PB2019-31

Shadow Board – Shetland Merger Project

Committee	Shadow Board
Subject	Growth areas for the new institute
Action requested	☒ For information only ☐ For discussion ☐ For recommendation ☐ For approval
Brief summary of the paper	A key section of the Ministerial Merger Business Case is the financial forecast for the new college. A realistic assessment of the potential for growth needs to be based on a range of opportunities.
Resource implications [if yes, please provide detail]	Yes An assessment of growth prospects will assist in discussions on levels of transition support for the new Institute
Risk implications [if yes, please provide detail]	Yes Optimistic assumptions on growth could be hard to achieve quickly; whilst assumptions based on very limited growth would be a poor basis on which to ask for transition support.
Date paper prepared	23-Sep-19
Date of committee meeting	25-Sep-19
Author	Project Manager
Equality and diversity	No
Status	Non-confidential
Freedom of Information Can this paper be included in ‘open’ business?*	Yes

5. Background	
1.1	• There are two key sections of the Ministerial Merger Business Case (MMBC): • "Strategy" is a section focusing on how learning and teaching, research and knowledge transfer activity is expected to be delivered to achieve growth and meet local needs. • The "Business Case" requires a financial forecast: detailed financial sections as described in the current draft of the MMBC provided to the Shadow Board (see index sections 5 and 9) • This paper outlines growth potential from a number of activities, with which to inform both the above sections.
6. Report authors	
2.1	**Project Manager**

1. **Growth from increasing Further Education students /delivery**

- The fee for a Further Education fte student is £1008. Further income per student is claimed in credits.
- All colleges assigned to UHI as the Regional Strategic Body (RSB) have an agreed maximum number of FE credits allocated. For Shetland College UHI this is 4300.
- A credit is 40 hours of learning (class contact, supported study, online and other learning, tutorial time, assessment time etc) for a student that is "active and fully engaged". Where the student is funded the full cost of the course by another source this is not eligible for a credit.
- Credits are paid at different rates depending on the course, between £222.57 Price Group 1 and £402.16 Price Group 5. For example, Extended Learning Support, and Aquaculture, are price group 5; Engineering and Construction (except construction management) are Price Group 3; IT & Computing, Health & Care are price group 2; Business and enterprise are Price Group 1.
- A National Certificate (NC) is typically worth 12 Credits (which would earn £2664 at lowest price group, £4824 at highest group). None-SCQF certificated courses, school collaborations, and support for learning have different credit arrangements. ESOL (English for Speakers of Other Languages) has a specific funding arrangement.
- Non-accredited work experience can be claimed at 80 hours per credit.
- Shetland has earned its maximum credits and slightly "over-traded" in recent years. Over-trading does not lead to more credit income: this can only happen at the discretion of the RSB if other colleges have not claimed their full allocation. Fee income is not capped.
- The credits earned by Shetland are claimed by:
    - NAFC delivery of a significant number of credits – Shetland College would not achieve its target without NAFC's delivery
    - Claiming credits for some short courses delivered as "commercial courses". The original SIC Business Case assumed that short courses would no longer be claimed under credits, "freeing up" credits to be earned by other vocational and academic courses. This would only be effective if there was sufficient additional students/courses to earn the credits not taken up by commercial courses; and if commercial courses are viable as income generating activity without credits claimed for them.

Growth potential from FE credits: a higher annual allocation to Shetland for the new Institute would need to be made in order to forecast significant additional income from credits. We could make the case for this as part of the Transition Support package - this is a SFC decision to a request by the RSB so both would have to agree. It is possible that Shetland would be asked to transfer credits from commercial to academic courses and show additional credits are still required, before an additional allocation was awarded.

2. **Growth from increasing Higher Education students /delivery**

- Higher Education (HNC and above) income is not capped in the same way as FE credits. More students on HE courses will lead to higher income.
- Shetland can earn income for hosting students on UHI courses delivered anywhere.
- Shetland can earn income by having as many lecturers as possible providing teaching on courses delivered by UHI, to students registered anywhere.
- Shetland can increase the range of choices open locally by blending local and networked delivery.
- The highest earning courses are those with most delivery by Shetland staff (as Module Leaders and Lecturers) and as many local students as possible. This earns the most for delivery, co-ordination and hosting of students.
- However, if significant lecturing on courses to Shetland students is provided by other colleges, other colleges get the money.
- Full explanation is at Appendix 1 with an illustration of how the trading works for Shetland.
- Comparisons to other island colleges shows that we could improve on our engagement of undergraduate and post-graduate students.
- New courses developed by staff on Shetland have been successful: the MA Arts in Social Practice has over 30 students, but teaching is shared across the network.
- The process of getting more course delivery and module leadership for Shetland is a negotiation process with other colleges in the UHI network. Everyone needs money so this process is tough. It is most likely to happen when Shetland staff have developed the courses.
- New courses must go through a rigorous process within UHI to be accepted as part of the UHI prospectus which can take a few years.

