below the benchmarks of 79.4% and 76.8% respectively. For Learning Resources, the most recent year again shows an indicator below the benchmark (76.4% against a benchmark of 82%) and for Student Voice, the most recent year shows an indicator value of 67.2% against a benchmark of 69.2%). The previous 3 years show all responses significantly above the benchmarks and all other split indicators are above benchmarks, some significantly so, so the recent below-benchmark figures are not typical.

2.2 Nonetheless, it has to be acknowledged that the NSS results in 2022 were disappointing, and showed a drop in student satisfaction in all areas. This has meant that our overall metrics for Student Experience are lower than we would normally expect, although still above the benchmarks. Norland has carefully considered the reasons for the 2022 figures and it is notable that the results in pre-Covid years were significantly higher<sup>2</sup>, with 95% overall student satisfaction in 2019 and 2020. The matter has been discussed with students and staff at Programme Committee<sup>3</sup> and at Academic Board<sup>4</sup>, and our analysis of the situation led to the conclusion that the pandemic had a negative effect on students' perceptions, despite the fact that Norland's course was one of the first to be allowed to resume face to face<sup>5</sup>, and that placements with families continued at the earliest opportunity. A comprehensive package of support<sup>6</sup> was provided for students so that their learning could continue and particular attention was paid to enhancing their wellbeing alongside minimising disruption to learning opportunities. We also recognised that this cohort of students were the most affected by the pandemic during their course of study, which for some may have affected their overall view of their university experience. It is unfortunate that, with such small student numbers, dissatisfaction amongst a low number of students can have a significant impact on the NSS outcomes and it is clear that the 2022 NSS results are outliers when compared to the previous outstanding satisfaction scores. The following sections consider our internal metrics and outline the exceptional experiences on offer to students at Norland.

### *Internal metrics*

2.3 The Norland student population reflects that of the sector<sup>7</sup> for which our students are training; it is mostly white, young and female<sup>8</sup>. The reliability of the split metrics is variable given the low numbers of students in each category; nevertheless, student satisfaction, continuation and achievement are effectively measured internally for all students so that they can be supported and trends can be monitored<sup>9</sup>. For example, internal analysis of continuation and achievement rates revealed the categories of students most at risk. These categories are those coming from vocational level 3 courses, care experienced<sup>10</sup> and mature students<sup>11</sup>. Norland recognises that

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<sup>2</sup> 02 Norland data for 2020 and 2019

<sup>3</sup> 04 Programme committee minutes

<sup>4</sup> 05 Academic Board minutes

<sup>5</sup> 06 Letter from Minister

<sup>6</sup> 07 COVID support package

<sup>7</sup> 08

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1072062/SCEYP\\_thematic\\_report- April 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1072062/SCEYP_thematic_report- April 2022.pdf)

<sup>8</sup> 09 Student demographic information

<sup>9</sup> 10 Internal split metrics

<sup>10</sup> The term 'care-experienced' refers to anyone who has been or is currently in care or from a looked-after background at any stage in their life, no matter how short, including adopted children who were previously looked-after.

<sup>11</sup> 11 Internal analysis of data

academic success is more likely when students feel a sense of belonging and receive the support they need. To address this, a package of measures has been introduced as part of the transition and support for students most at risk. These measures include access to an online study skills programme in the summer before joining Norland, early one to one appointments with a student support officer and regular personal tutor check-ins. If a new student is considered 'at risk' (through information disclosed on their UCAS form), the student support team contact them directly as soon as they are offered a place at Norland so that they have a named contact they can get in touch with in the period leading up to enrolment and in the first few weeks.

2.4 Once they start the course, their named contact will arrange a meeting to discuss the support they might need. Following the meeting, notes are shared with the student and the academic team, and the student will work with their tutor and the student support team to develop a transition plan. They can also be allocated a student mentor from our Here to Hear programme if necessary, to add another layer of support. Here to Hear is Norland's peer support programme, which involves student volunteers who are trained to offer pastoral and academic support to those who need it. These volunteers are managed by the Student Services and Wellbeing Manager. An example of how this works in practice is Student A. Student A contacted the Student Services and Wellbeing Manager in response to an email which was sent out to all applicants who had disclosed an additional learning need on their UCAS form – this happened before any offers were made. The student had declared that they were dyslexic and have AD(H)D. The Student Services and Wellbeing Manager spoke to Student A on the phone and it was identified that they have processing difficulties, find it hard to concentration for any length of time, and also memory and organisation issues. It was agreed that if offered a place at Norland, a weekly meeting would be set up to go over the timetable for the week ahead, and to help them plan/organise their time. Student A was successful and was offered a place, and the meetings started during the 2<sup>nd</sup> week of term. Following an academic assessment, extra time for assignments and exams was approved, along with a smaller room for exams, and access to pink paper. Student A attended weekly meetings with student support for the first 6 weeks, then decided they no longer required such regular meetings. However, Student A continues to meet with Student Services as and when necessary if any academic or pastoral support is needed. Student A is currently up to date with all academic work and has met all deadlines. Reports from academic staff are good and it appears that this student has settled into university life well.

#### *Holistic support for students (SE5)*

2.5 The Student Services team support student success by co-ordinating a holistic and comprehensive range of initiatives to tackle pastoral and academic issues, so that students can focus on their studies and achieve their potential<sup>12</sup>. If students can develop coping and self-regulation strategies to help them manage distractions and challenges in their personal lives, this builds confidence, supports their mental health and helps them concentrate on their studies. We therefore focus on the holistic support of students during their time with us. Student Services are made up of the student support team and the Library team, who work closely together to offer specific academic and pastoral support. Personal tutors also work with the Student Services team so that students can be signposted to specific support. Students have access to unlimited 1:1 meetings with the Student Services team, where staff offer advice and guidance on planning and structuring assignments, spelling, punctuation and grammar. We also offer study skills drop-in sessions twice monthly which cover a range of different topics (e.g. writing skills, referencing), plus a bi-weekly academic reading group which is open for all year groups. In addition, we run study skills masterclasses once every trimester for each year group and assessment drop-in sessions 4 times a week, meaning that individual and group support is available. These sessions are very popular, and students often remark on how helpful they find them, especially in the lead up to assessment deadlines.

2.6 Alongside these initiatives, we offer non-judgemental, unlimited 1:1 pastoral support sessions through the student support team, plus many wellbeing activities to complement these. The wellbeing activities help the students develop coping strategies and resilience, so that when they

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<sup>12</sup> <https://norlandcollege.sharepoint.com/sites/StudentSupportPage/SitePages/Home%20Page.aspx>

are under pressure, they are able to continue their studies effectively. For example, on a weekly basis we offer live online mindfulness sessions, and each month we offer arts and crafts, meditation, and chaplaincy drop-in sessions. The system for ascertaining anonymous feedback and our annual surveys contribute to the You Said/We Did process. This year we have introduced weekly 'stress busting' workshops based on ideas generated by our students<sup>13</sup>. In addition to the peer support programme, Here to Hear, Norland offers staff and students free access to Togetherall, a 24/7 online support portal, and Headspace, a meditation and mindfulness app. Both resources offer a range of short courses to help with mental health issues, which are promoted to the students through the student support team. Support for students' mental health and wellbeing is necessary for their academic and vocational success. Norland funds access to a local university's Student Union for all students to broaden their student experience but also empowers students to initiate their own extra-curricular activities through the Change Agents programme. Recent examples include the creation of a climbing club, yoga group and netball team.

2.7 At Norland, students from under-represented groups (for example, students of ethnicities not typically represented, care experienced<sup>14</sup>, males, non-binary) are able to apply for ring-fenced bursaries<sup>15</sup>. On average over the past 4 years, 18% of students have benefited from a bursary each year. Students need to find around £9000 per year to pay their fees in addition to the capped £6165 available to them through the Student Loans Company, and bursaries relieve the pressure on them to work excessive hours during term time, so that they can focus on their studies. In order to alleviate financial pressures resulting from the current economic challenges, we resurrected the Hardship Fund introduced during the pandemic, which has now been accessed by 196 students, more than two thirds of the student body. The Marvellous Babysitting app<sup>16</sup> created by one of our graduates, provides students with an effective system to earn during term time, as does our popular JobShop<sup>17</sup> which offers students a range of work opportunities all over the world during their vacations.

2.8 When new students arrive at Norland they are all offered the opportunity to have an academic, assessment with the student support team, which will outline any additional support they need throughout their studies, including any reasonable adjustments they may require. At the start of the trimester, we prioritise those who have indicated their support needs on their UCAS form, though every student is entitled to an assessment if they ask for one. During their assessment meeting, an assessment form is filled in and signed by the student<sup>18</sup>, and this information is then shared with the academic team. In addition, every new student completes an occupational health form<sup>19</sup> as part of their enrolment, and an occupational health assessment will be arranged if necessary, depending on what they have disclosed. This ensures that we can fully support students to succeed by meeting their individual needs and ensuring that they are fit to practise within this highly responsible sector.

2.9 The information from the academic assessment and/or occupational health assessment is shared with the academic team, with the student's consent. The student will meet with their tutor to create a personal development plan (PDP)<sup>20</sup>, and they will meet their tutor regularly to ensure they are making progress both socially and academically. The student support team check in with the tutors regularly and request a 1:1 meeting with any students who have had academic assessments at least once every trimester, if not more, to make sure they are managing their workload and coping with the pressures of the course.