Growth potential from Higher Education funding: there is potential to generate more income. This would require investment: in staff skills and experience to deliver to the network; and in new course development. Higher numbers of students on all courses benefit Shetland, particularly students from other UK countries and internationally, which would also require a student accommodation solution. However, HE growth is not a quick fix, even with investment in course development (staff time), and in marketing, income would not start to flow from new courses until year 3 at the earliest, although a boost to student recruitment through marketing could make earlier gains.

3. **Growth potential from commercial courses**

- Around 70% of businesses in Shetland are micro- or small businesses. These have less scope for investing in staff training.

- The bulk of short course income at present is for industry regulatory certification – this is good, repeat business as some of this is for time-limited certification requiring renewals.
- Money matters to small businesses. Whilst it is more cost-effective to have Shetland-based training, some providers will bring in mainland trainers if this proves more cost effective for them.
- There is no room for complacency over pricing: price setting and any price increases must be judged against the tolerance of local businesses – tolerance is more likely with incremental increases over time.
- There has been effort over recent years to assess realistic full cost recovery prices for commercial customers, e.g. for SVQs, leading to pricing above the level Skills Development Scotland will fund for SVQs within Modern Apprenticeships. At least one local training provider has stepped in to provide SVQs at the SDS level, effectively undercutting what the college proposed to charge. So, pricing courses out of business is a genuine threat.
- In other ways, commercial courses are a good bet, provided there is sufficient market research before development to assess demand. Short courses may be uncertificated and therefore quick to develop and run. Both colleges do have a range of accrediting bodies by which to accredit new courses which are not as lengthy to navigate as degree courses. Some courses are brokered (buying in tutors to facilitate course delivery in response to demand) reducing risk.
- There is a potential market for private individual customers on short courses (self-funding individuals seeking personal or career development). However, in Shetland this market may be small, and pricing of "leisure" courses locally (e.g. SIC adult learning classes) is low, making profitable pricing an issue from the outset. One target market would be "career shifters" looking to upgrade their skills, again, market research is required.

Growth from commercial courses: there is potential to generate more income, but any additionality will only be made from new courses and customers over and above the existing courses that contribute to the credit claim. This income could be achieved by year 2 onwards, but should be assessed as a modest contribution because of the small local market and the danger of flooding the market – there may be a long cycle between some courses.

4. Foundation Apprenticeships

- Foundation Apprenticeships start with a college-school collaboration and provide a pathway for students into work, Modern or Graduate Apprenticeships, through work-based learning.
- Schools have not always appreciated the FA opportunity, but in other areas this has become a positive approach. The potential to saturate employers in a small island is higher, although work-based learning requirements for FAs can be project-based rather than placement-based.
- FA funding is paid by completion of milestones and use the grading approach e.g. £4370 for Accountancy to £9020 for engineering.
- UHI makes a collective bid on behalf of all assigned colleges to deliver a certain number of FAs.
- Other colleges' engagement is as at **Appendix 2**.
- Local delivery will be influenced by schools, employers and whether relevant sections within the colleges can integrate the FA frameworks into their offer – for example, engineering FAs

presented a framework which was not in line with the industry requirements our engineering section was following.
- UHI 's FA development officer is collaborating with local staff to promote the FA agenda.
- The new institute may not decide to deliver all FAs. It is possible to increase income from FAs by selecting those most appropriate for local needs and those which integrate best with current provision.

Growth potential from FAs: other colleges have a higher percentage of senior phase pupils participating in FAs. Delivery of around 20 FAs would equate to around £90k+ funding over a 2 year programme.