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<sup>13</sup> 13 Stress busters activity plan

<sup>14</sup> The term 'care-experienced' refers to anyone who has been or is currently in care or from a looked-after background at any stage in their life, no matter how short, including adopted children who were previously looked-after.

<sup>15</sup> 14 Bursary policy

<sup>16</sup> 15 <https://www.marvellousbabysitting.com/>

<sup>17</sup> 16 <https://www.norland.ac.uk/employing-a-norland-nanny/employ-a-nanny/employing-a-student/>

<sup>18</sup> 17 Anonymised examples of assessment forms

<sup>19</sup> 18 Occupational health form and questionnaire

<sup>20</sup> 19 Anonymised example of PDP

- 2.10 Wellbeing Recovery Action Plans are also devised for students recovering from episodes of poor mental health, if needed<sup>21</sup>. These are created in conjunction with the student and ensure that we know the strategies that students find most helpful. Students also have to acknowledge the part they play in their own recovery, which ensures they take responsibility, whilst being fully supported by the Student Services team.
- 2.11 In addition, all new students will be linked with a 'Buddy Volunteer' from the second year, who will act as a mentor<sup>22</sup>. Each Buddy Volunteer will have 4-5 first years to look after who live together in the same accommodation. Students who are not in the accommodation for whatever reason (e.g., young carers, commuter students, mature students) will be linked to a buddy group where they become 'virtual housemates', so that they are not isolated and are involved in the social side of university life as well as in the academic setting. This holistic approach to supporting the student experience at Norland ensures that they have a sense of belonging, which in turn supports academic success.
- 2.12 Initiatives to assist those who are at greater risk of not achieving positive outcomes extend to more narrowly academic activities. The College has an Assessment and Feedback Policy<sup>23</sup> which sets out the purposes of assessment and feedback; the principles of assessment design and maintenance of standards; and the procedures for developing and marking of assessments. The policy includes provision for an 'Assessment Scrutiny Panel', whose primary function is to ensure that assessment conforms with approved programme and module specifications. Most of its members are of course teaching staff, however, membership also includes the student support officer and a member of the Learning Resource Centre staff, who are there to ensure that assessments are equitable, that reasonable adjustments relating to disability are anticipated and consequent learning resource requirements can be met<sup>24</sup>. The 2017 QAA HER team concluded that 'the role and inclusive composition of the Assessment Scrutiny Panel in guaranteeing that assessment is equitable, valid and reliable [and] is good practice'.
- 2.13 Students have expressed their satisfaction with the support offered to them. In the 2021 NSS, 97% of students said that they had been able to contact staff when needed, against a sector average of 86%, and 94% said that they had received sufficient advice and guidance in relation to their course, against a sector average of 78%. In the same year, a student commented 'The support at Norland goes absolutely above and beyond. All suggestions are listened to and feedback is given to all students regularly on the suggestions given. Norland have done well to support us through such difficult times, it is clear that they have tried their best to consider us during difficult decisions' and 'Everyone is so open and friendly and will always offer help and advice when asked for. The library staff are amazing and will go above and beyond for all students. The community is supportive of all and feels like family.' In 2022, a student commented: 'The university offers a wide range of support for students, which is easy to access.' The external examiner for the degree programme commented in his 2022 report: 'The College accepts a wide range of students onto the programme and some struggle initially to adjust to the demands of academic work but the quality of individualised support provided by the whole Norland team ensures that every student is helped and encouraged to rise to the challenges set by the course.'<sup>25</sup>

#### *Teaching, Learning and Research (SE1; SE2; SE3)*

- 2.14 Nine of the ten teaching staff for the degree programme have higher degrees, including two with doctorates. The small numbers and perhaps the nature of the subject make comparisons with other higher education institutions (HEIs) less meaningful, but it is informative to compare this very high proportion of staff with higher degrees with the data in the latest Higher Education

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<sup>21</sup> 20 Wellness Recovery Action Plan template

<sup>22</sup> 21 Buddy system

<sup>23</sup> 22 Assessment and Feedback policy

<sup>24</sup> 23 Assessment Scrutiny Panel ToRs

<sup>25</sup> 24 External Examiner report 2022 - degree



Statistics Agency (HESA) figures available<sup>26</sup>, published by the Higher Education for England Funding Council (HEFCE) for 2020-21. Norland's figure of 90% compares very favourably with the mean for all institutions of 73%. In addition, 80% of lecturers on the degree have a teaching qualification or are Fellows of the Higher Education Academy (AdvanceHE).

2.15 There is outstanding support for staff professional development and excellent academic practice is embedded across Norland. We actively encourage all staff to engage with continual professional development (CPD). We fund all CPD activity as well as provide study days for those who are undertaking further study. Over the last four years, Norland has provided over £100,500 towards CPD and academic qualifications. This includes:

- Part funding a PhD
- Fully funding five MAs
- Fully funding a level 6 diploma
- Mental health awareness training to improve support for students
- Workshops to enhance knowledge in subject areas
- Attending international conferences

2.16 Norland aims to be a learning organisation and provides staff with opportunities to share their learning with each other, for example at full staff meetings. Lecturers disseminate their learning experiences down into their lectures to benefit our students. All CPD activity is approved on the basis of how it will add value to the individual, the college and the students<sup>27</sup> and staff are asked to evaluate their learning and explain how they will share it after it has been completed.<sup>28</sup> Peer and management observations take place every year in order to support and share effective teaching<sup>29</sup>. Monthly whole-staff meetings highlight individual successes, e.g. publications and conference presentations<sup>30</sup> and regular whole staff emails congratulate research and externality successes<sup>31</sup>. Weekly lecturing meetings have 'sharing good practice' as a standing agenda item<sup>32</sup>, and the Programmes Committee is also a forum for staff to share ideas across the team<sup>33</sup>. In the 2018 TDAP report, the review team concluded 'The College has a strategic and systematic approach to the enhancement student learning opportunities resulting in a highly effective learning environment' and 'The College has effective arrangements to ensure that the curriculum delivered to students through the degree and diploma is coherent and supports its mission to provide the best early years education and training'.<sup>34</sup>

2.17 All Norland academic staff have some prior experience of working in early years settings, as teachers, nannies, nursery workers/managers, health visitors, or children's nurses. All regularly update their competence through shadowing of early years practitioners, or nannies, or early years teachers. Their experiences directly feed into the lectures, making them authentic and trustworthy. An example of this can be seen in the NC4005 lecture presentation<sup>35</sup>. The backgrounds of those responsible for teaching the Diploma course, which is integrated with the degree, is particularly valuable in bringing recent practical experience to bear on the academic work. Student comments from NSS bear this out: 'The staff are very inspiring and I love hearing about their experiences'; (2022) 'Has some really amazing staff, who are dedicated to helping students and who inspire passion in them (2022); 'I have really loved the support of the lecturing team, knowing the vast experience they all have and how I can ask any question and know they know the answer or point me in the right direction.' (2022).

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<sup>26</sup> <sup>25</sup> <https://www.hesa.ac.uk/data-and-analysis/staff/working-in-he>

<sup>27</sup> <sup>26</sup> Staff Development Request form

<sup>28</sup> <sup>27</sup> Staff Development evaluation form

<sup>29</sup> <sup>28</sup> Sample teaching observations

<sup>30</sup> <sup>29</sup> Examples of staff meetings

<sup>31</sup> <sup>30</sup> Example of monthly emails

<sup>32</sup> <sup>31</sup> Example of Lecturing Meeting agenda

<sup>33</sup> <sup>32</sup> Example of Programme Committee minutes showing discussion of new ideas

<sup>34</sup> <sup>33</sup> TDAP report para 82

<sup>35</sup> <sup>34</sup> NC4005 presentation

- 2.18 Support is given to students in developing their vocational skills and knowledge, but also their academic literacy. For example, critical reading support is embedded within lectures. This can be seen in the level 6 Literature review module NC6003, whereby students were supported to access literature critically<sup>36</sup>. They were provided with a paper, given the tools to identify useful information and asked to apply this to their chosen topics.
- 2.19 Norland's curriculum is carefully planned around a 'spiral' curriculum model, so that skills and knowledge build up throughout the 3 years of study. This can be clearly seen in the way that the topic of research ethics is embedded in modules at each level. In the level 4 module – NC4010 Professional Development 1: Professional Practice, students are introduced to core ethical principles of protection from harm, confidentiality and consent and, more significantly on a practical level, assent. Ethics in practice is explored to foster an understanding of the prerequisite knowledge required to work in a placement setting. Students are given the opportunity to apply this information in practice during their first placement within an early years setting with support and supervision from qualified practitioners. Students are subsequently encouraged to reflect on their practice and identify areas for development, including in upholding ethical principles in practice through an assessed reflective report. At level 5 in the NC5014 Ethics in Research module, the core ethical principles are revisited and explored in the context of research with children, identifying the parallels between ethical guidelines and Early Years legislation and guidance. Students are supported to identify the methods by which familiar theories and concepts were evidenced and the ethical principles are applied to critically evaluate the ethics of the studies and discuss whether they would be allowed to take place today. From this foundation the module supports students to build an understanding of ethical research in the field of Early Years through the examination of case studies and research conducted by lecturers, providing real world examples of current research practices. Assessment provides students the opportunity to demonstrate knowledge of applied ethics through examination of case studies that reflect undergraduate research projects in the field. At level 6, the students' knowledge is further extended in the NC6002 Research Methodologies module. Students apply the concepts they have explored both practically in their work with children and through exploration of case studies to their own research proposals. This forms the basis of their work based project, NC6004, which culminates in their own undergraduate research. In lectures, students are able to apply the knowledge gained through the spiral curriculum to critically assess research methods suitable from their investigations and articulate a proposal as a part of the summative assessment. Students go on to carry out and reflect upon their proposal, upholding the same principles explored at level 4 but for the purpose of empirical enquiry. In this way, we have embedded outstanding teaching, feedback and assessment practices that are highly effective and tailored to supporting our students' learning, progression, and attainment.
- 2.20 The Supervisors' Forums are bi-monthly meetings<sup>37</sup>, where supervisors discuss research issues, challenges and dilemmas experienced by students and supervisors to provide appropriate clarification and support and support students effectively. This also ensures consistency in the advice and guidance given to students.
- 2.21 The Norland course includes a value-added programme of masterclasses, guest lectures and visits to ensure students' learning experiences are cutting edge, incorporating insights into new research and developments within the sector. Examples include a masterclass on Emotion Coaching, guest lectures on hypnobirthing, neurophysiology, and school readiness, and a visit to a children's hospice<sup>38</sup>. The value-added curriculum and masterclasses are offered throughout the degree and provide experiences directly related to the degree and diploma modules and the students' future careers.
- 2.22 The vocational aspect of Norland's offering is clear to see within the Norland Diploma. The Norland Diploma is awarded by Norland and is taught alongside the degree. Students follow a

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<sup>36</sup> 35 NC6003 PPT

<sup>37</sup> 36 Research Pathways report

<sup>38</sup> 38 Value-added curriculum



Food and Nutrition unit that prepares them to plan and prepare nutritious menus for the babies and young children in their care, taking account of the age of the child and any parental preferences, medical, cultural or religious requirements. They also follow a sewing unit, where they learn to hand and machine sew to create resources for children's learning and they have placements in schools, nurseries, hospitals and family homes, where they are assessed on their ability to put theory into practice. Following the successful completion of three years at Norland and having earned a BA (Hons) degree, the students become Newly Qualified Nannies and begin their final module of the Norland diploma. A Newly Qualified Nanny (NQN) spends 12 months as a probationary nanny in paid full-time employment arranged through Norland. The purpose of the NQN year is to enable students to gain confidence and experience as they enter the workplace for the first time as nannies, while being supported by Norland and their employers. This final year helps to consolidate skills and builds on what the nannies have learned during their time at Norland, putting theory into practice. The NQN year also ensures that the high standards expected of Norland graduates are maintained in practice, as they are assessed against a set of standards in order to achieve the prestigious Norland Diploma<sup>39</sup>. Successful completion of the NQN year will result in the award of the prestigious Norland Diploma and badge, registration with the Norland Agency and access to its jobs database, the professional title 'Norland Nanny' or 'Norlander', and the lifelong support of Norland [see Student Outcomes section for more details].

2.23 To prepare for this NQN year, employment sessions are delivered to students. In the final year of the degree, students have lectures on employment skills. These sessions involve support with writing CVs and compiling interview portfolios, as well as gaining an understanding of the safer recruitment processes they will need to follow, such as providing references and applying for a DBS. In these lectures, there are also opportunities to discuss professionalism and good communication when working as a nanny. The NQN team includes 4 Norland Nannies with vast experience of working with families, all of whom also visit the NQNs while they are working in their first paid jobs [see Student Outcomes section for more details]. They are able to offer guidance to students about the realities and demands of working in family homes and this ensures that employer expectations feed directly into the teaching for current students,

2.24 In the final term of the course, students spend eight weeks [Employment Weeks<sup>40</sup>] in a series of sessions and activities specifically designed to prepare them for their first role, reinforce their learning and provide some additional skills-based masterclasses from experts in the field. The schedule changes each year to meet the needs of the students, but a typical Employment Weeks programme includes: baby massage, self-defence, skid control driving, personal and cyber security, finance and contracts, safeguarding, supporting children's behaviour, fire and water safety, first aid, interview techniques, Aga training, orientation in London, shadowing of current Norland Nannies and Debrett's etiquette training to build confidence in communication skills and new social situations such as interviews. During these eight weeks, students will access the jobs list, which gives them details of all the jobs available to them as NQNs. The NQN team recruit families to this list and conduct safety checks to ensure that the jobs are genuine.

2.25 Norland is a teaching intensive institution but has enhanced its research profile over the past six years in order to ensure research and scholarship can be effectively utilised to contribute to students' academic experience as well to make a contribution to the field. The mission and strategic plan state our intention to 'generate cutting edge research' and the launch of the world's first home-based Educare Research Journal this year by Norland, is testament to this. At Norland, research is seen as relevant to all departments and teams and forms a key element of the BA (Hons) programme of study aiming to enhance a Norland-wide, research-informed and evidence-based culture. Norland is committed to research that is relevant and appropriate to the field of early childhood care and education and professional practice, to children and their families, to relevant key stakeholders, and the wider community. Norland takes a three-pronged approach to its research activity, intending to enhance its research environment and culture to

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<sup>39</sup> 39 NQN unit assessment criteria

<sup>40</sup> 40 Example of employment weeks timetable

build a strong academic community as well as support and increase staff and student research as part of a knowledge exchange process. The new strategy includes the establishment of the Norland Research centre whose aims includes developing research active pathways for staff leading to concrete outputs<sup>41</sup>. Some recent examples of such outputs include publications in academic journals, co-authored books, presentations at professional and academic conferences and articles in parenting and professional magazines or other media. This activity is supported by a series of research webinars and writing retreats. An example of how staff research and scholarship is fed directly into students' learning is the work of the Principal's expertise in Emotion Coaching and self-regulation. The students benefit from masterclasses, books and publications that enrich their understanding into this important aspect of a child's development.

2.26 Norland's commitment to stretching students' knowledge and skills and enabling student engagement with research activity is particularly reflected in the innovative Graduate Research Internship programme developed by the Research Fellow. This initiative, funded by the Norland Foundation, creates opportunities for students to build on their research interests by working on research projects with Norland staff. Several students have participated in this programme and one in particular was funded to attend the World Organisation for Early Childhood Education conference in Greece where she presented her research on sustainability and was awarded a commendation for her work. Students appreciate the opportunity to participate in this scheme as can be seen in their feedback: 'I discussed during my internship interview that I have regularly struggled with imposter syndrome and that I hoped that during the course of the internship I would further overcome this and that my personal confidence and self-belief would flourish. Having been given the opportunity to extend my skills and develop myself, I am coming away from the internship with not only improved IT and Literature skills but as an individual who is much more confident in their own abilities. I am incredibly grateful to the staff who have supported me with this' (GRI 2021) and 'The internship programme has given me much-needed support and kick-started this important project... This invaluable start has already produced interesting findings and stimulated discussion among the team and further afield as well...' (Norland Researcher 2022)<sup>42</sup>. The annual research conference affords more opportunities for staff and students to build on the learning embedded in the research ethics at Level 5 and dissertation modules at Level 6, all of which are a key part of the assessment requirements for the degree. Students are encouraged to publish their final dissertations on the Early Childhood Studies Degree Network website<sup>43</sup>. A member of the lecturing team plays a coordinating role in supporting these efforts and several students have had their work published as a result.

2.27 Norland also has a Quality Innovation Team made up of staff from across the organisation including the Principal and Vice Principal, Agency Manager, Placements Manager, Student Recruitment Manager, NQN Manager and Head of Careers and Consultancy. It exists to consider feedback from employers, placement providers and our Agency team in order to identify trends in what skills and knowledge families are looking for, and how to incorporate these into the curriculum. A log<sup>44</sup> is also kept of any incidents where feedback about the practice of students, NQNs or Norlanders has caused concern, so that the Quality Innovation Team can identify patterns which may indicate that a revision to the curriculum is needed. For example, the log indicated that some NQNs needed additional support with working with babies on routines such as sleep, weaning or toilet training. To address this, we have planned a 'baby week' in the summer, where students will spend the week re-visiting a range of material such as 'knowing your new-born' and 'baby play'. In this way, input from employers and assessment staff directly impacts what students are learning and we can ensure that our graduates meet the needs of the families with whom they work. The impact of the Quality Innovation Team can also be seen in the way in which employer feedback has been accommodated within our new degree and diploma which will replace the existing ones in September 2023<sup>45</sup>.

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<sup>41</sup> 36 Research at Norland

<sup>42</sup> 41 GRI evaluation report

<sup>43</sup> 42 <https://www.ecsdn.org/student-publications/>

<sup>44</sup> 43 Incident log

<sup>45</sup> 44 New degree and diploma course maps

*External Examiner feedback (SE1, SE2)*

2.28 In order to assure quality, Norland has replicated many of the degree processes for the diploma, despite the fact that it is not higher education and is non-credit bearing. This includes appointing an external examiner who is a working Nanny with experience of teaching and assessing at FE level. In 2022, the Norland Diploma external examiner commented: 'The holistic assessments are an example of really good practice, supporting students to link theory and practice, with the opportunity to use creative skills in making resources to use in the assignments as well. The examples of feedback comments are clear, positive and constructive. Reflection is embedded in all the assessments, which is great practice in supporting students to develop a reflective attitude.'

2.29 The external examiner for the degree explicitly confirms that, in his view, 'it is clear that students are provided with excellent support, in the quality of teaching and feedback from tutors, in the availability of resources for learning and in the provision of highly responsive learning support services.' He also identified 7 areas of good practice related to teaching, learning and assessment on the degree, including the module moderation process, the nature of the personal feedback students receive, the excellent range of study topics for the work-based project module and the continuing evolution of a shared understanding of the role of the nanny as a professional/consultant.<sup>46</sup>

2.30 The College's 'Assessment and Feedback Policy'<sup>47</sup> affirms that the purposes of assessment and feedback are to promote deep learning and to engage learners, and to help learners to reflect on feedback, in order to evaluate and enhance personal performance, as well as to provide a basis for decisions regarding progression and award. Norland operate a system of personalised and detailed feedback to students which is designed to highlight areas of strength and support future improvement. The external examiner considers the assessment and feedback given by Norland to be outstanding, as can be evidenced from the following comments from his 2022 report:

- *'Tutors and support staff clearly know individual students well and are able to reflect sympathetically on how the assessment processes can best be implemented to support individual needs while remaining appropriately consistent.'*
- *'I should also note that students clearly do make noticeable progress in the quality and accuracy of their writing over the years of the programme, so the support services clearly work - where students take advantage of them!'*
- *'As in previous years I have been impressed by the genuine concern for fairness, rigour and accuracy which has been demonstrated across assessment processes. From the extensive and transparent moderation process to the careful checking of every student's marks and the open acknowledgment of errors and oversights which were picked up in the course of the award board, I am satisfied that all assessment processes are deeply grounded in a sincere commitment to fairness. This is backed up by the fact that tutors and support staff clearly know individual students well and are able to reflect sympathetically on how the assessment processes can best be implemented to support individual needs while remaining appropriately consistent.'*

*Assessment and Feedback (SE1; SE2)*

2.31 Module assessments are initially set at validation and reviewed following the annual review of the module. Assessments can be changed, following a modifications policy, if the review indicates that they were not well understood by students or the assessments themselves were not completely effective in assessing the learning outcomes in practice.

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<sup>46</sup> 24 External Examiner report 21/22 – degree

<sup>47</sup> 22 Assessment and Feedback policy

2.32 We ensure a variety of assessment types at each level so that students are able to demonstrate different skills: essays, presentations, group work, posters, short answer question papers, annotated bibliographies, a vlog and a viva. Assessment at Norland is deeply rooted in the career in which its graduates will work. For example, the viva at level 5 requires students to read a case study about a child's behaviour and then engage in a role play discussion with the 'parent' to demonstrate their understanding of how to make sense of a child's behaviour and support them to better manage their emotions. The viva is assessed against a set of assessment criteria which the students themselves have devised, supported by the module leader. Not only does this assessment reflect a real work experience for them, but also develops their academic literacy.

2.33 An Assessment Scrutiny Panel oversees the setting of assessments, ensuring that the assessment task will allow the learning outcomes to be assessed and ensuring that the assessment is set at the right level. Norland has not had engagement with external monitoring agencies since the TDAP assessment in 2017/18. QAA, in its 2018 TDAP report<sup>48</sup> commented: that 'The College's arrangements for the assessment of students are robust; Assessment Scrutiny Panels<sup>49</sup> inculcate a collegiate approach to the development of assessment tasks, marking rubrics and assessment criteria; students are supported to develop their assessment literacy; marking and moderation are carried out rigorously,' and 'A variety of assessment methods is used including, essays, presentations, portfolios and multiple-choice tests. All assessment activities, tasks and criteria are approved by the internal Assessment Scrutiny Panel and by the external examiner. The role and inclusive membership of Assessment Scrutiny Panels in guaranteeing that assessment is equitable, valid and reliable was judged to be good practice by the HER(AP) team and further evidence from the scrutiny supports this view.'

2.34 The TDAP scrutiny team, in their 2018 summary report, concluded: 'Consistency between internal markers is maintained by a process of standardisation. The academic team meets prior to delivery to discuss the assessment criteria and their expectations. The team all assess a sample of the assignments to agree on their approach to marking. All discussions between the first and second marker are recorded on a grade sheet<sup>50</sup> enabling the external examiner to monitor the marking and moderation process. Assessment processes are thorough and transparent, and consistently executed.' This supports the views of the External Examiner, expressed in the quotes above, that our moderation practices are exemplary.

2.35 Clarity of communication with students regarding assessment criteria and practices is reflected in satisfaction rates which have been above the national average in both NSS exercises for which the College was eligible. Between 2018 and 2022, NSS showed that between 71% and 91% of students expressed satisfaction with assessment and feedback, against a national average of 69% (2022). In the same time period, between 71% and 95% of students agreed that 'Feedback on my work has been prompt', well above the national average in 2022 of 66% and between 80% and 95% agreed that 'The criteria used in marking have been clear in advance', against a 2022 average of 70%.

#### *Student Engagement (SE5)*

2.36 Norland's Student Engagement policy<sup>51</sup> outlines the various ways in which we partner with our students. Students are regularly given opportunities to provide feedback on their academic and general experiences at Norland and there is Student representation at every level of the organisation, including on the Board of Directors<sup>52</sup>, the Academic Board<sup>53</sup> and the Programme Committee<sup>54</sup>. A student is also a member of the selection panel when we recruit new staff. There

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<sup>48</sup> 33 Final TDAP report

<sup>49</sup> 23 Terms of Reference for Assessment Scrutiny Panel

<sup>50</sup> 45 Example moderation sheet

<sup>51</sup> 46 Student Engagement policy

<sup>52</sup> 47 Board of Directors ToRs

<sup>53</sup> 48 Academic Board ToRs

<sup>54</sup> 49 Programme Committee ToRs

are elected student representatives for Academic and Placement feedback as well as the Head and Deputy of Set who speak on behalf of their peers (a Set is a year group at Norland). These roles make up the Staff Student Liaison Committee (SSLC)<sup>55</sup> and members are trained in collecting feedback and conflict resolution<sup>56</sup>. SSLC representatives can adapt feedback collection and review methods in a way that suits them and their current cohort. For example, some will collect feedback from their peers via Padlet, some through surveys and some through their social media group chats. Some will review the feedback together and others will work with the Student Engagement Manager (a staff member) to review it and formulate recommendations. All are asked to complete feedback forms<sup>57</sup> to summarise the student feedback for staff, ready to be reported by the reps at the Programme Committee and Academic Board. Student feedback also feeds into Annual Module Reviews<sup>58</sup> and responses to specific module feedback is reported to the next group of students through the Module Handbook<sup>59</sup>.

2.37 Feedback is an ongoing dialogue, allowing staff to be reflexive in their teaching for the current cohort if needed and bearing module feedback in mind for the teaching and assessment of future cohorts. We feel that this adds to the more formal vehicles such as annual or end of module surveys, as we are engaging students in real dialogue about their experiences. Feedback is saved on the Course Information tile on the virtual learning environment, and so is available to all students, and circulated by the SSLC with actions attached. Suggestions or concerns are reviewed by the SLT when needed. A good example of the success of this process is how we dealt with a request for examples for a viva assessment where staff were able to create a mock version for students to access before the assignment<sup>60</sup>. Student feedback reflected that students felt confident going into the assessment and knew what to expect. Another example is a request for wellbeing activities before assessment deadlines so that students feel calm and can perform better and Norland has provided these for the current cohort of students<sup>61</sup>. Students are involved in the resolution of feedback, turning it into feedforward, to ensure that the responses to feedback are effective and meaningful. A comment from the 2021 NSS stated 'The support at Norland goes absolutely above and beyond. All suggestions are listened to and feedback is given to all students regularly on the suggestions given.' The 2018 QAA TDAP report stated 'The College operates effective, systematic, multi-evidence processes to collect feedback from stakeholders within and beyond the institution. The stakeholders consulted include students, staff, past students and employers. Student views are considered systematically using the approach specified in the Student Engagement Policy.'

2.38 Students can feed back on any element of provision at Norland from practical things like the milk available in the common room to extra-curricular clubs and activities through Change Agents<sup>62</sup>. The Change Agents Scheme provides funding, support and staffing for student chosen initiatives. These can be anything from clubs to societies to one-off events. Students are asked to think about what might enhance the student experience for them and their cohort and this is then sent to the Senior Leadership Team for approval. Whilst these initiatives may not seem directly relevant to the student's academic experience, they contribute to a sense of belonging and empowerment which impacts on their academic success as outlined in the Holistic Support section above.

2.39 We regularly feed back to students on the action we take as a result of their feedback. You Said/We Did emails and posters are circulated and put up in the student common room to show them how we respond. For example, when students returned in September 2022, we asked them about the things they feel confident about and the things they would like more support with. We were also conscious that the cost of living crisis was beginning to bite and so we asked them

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<sup>55</sup> 50 Staff Student Liaison Committee ToRs

<sup>56</sup> 51 Student Rep training

<sup>57</sup> 52 Template feedback form for student feedback

<sup>58</sup> 53 Example of an Annual Module Review for NC5012

<sup>59</sup> 54 Example of Module Handbook

<sup>60</sup> 55 <https://youtu.be/JAofQ5ESaAQ>

<sup>61</sup> 56 Wellbeing activities spreadsheet/email

<sup>62</sup> 57 Change Agents PPT

about any wellbeing or social activities that would help support them<sup>63</sup> as they study. You Said/ We Did emails and posters were then circulated to show what we had done as a result of their requests.<sup>64</sup> Examples of what we did include a Student Hardship Fund (funded by the Norland Foundation), dissertation stress buster programme, a webinar to explain the classification algorithms and additional academic and practical workshops, as well as a myriad of social activities (also referred to earlier in the Holistic Support section). This demonstrates our commitment to true partnership with our students.

*Monitoring of student continuation and achievement (SE1, SE5, SE7)*

2.40 The overall progress of students whilst at Norland is rigorously monitored by all tutors under an 'Improving Progress' policy<sup>65</sup>. We know that good attendance and engagement with studies leads to more successful outcomes for students. They invest heavily, financially and emotionally, to study at Norland and we believe that we owe it to the students to understand any barriers they may have to success and support them to overcome them. Attendance is usually one of the first indicators that something is going wrong, and we therefore monitor it very carefully. Every student receives an email every 6 weeks, informing them of their latest attendance percentage. Any student who has under 80% is flagged as a Cause for Concern and dealt with under our Cause for Concern procedure. This involves a meeting with the Vice Principal to discuss any barriers or concerns that may be preventing them from engaging effectively, for example physical and mental health issues, academic concerns, lifestyle choices or caring commitments. Once the cause of the concern is identified, action is taken which can include a Notice for Improvement, informal or formal warnings, support plans or regular meetings with student support and/or their tutor. An example of the effectiveness of this system is a care experienced student<sup>66</sup> whose attendance was below 60%. When the VP met with her, it transpired that she had caring responsibilities and some financial difficulties which were weighing her down. She was very worried about the amount of time she had missed but had not yet taken action to address her worries. The VP arranged for her to meet with the finance team, the student support team and her tutor, to get some support to access additional funding and create a support plan for academic and counselling support. This resulted in an improvement in her attendance and her tutor continues to meet her regularly to help her stay focused.

2.41 Each term, tutors meet to discuss each individual student. Tutors, placement staff and student support officers give a rating to each student and provide comments for green, amber or red ratings in a 'traffic light' system. Ratings can relate to academic progress, attendance, placement performance, welfare or wellbeing issues and through this system, a holistic account of how a student is doing can be created. If amber or red grades have been given, the personal tutor follows this up with a meeting during which the issues are addressed and an action plan produced, through the above Cause for Concern process. In addition, any student who receives a refer or fail grade is invited to a one-to-one meeting with the tutor to ensure that the student understands what aspects of their work require improvement and is supported to make these improvements.

2.42 Students have commented very positively about the support they receive. Comments from the NSS 2022 include 'Lecturers have been supportive and very encouraging, motivated us throughout to achieve our best'; 'Lecturers are supportive in many aspects and are accessible via email always willing to help when needed'; 'Such a supportive university, even replying to emails at 10-11 at night'.

*Widening participation (SE1, SE2, SE5; SE7)*

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<sup>63</sup> 58 Padlet responses with student requests

<sup>64</sup> 59 You said, we did posters

<sup>65</sup> 60 Improving Progress policy

<sup>66</sup> The term 'care-experienced' refers to anyone who has been or is currently in care or from a looked-after background at any stage in their life, no matter how short, including adopted children who were previously looked-after.



- 2.43 The College has an Equal Opportunities and Diversity policy<sup>67</sup> and a Widening Participation policy and strategy<sup>68</sup> and complies actively and willingly with the provisions of the Equality Act. All QAA reports have confirmed that staff adapt teaching and learning resources to the individual needs of students, and that the College information systems facilitate this<sup>69</sup>. In the NSS 2022, students commented 'From day one, I have felt welcomed and respected' and 'There is a great community at the university with both staff and students, which creates a lovely atmosphere for studying and support'.
- 2.44 Norland is committed to widening participation and its policy and strategy seeks to identify where issues of inclusion may arise and how they can be mitigated. The Widening Participation Strategy shows that Norland ring-fences bursary funds for under-represented groups. The Strategy ensures that there is diversity in marketing, that minority groups have an opportunity to voice their comments separately from collective voting, and that staff, students and alumni participate in review of any issues. This is achieved through the Student Jury and the Anti-Discrimination Innovation Team (ADIT).
- 2.45 The Student Jury is made up of students who represent minority groups at Norland. The purpose of the jury is to ensure that proposed changes to Norland's provision does not adversely impact these groups, and so we will seek their thoughts before taking any decisions through an approval process. For example, when provision needed to be adapted to allow for COVID-19 measures, the Student Jury were invited to participate in a consultation meeting and were able to voice any concerns or support for the plan<sup>70</sup>. Similarly, when a request came from students to adjust the College day to begin at an earlier time, consultation revealed that commuter students and those who are carers would be impacted negatively and so the change was made to start the student day later in the morning to accommodate this, without disrupting timetabled learning and teaching hours.
- 2.46 The ADIT was formed following the Black Lives Matter protests in July 2020 and is tasked with maintaining continuing oversight of equal opportunities and diversity within the student recruitment process and of supporting students from minority backgrounds. This group is made up of students at each level, staff from a range of departments and alumni. All members can add to the agenda and notes are taken during meeting so that members can contribute even if they cannot attend<sup>71</sup> <sup>72</sup>. Thus far, the group has made uniform guidelines more inclusive, revised the Widening Participation policy and strategy to include more under-represented groups, and discussed the implementation of a gender awareness policy<sup>73</sup>
- 2.47 Nonetheless, it is the case that cultural norms have an unusually strong impact on the Norland student population. The 2022 DfE report 'The early years workforce: recruitment, retention, and business planning' <sup>74</sup> highlighted that 97% of paid staff are female and 82% are white British. In addition, the demographic of the student population attracted to Norland has been quite narrow, in terms of socio-economic background, largely due to the fees we need to charge to sustain a highly intensive programme which features support long after graduation. We therefore work hard to attract a broader demographic of students through our Outreach programme. We continue to focus on developing new relationships with teachers and careers advisers at schools in new locations. For example, we launched a northern counties brand awareness campaign in 2022/23 to reach out to new schools and students in regions where we currently under-recruit. We have increased the number of visits to schools and colleges in areas

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<sup>67</sup> 61 Equal Opportunities and Diversity policy

<sup>68</sup> 62 Widening participation policy and strategy

<sup>69</sup> 63 <https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/Norland-College-Limited>

<sup>70</sup> 64 Student Jury meeting notes

<sup>71</sup> 65 ADIT agenda

<sup>72</sup> 66 ADIT meeting notes

<sup>73</sup> 67 Gender awareness policy

<sup>74</sup> 68

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1072062/SCEYP\\_thematic\\_report-\\_\\_April\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1072062/SCEYP_thematic_report-__April_2022.pdf)



where there are low participation rates among young people in higher education (POLAR 4, quintiles 1-3). In 2021/22 we more than doubled the number of outreach visits in these areas, increasing the percentage of all visits from 22% to 39%. Our Chat to Students app enables future students to chat with current students from a range of backgrounds to ask questions and find out more about the student experience at Norland. We continue to improve our outreach data collection systems to support richer analysis and reporting, including widening participation and feeder school enrolment, enabling us to build a more targeted relationship strategy, identify gaps and opportunities, and measure success. In 2021, we launched an annual survey and focus group initiative better to understand the perception and experience of applicants and students from under-represented groups at Norland and to improve our communications and the information provided to these audiences. We will continue to build on the success of recent diversity milestones, such as the first male student representative to attend our first all-boys secondary state school visit as part of our continued focus on improving the participation of students from under-represented groups at Norland and in the early years sector.

2.48 Norland has also recently established a LGBTQUI+ society in partnership with the students and is exploring various mechanisms to promote increase in male students' recruitment. We are also actively engaged in a regional interest group for Men in the Early Years (MITEY). The fruits of these efforts are being seen, with an increase in applications from males over the past few years.

2.49 The Academic and Quality and Standards enhancement plans<sup>75</sup> also outline initiatives to help students to fund their studies. The College has a bursary policy<sup>76</sup>, and we ring-fence some of the College bursaries for particular demographic groups, including care experienced<sup>77</sup>, males and ethnic minorities. As noted in the Holistic support section, through our Jobshop we are encouraging holiday companies to recruit students to work through the vacations, to help fund their studies, and the Marvellous Babysitting app provides more opportunities to 'earn while they learn'. It is also worth noting that Norland is committed to playing a role in enhancing social mobility and challenging societal norms for professional roles. Given our widening participation agenda, the outstanding employability of our graduates and the high-income earning potential (see Progression section), we believe we are affording our graduates real-world advantages to move higher up the economic ladder and to improve the social standing of the profession and themselves.

#### *The physical and virtual learning resources (SE6)*

2.50 As students engage with technology, Norland is committed to ensuring that the virtual learning environment supports students to engage with learning and teaching, but also aides pastoral support and student engagement more broadly. Students can access PowerPoints and lecture resources ahead of lectures and access recordings of lectures after the event via the VLE Moodle. This assists students in the event of absence and when completing assessments. Practical skills are facilitated here too, with 'how-to' videos to support students in Placement or with practical subjects such as Food and Nutrition and Sewing.

2.51 Students can also use the VLE to schedule appointments with their tutors and lecturers for academic or pastoral support via the tutoring scheduler. Students need not come into Norland to access this support. They face a demanding schedule of study, placement and work, so with Microsoft Teams facilitating online meetings, even the busiest students have access to support if needed and at a location most suitable to them.

2.52 On the Student Dashboard students have access to Office 365 to assist with studies and can access anything they could possibly need related to the course. This includes module and

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<sup>75</sup> 69 Learning and Teaching Enhancement Plan and Quality and Standards Enhancement Plan

<sup>76</sup> 14 Bursary policy

<sup>77</sup> The term 'care-experienced' refers to anyone who has been or is currently in care or from a looked-after background at any stage in their life, no matter how short, including adopted children who were previously looked-after.

assessment information, timetables, extra-curricular activities, student Jobshop, student records, academic email, online library and student support information among other services.

- 2.53 All these can be accessed via laptop or smartphone and give students opportunities to engage with their learning wherever they are and whenever it is needed.
- 2.54 Norland operates from 2 sites; a listed Georgian building where Masterclasses take place and a newly refurbished building in the centre of Bath. There is a mock-up of a nursery where students can practice their practical skills as well as learn about the different learning resources available to students. We have virtual babies; computerised life-sized dolls which need to be soothed, changed or fed when they cry, and students take turns to borrow these dolls overnight. Our library, both physical and virtual, is stocked with books, journals and databases for students to access, all tailored to early years studies.
- 2.55 Students are taught in small groups of up to 25, using a variety of teaching methods. For example, if students are learning about the Early Years environments, they have an outside area with mud kitchen, undulating landscape and opportunities to create a range of learning spaces to promote communication and other learning experiences. There are activities that provide consolidation of learning such as making playdough brains to explore neuroscience or going on a 'listening walk' in order to practically apply learning in phonics. In addition to learning theory into practice in BA lectures, students take trips to the beach and forest to explore outdoor pedagogies. Food and nutrition is taught in the purpose built kitchens onsite.
- 2.56 Some of our most valuable learning resources are our placements. Students spend between 24 and 36 weeks a year in placements, working with young children and their families in schools, nurseries, special needs schools, hospitals (maternity, paediatric and paediatric A&E wards) and family homes. It is in placement that they learn to apply the theory they have learned to practice, and they are visited and supported regularly and frequently by a dedicated placement team.
- 2.57 Norland promotes a collaborative learning community that encourages students to work together to improve their knowledge and skills. This starts in their Welcome Week, where they take a team building trip, and continues throughout their training with drama workshops, self-defence and opportunities for group work in lectures. This also promotes professional communication skills and conflict resolution which are fundamental when working with families, and therefore fundamental to their academic learning.

### 3. Student Outcomes

#### *TEF metrics (SO2)*

- 3.1 The TEF metrics on student outcomes indicate that Norland has very high continuation and completion rates, with 95.9% continuation against a benchmark of 93.9% and 95.5% completion against a benchmark of 91.6%. Whilst the split metrics demographics are too small to report, Norland's own analysis indicate that continuation and completion rates across all groups of students apart from those with care experience<sup>78</sup> are in line with, or above, benchmarks and OfS thresholds.<sup>79</sup> The Academic Board and Senior Leadership Team<sup>80</sup> monitor these rates, as the Head of Learning and Teaching regularly reports to them throughout the year on student continuation and completion, with an Annual Monitoring Report analysing the annual trends across different demographics<sup>81</sup>. In 2021/22, 100% of our male students continued, compared to 95.4% of female students; 93.7% of mature students continued; 100% of ethnic minority

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<sup>78</sup> The term 'care-experienced' refers to anyone who has been or is currently in care or from a looked-after background at any stage in their life, no matter how short, including adopted children who were previously looked-after.

<sup>79</sup> 70 Head of Learning and Teaching report

<sup>80</sup> 72 Minutes of SLT

<sup>81</sup> 73 Annual Monitoring Report for 2022

students continued. It should be noted that the numbers of students falling into the split demographic categories at Norland are very low.

3.2 Over the past 3 years, 100% of all students progressing to the third year have achieved their degrees<sup>82</sup>.

3.3 Norland's progression data is reported as 3.7% against a benchmark of 73.8%. This can be explained by the way in which Norland's graduates are classified under the Standard Occupational Classifications codes (SOC codes). Students choose Norland because they want to become Norland Nannies. This job is extremely responsible, highly skilled and complex, as can be seen by the Norland nanny job description<sup>83</sup>. However, the role of a nanny is legally unregulated and can be undertaken by anyone the family chooses to employ. The nanny role is therefore classified in Major Group 6 of the SOC codes. A distinction needs to be drawn between an unskilled and unqualified nanny, and a Norland Nanny. Norland Nannies are graduates who have undergone 4 years of academic and practical skills training to ensure that they are highly skilled and qualified. They care for, educate and support babies and young children and their families, drawing on cutting edge research in pursuit of excellence. They provide an advisory service and play a fundamental role in supporting the whole family. The issue of Norland's progression data is further explored below.

3.4 The Norland course advertises itself as highly vocational: students who start the course know that they wish to make a career as a Norland Nanny working in a family. As indicated by the core metrics, Norland's continuation rates are outstandingly good, with an indicator of 95.9%. Students know their career aspirations before they start the course, very few of them change their minds, and few fail to complete or choose to leave. The College takes great pains to prepare students for their chosen career, and to enable them to find work in it. The 'Norland Nanny' is in very high demand.

#### *NQN/Norland Agency (SO1)*

3.5 The College has its own in-house employment agency, through which consultants support Norlanders in finding positions working with families as nannies. As part of the service, the agency ensures that the Norlander's CV is up to date, arranges DBS checks where necessary and obtains references on the Norlander's behalf. The consultants then put CVs forward to families, and guide and advise the Norlander through the process of interview, job trials, working conditions, and salary and contract negotiations. Whether a Norlander finds a position through Norland agency or through another agency, Norland agency consultants remain on hand to support them with any employment related issue. Once in employment, if a Norlander has an issue or query with regards to an aspect of early years practice, the agency is able to refer them to the Head of Careers and Consultancy, herself a Norlander, and/or members of the Norland academic team, who can provide ongoing advice and support. Norlanders are also offered a programme of CPD training courses exclusive to them which reflects Norland's firm commitment to lifelong learning and helps to ensure high standards are maintained. The CPD includes training in many different areas, including a free refresher course for those returning after a career break or starting a job with children of a different age, and is delivered both by in-house early years consultants and by external organisations. The CPD courses are not free but are priced to ensure that self-funding Norlanders are able to attend. This continuing service is unusually comprehensive, and, excepting CPD course fees, free to alumni. It is also unique amongst UK HE early years providers.

3.6 The College internal employment agency is able to place every single graduate: at the current time, there are more than eight jobs on the agency books for every experienced 'Norlander' registered for work. For every newly qualified nanny (NQN), i.e., those in their first year post-qualification, there are more than 3 prospective employers. The College is therefore outstandingly successful in placing its graduates in the career they chose at the time of

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<sup>82</sup> 73 Annual Monitoring Report for 2022

<sup>83</sup> 74 Norland Nanny job description

application, and for which they are qualified. The lifelong career Norland provides is also reflected by the fact that we have some Norlanders in their 70s still working in some of our temporary positions.

#### *Progression (SO3)*

- 3.7 In relation to TEF, the problem lies in how the students' chosen career is categorised. The background papers to the original TEF, in particular Blyth and Clementon's *Analysis of highly skilled employment outcomes: Research report* (DfE, 2016)<sup>84</sup>, state that for the purposes of the report they take as given the standard way of defining 'highly-skilled employment' from the TEF specification, and while they 'acknowledge that some providers may perform less well against this measure for reasons unrelated to teaching quality', 'the appropriateness of that definition is not assessed further in this report'. They give an example of HEIs that may perform less well: 'specialist HEIs' with 'graduates from arts or drama degrees [who] may not consider a SOC 1-3 occupation to be a desirable outcome'. The example refers not to the employability of the students, or the support from the HEI, or even 'transferable skills', but to *student intentions*. Student intention is a major consideration in the Blyth and Clementon report: they state that one of the reasons that entry to a 'highly skilled' profession is so important in a measure of teaching excellence is that 'A key motivation for many students entering higher education is the attainment of the skills and qualifications needed to realise their career ambitions'. In the case of Norland, *all* graduating students are able and are enabled to 'realise their career ambitions', and we know that almost all do so, since all are placed in their first job as Newly Qualified Nannies through Norland's own internal employment agency and, thereafter, we can continue to place them in jobs as fully qualified Norland Nannies (or Norlanders), throughout the rest of their careers. Note that there are many nanny employment agencies and, once they are fully qualified as Norland Nannies (following successful completion of their NQN year), they can choose to use any other agency to gain employment.
- 3.8 The Graduate Outcomes Survey asks those in employment to provide a job title, and 'That job title is mapped to the Standard Occupational Classification'. The actual jobs that Norland nannies do are not determined to be 'low-skilled' or 'non-professional' by being compared with a set of 'highly skilled' or 'professional' attributes. It is the title, not the occupational characteristics, that determines the category into which the job falls. As indicated elsewhere in this submission, a Norland graduate actively wishes to be called a 'Norland Nanny': the title confers status and employability. However, a 'nanny' is coded to occupational group 6, and only jobs that are coded in SOC major groups 1-3 are counted as 'highly skilled'.
- 3.9 Norland graduates are certainly qualified for a 'highly skilled' career in the sense that they earn 'highly skilled' salaries. According to Discover Uni data for courses with similar descriptors ('Education Early years single'; 'Early childhood'; 'Childhood studies') from five university providers with similar courses to Norland (Bath Spa, Brighton, Leeds Beckett, Plymouth and Plymouth Marjohm), the average salary fifteen months after completing the course is £16,000–£17,000. The Discover Uni data for average Norland salary after fifteen months is £26,500.
- 3.10 Discover Uni data lists the average salary for Education graduates after 3 years at £18,500, and £22,000 after 5 years. Equivalent data for Norland graduates is not available from Discover Uni because it has not been collected. However, the Norland agency collects salary data for the graduates it places, which can provide comparisons. For those who graduated in 2020 and have been placed in a permanent role by the agency, following completion of their Newly Qualified Nanny year in 2021 the average salary is £42,387.66. The range is between £29,000 to £68,000 gross per year, with 22% of first year qualified Norlanders placed through the agency earning £50,000 gross per year or higher: this only 2 years after completing the degree. The average salary for someone 3 years after graduation and placed through the Norland Agency was £47,000 gross per year (compared to £18,500 for education graduates as reported on Discover Uni), with the highest earner achieving a salary of £58,000 gross per year and lowest £30,000 gross per year. These figures do not account for the fact that, in many cases, the Norlanders

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<sup>84</sup> 75 Blyth and Clementon's *Analysis of highly skilled employment outcomes: Research report* (DfE, 2016)

also have their accommodation provided and therefore have no rent or bills to pay. Norland nannies' salaries are demonstrably commensurate with those for 'professional' or 'highly skilled' work, reflected with the average salary for a Norland Nanny with five plus years' experience averaging £55,428.52, again, to include live in and live out roles. The best paid nanny earned £100,000 gross per year, 4 years after graduation.

- 3.11 To further analyse Norland graduate salaries, we have looked at the LEO data from 2019/20<sup>85</sup> and compared them with Norland graduate salaries of the same year. In 2019/20, the median earnings of Norland graduates 5 years after graduation and placed in jobs through the Norland agency were £65,000. The median earnings of Medicine and Dentistry graduates 5 years post graduation were £50,100; law graduates earned a median of £28,900; engineering graduates earned a median of £37,300 and the median for all graduates was £28,200. The same LEO data set for one year post graduation indicates that Medicine and Dentistry graduates earned a median of £37,000; Law graduates earned a median of £19,800, Engineering graduates earned a median of £27,800 and the median for all degrees was £21,600. Norland graduates one year after completing their degrees earned a median of £34,850. This data clearly demonstrates the outstanding earnings potential of Norland graduates.
- 3.12 Moreover, use of an extant and recognised occupational classification system other than UK SOC would mean a different result. The International Labour Office's *International Standard Classification of Occupations* (Vol 1. Geneva, 2012), distinguishes between occupational groups responsible for the care of pre-school children. In particular, it singles out one set as qualitatively different from the others. Individuals in this set 'plan, organise and conduct educational play activities that are intended to promote the development of children below primary school age' (para. 200, p. 43). Unlike those in the other groups, they are likely to have tertiary qualifications in education and early childhood development. The standard description of this group exactly fits the Norland graduate: 'Early childhood educators promote the social, physical and intellectual development of children below primary school age through the provision of educational play activities'. Critically, for the present argument, this group is identified as sub-group 2342, in the same major group as 'University and Higher Education Teachers' (2310) and 'Primary School Teachers' (2341). Like the other teachers and educators in classification, the group is labelled 'professionals'.
- 3.13 In the 2020 review of SOC codes, Nursery nurses and assistants were moved from SOC major group 6 to SOC major group 3. The group description is 'Early education and childcare practitioners lead the learning and development of and care for children from birth up to five years of age in a school, nursery or childcare environment'<sup>86</sup>. Nannies were left in SOC group 6 and this is understandable, given that the nanny profession is unregulated in the UK, meaning that there are no standard qualification levels or articulated skillset and duties for nannies. It is, however, ironic, in that, in 1893, our founder Emily Ward was the first to recognise the importance of training and skills in those caring for children and Norland led the development of the flagship early years qualification, the NNEB. Norland Nannies are highly qualified and skilled; they must achieve a degree and the Norland Diploma and abide by Norland's Code of Professional Responsibilities for the rest of their careers<sup>87</sup>. Norland nannies are autonomous, unsupervised, trustworthy, well-educated, intuitive, highly skilled individuals who work in a family home to care for and educate the children, whilst providing support, advice and guidance for the parents<sup>88</sup>. They are regulated by Norland. Theirs is a far more responsible job than that of a typical early

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<sup>85</sup> 76 Longitudinal Education Outcomes (LEO) 2019/20 dataset based on government tax records (published in November 2022 at <https://explore-education-statistics.service.gov.uk/find-statistics/leo-graduate-and-postgraduate-outcomes>) Next update: June 2023.

<sup>86</sup> 77

<https://www.ons.gov.uk/methodology/classificationsandstandards/standardoccupationalclassificationsoc/soc2020>

<sup>78</sup> <sup>87</sup> <https://www.norland.ac.uk/student-life/>

<sup>88</sup> 74 Norland Nanny job description

years practitioner who works as part of a team and under supervision. The term 'nursery nurse', a role invented by Norland in 1892, has been replaced by the term 'nanny' for anyone working with young children in someone else's home. If our graduates were still called 'nursery nurses' our results would place us within the required threshold. Whilst we understand that the SOC codes cannot recognise the subtleties of different types of nannies, we trust that OfS is able to do so.

- 3.14 100% of Norland graduates realise their intentions, with a qualification that makes them eminently employable in the profession to which they aspire, in which they can expect to earn a 'professional' salary, in most cases over £42,000 within less than two years, and potentially over £100,000. The Catch-22 is that the GOS/SOC method of defining 'highly skilled', used uncritically, penalises Norland for its very success. If it realises its mission to achieve teaching excellence in relation to early years education, Norland must inevitably be judged in relation to SO3 as 'requiring improvement'—unless the GOS/SOC employment data are properly understood. The only way for Norland to improve its progression data would be for it to abandon its mission.
- 3.15 In 2022 Norland launched the Professional Association of Norlanders (PAN) as part of its goal to raise the status and value of the nanny profession. One of its aims is to achieve recognition of the multitude of complex skills and knowledge nannies employ in working with children during the most significant period of their development. The PAN enables our graduates to become accredited members of a professional body and provides a vehicle for them to demonstrate a commitment to excellence in practice and continuing professional development. In setting up PAN, Norland is continuing the pioneering journey begun by founder Emily Ward in 1892 when she founded Norland as the world's first educational establishment to offer childcare training and created the profession of the nursery nurse. Membership will provide a quality mark for Norlanders to signal that their early years practice reflects the highest standards and is in line with the latest developments of best practice and cutting-edge research. It will provide a professional career pathway for Norlanders to become a Norland-endorsed specialist in specific aspects of childcare and to pursue postgraduate qualifications (currently being developed) through Norland. The PAN therefore will play an integral part in helping our students to progress beyond their studies.

*Employment preparation (SO3)*

- 3.16 We have already described in detail the way that the Norland Diploma, taught as a fully integrated part of the degree, prepares students for employment. It is a programme of practical training and experiential learning which supports the students in their progression to being an early-years practitioner. In NSS 2022, 97% of respondents agreed positively with the statement 'My course has provided me with opportunities to apply what I have learnt', against a sector average of 77%.
- 3.17 Students put a high value on the opportunity to combine theoretical and practical work. This is reflected in the following quotations from students in the 2022 NSS: 'Overall, Norland is a place that strives to create the best possible nannies and there's no doubt that that's the purpose. Norland had equipped me with both practical and mental skills to understand any situation I may face and to be able to look at it from multiple angles to work out how the child's needs can be met'; 'The college have provided excellent practical experience, which have shaped me as a practitioner. The wide range of placements has given me confidence and real-life knowledge'; and 'The Norland degree and diploma are very interesting, informative and relevant for future employment.'
- 3.18 Further details about how Norland prepares students for employment are embedded throughout this submission.

*Educational Gain (SO4, SO5, SO6, SE3)*

- 3.19 At Norland, we define Educational Gain as the advantages gained by our students in studying for the Norland degree and diploma, in terms of their skills, knowledge and career prospects.

These advantages ensure that our graduates are highly regarded in the workplace and are in very high demand, commanding very good salaries. As has been explained in other parts of this submission, the Norland Diploma develops additional skills and knowledge in our students above and beyond those gained in the degree and these additional educational gains are articulated clearly to students on our website<sup>89</sup>. The Diploma has been designed to prepare students for employment as Norland Nannies; students learn additional practical skills such as planning and preparing nutritious food for children, sewing and making learning resources, care routine skills for babies, using car seats safely, paediatric first aid and the practical application of learning theory. This ensures that the students graduate with a very high standard of both skills and knowledge, ready for the world of work. They do not have to go looking for their first graduate post; they have access to a jobs list which has been curated by Norland. They benefit from the full support of a dedicated team during their first year of work as Newly Qualified Nannies and can access advice, support and guidance on any practice or employment-based issues. Their employers also benefit from this support. Their practice is assessed during that year and appraisals from their employer and the Norland team following a visit provide feedback to the NQN to support them to continually improve their practice. Thus, Norland graduates receive support to put into practice the learning they receive as undergraduates as well as the learning they receive from feedback on their performance, resulting in them being highly skilled, highly knowledgeable and highly sought-after nannies. This unrivalled support for their first year of employment sets them apart and leads to wonderful opportunities for highly paid jobs around the world. This is another example of educational gain.

3.20 There is constant review of the content of the Norland Diploma and degree against employer expectations and graduate performance. This is achieved through gathering data from our clients (the families and placements our graduates and students work within) and monitoring student and graduate performance through complaints and concerns raised about them. The Agency conduct End User Analysis based on the description of jobs placed in our Agency and produce reports<sup>90</sup> that are considered by the Quality Innovation Team<sup>91</sup>. The End User Analysis identifies from the adverts what qualities and skills employers are seeking in their nannies; these then influence our admissions processes and curriculum. For example, adverts identified that clients are seeking nannies who are caring, energetic and positive. These are qualities that cannot be taught as part of a qualification, so it is necessary that we identify them at the application stage. Our questions at interview were therefore altered to include 'How would you describe yourself to someone who doesn't know you?', 'Can you give an example of when you have persevered or worked hard to achieve a goal?' and 'How do you respond to constructive feedback?'<sup>92</sup>. The Quality Innovation Team also reviews concerns raised about student performance in placement and in their NQN year, and any complaints that are received about our graduates through the Agency. This analysis helps us to identify any patterns or trends and highlights any areas of the curriculum where students may be less confident.

3.21 The entry requirements for studying at Norland are relatively low, 96 UCAS points, which is the equivalent of 3 Cs at A level. We often attract students who would not consider themselves to be academic and who compile their UCAS points from various different sources. There are several vocational level 3 qualifications for Early Years, including a BTEC Extended Diploma and a NCFE/Cache Diploma, both of which are mainly taught in FE colleges. We find that students coming to Norland with vocational level 3s such as BTECs tend to be less secure with their academic skills than the A level students and this submission has already outlined the measures we take to support them through the transition to undergraduate study. Norland's data on this reflects the Nuffield Foundation report in 2022,<sup>93</sup> which found that students who enter University with BTEC qualifications are more likely to come from disadvantaged backgrounds than their peers who have A levels. Nationally, they are almost twice as likely as A level students to drop

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<sup>89</sup> 79 <https://www.norland.ac.uk/ba-hons-degree-diploma/>

<sup>90</sup> 80 End User Analysis reports

<sup>91</sup> 81 Quality Innovation Team action status report

<sup>92</sup> 82 Interview template

<sup>93</sup> 83 Nuffield Foundation Educational choices at 16-19 and university outcomes report



out before their second year (11% for BTEC students and 6% for A level students), and less likely than A level students to achieve a 2:1 degree or above.

3.22 Of those who withdrew from their studies at Norland in the first year over the past 4 years, only 10% had BTECs on entry and 71% of those entering Norland with a BTEC level 3 left with a 1<sup>st</sup> or 2:1 degree, compared to 60% nationally. This is evidence of educational gain at Norland.

3.23 This can be further exemplified by looking at the Norland students who have won the Most Improved award at graduation, which compares the average first year grades with the average final year grades. 2 of the 4 winners from the last four years had BTEC qualifications on entry.

3.24 Norland graduates achieve so much more than a degree and diploma; they achieve the career they have chosen and studied for, and they get paid very well for doing a job they love. This is accomplished by the systematic training for work-readiness that is planned strategically, informed by our direct contact with their employers and embedded into all of Norland's operations.

3.25 Stories about Norland nannies regularly appear in the newspapers. The stories often concern very well-known people in highly respected positions. We have tried to show in this submission that Norland's primary concerns are with the education and training of its students, and with the children they educate and care for in their turn. We believe that our public profile in part helps our graduates achieve the salaries they deserve. However, we also believe that our public profile makes a highly positive contribution to society at large by raising the status and value of the childcare profession in the public mind. We hope that we have been able to convey the full picture of Norland beyond its metrics, and how it supports the student experiences, student outcomes and educational gain.

#### 4. References

	Evidence title (all with hyperlinks)	Location
1	<a href="#">Norland's TEF metrics 2022</a>	OfS website
2		Internal Sharepoint site
4		Internal Sharepoint site – final page
5		Internal Sharepoint site
6		Internal Sharepoint site
7		Internal Sharepoint site
8	<a href="#">Early Years Workforce Recruitment Report 2022</a>	External website
9		Internal Sharepoint site
10		Internal Sharepoint site
11		Internal Sharepoint site
12		Internal Sharepoint site
13		Internal Sharepoint site
14		Internal Sharepoint site
15	<a href="#">Marvellous Babysitting website</a>	External website
16	<a href="#">Norland Jobshop</a>	Norland website
17		Internal Sharepoint site
18		Internal Sharepoint site
19		Internal Sharepoint site

20	<u>Wellness Recovery Action Plan template</u>	External Website
21		Internal Sharepoint site
22		Internal Sharepoint site
23		Internal Sharepoint site
24		Internal Sharepoint site
25	<u><a href="https://www.hesa.ac.uk/data-and-analysis/staff/working-in-he">https://www.hesa.ac.uk/data-and-analysis/staff/working-in-he</a></u>	External website
26		Internal Sharepoint site
27		Internal Sharepoint site
28		Internal Sharepoint site
29		Internal Sharepoint site
30		Internal Sharepoint site
31		Internal Sharepoint site
32		Internal Sharepoint site Section 21 of the minutes
33		Internal Sharepoint site para 82
34		Internal Sharepoint site
35		Internal Sharepoint site
36		Internal Sharepoint site
38		Internal Sharepoint site
39		Internal Sharepoint site
40		Internal Sharepoint site
41		Internal Sharepoint site
42	<u><a href="https://www.ecsdn.org/student-publications/">https://www.ecsdn.org/student-publications/</a></u>	
43		Internal Sharepoint site
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49		Internal Sharepoint site
50		Internal Sharepoint site
51		Internal Sharepoint site
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54		Internal Sharepoint site
55	<u><a href="https://youtu.be/JAofQ5ESaAQ">https://youtu.be/JAofQ5ESaAQ</a></u> September 2020	External Site
56		Internal Sharepoint site
57		Internal Sharepoint site
58		Internal Sharepoint site
59		Internal Sharepoint site
60		Internal Sharepoint site
61		Internal Sharepoint site
62a		Internal Sharepoint site

62b		Internal Sharepoint site
63	<a href="https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/Norland-College-Limited">https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/Norland-College-Limited</a> 2014-2018	External website
64		Internal Sharepoint site
65		Internal Sharepoint site
66		Internal Sharepoint site
67		Internal Sharepoint site
68	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1072062/SCEYP_thematic_report_-_April_2022.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1072062/SCEYP thematic report - April 2022.pdf</a>	External website
69a		Internal Sharepoint site
69b		Internal Sharepoint site
70		Internal Sharepoint site
72		Internal Sharepoint site
73		Internal Sharepoint site
74		Internal Sharepoint site
75	<a href="#"><u>Blyth and Clementon's Analysis of highly skilled employment outcomes: Research report (DfE, 2016)</u></a>	External website
76	Longitudinal Education Outcomes (LEO) 2019/20 dataset based on government tax records (published in November 2022 at <a href="https://explore-education-statistics.service.gov.uk/find-statistics/leo-graduate-and-postgraduate-outcomes">https://explore-education-statistics.service.gov.uk/find-statistics/leo-graduate-and-postgraduate-outcomes</a> )	External website
77	SOC codes Longitudinal Education Outcomes (LEO) 2019/20 dataset based on government tax records (published in November 2022 at <a href="https://explore-education-statistics.service.gov.uk/find-statistics/leo-graduate-and-postgraduate-outcomes">https://explore-education-statistics.service.gov.uk/find-statistics/leo-graduate-and-postgraduate-outcomes</a> )	External website
78	Norland Code of Professional Responsibilities <a href="https://www.norland.ac.uk/student-life/">https://www.norland.ac.uk/student-life/</a>	Norland website
79	Information to students on our website <a href="https://www.norland.ac.uk/ba-hons-degree-diploma/">https://www.norland.ac.uk/ba-hons-degree-diploma/</a>	Norland website
80		Internal Sharepoint site
81		Internal Sharepoint site
82		Internal Sharepoint site
83	<a href="#"><u>Nuffield Foundation Educational choices at 16-19 and university outcomes report</u></a> Accessed January 2023	External website