5. Course minimum numbers and using "surplus" staff time

- Developing a guideline on course numbers must be considered with a range of challenges in mind: the need to attract students based on their interests, a small population, fluctuating demand and safeguarding progression (i.e. continuing to deliver NC to HNC/D in a subject area with drop out during the pathway).
- Minimum number guides do not increase income, they increase efficiency. Decisions not to run courses in a year do not reduce delivery cost because staff stay in post, but ideally the surplus time is redirected to course development. If a 2-3 year pattern occurs of failing to achieve sufficient applicants to a course, then it may be reviewed and staff reallocated to other work or a new/different course offered, but, if there is potential for demand to re-occur after a gap, it would be important to retain the capacity to re-offer a course. These are matters of judgement which should ideally be informed by the best possible information coming into the institute to help forecast demand.
- Mixed teaching (combining classes undertaking different tasks with one lecturer; or different year cohorts on the same course by careful management of units and progression) can contribute to efficiencies, but is not always feasible.
- The problem with planning in a college context is that this process is slow. Applications for courses come in during a period when it is too late to adjust the offer meaningfully in-year.
- What is needed to create more efficiency is possibly less focus on a minimum number guide and more on ensuring market intelligence on potential demand comes in early enough in the year to aid planning and course promotion. This could be by more capacity for external engagement of future students (including adults and career shifters; better use and analysis of SDS data on school pupil aspirations; proactive industry engagement).
- Investment in course development is largely in the staff time to develop a proposal, gain agreement and then develop materials for delivery, assessment, quality assurance etc for approval to deliver and run the course. Lecturer staff time is 23hrs teaching time (more time is spent teaching in NAFC at present). Across all sections, at present, only small surpluses of staff time (teaching time not being used for teaching) are available. Course development does require subject expertise, so it is not easy to allocate staff surplus generated anywhere in the college to development if it does not occur within the section that has new course development ideas. No section has more than 0.6fte surplus at best (combining surplus of all staff in the section), and no individual lecturer has more than 4 hours surplus a week, at best. Therefore,

course development is possible, with more strategic management of capacity to turn this towards introduction of new courses.

6. Research and consultancy

- There are major strengths in Shetland's scientific and creative research capacity in terms of staff expertise, reputation and track record. Research is valued and supported by UHI and scope for collaboration with other UHI partners is strong.
- Research Excellence Funding is a long-term goal, requiring investment of time in enabling staff to publish in academic journals – peer reviewed publication can take over a year from submission to getting into print, sometimes longer, if target journals have themed issues.
- The Marine Science and Technology section has undertaken a number of reviews about the way forward for growth and sustainability, with useful analysis ready to be utilised in the strategy of the new institute.
- UHI has collaborated with MST and Centre for Rural Creativity (CRC) staff to develop a research strategy which promotes the importance of research in the new institute.
- Grant funding and consultancy contracts have sustained MST sections to date, but cash flow has often been a challenge and there has been a significant burden on senior staff to pursue funding. There is a prospect that the Islands Deal would benefit both Marine Science and Technology section and Centre for Rural Creativity research.
- Grant funding to date has been too short-term, reducing the resilience of the MST in particular. Longer term funding based on larger, collaborative projects (with other institutions) running over a longer term.
- Increasing the teaching component of research sections (more post-graduates) could underpin the sections better financially, but would require more investment (staff time for supervision and teaching) and must be balanced against the need to provide research staff with time to deliver on funded projects, seek new grants, and to increase publication (which is necessary to attract more funding). Further integration of the training/FE delivery sections with research would strengthen this.
- The MST research capacity and attractiveness for research collaborations is to some extent linked to having resources (boats, hatchery, broodstock facility) which although expensive to maintain (and could be revised to broaden utility with further investment) incurring support staff and operational costs, do add to Shetland's USP in this area. Other elements of its USP are the close industry links and the local marine environment itself.
- Marine Spatial Planning is a function that directly meets local need in terms of maintaining the Shetland Islands Marine Spatial Plan with funding from SIC and Marine Scotland. This is an area where potential growth could be explored.
- Consultancy and knowledge exchange (KE) projects are usually short term, sometimes undertaken as part of a collaborative bid with other consultancy partners. Consultancy is not usually linked to the potential for increasing teaching levels but can provide useful work experience for students or recent graduates. Consultancy in Shetland is driven by industry need to forecast impact or benefits to industry and to influence policy. Although there may be steady local commitment to procuring consultancy (e.g. SIC and SSMO) this area of income requires an entrepreneurial capacity (seeking contracts) and ability to manage capacity to meet short-term

demands of these contracts. Full cost recovery pricing would have to be applied at minimum, but ideally profitable pricing would be the norm, potentially with local discount at FCR rates. Post-merger, pursuing contracts would not be bound by SFCT trust deed restriction to focus on Shetland or maritime industries. This need not mean a shift away from this focus, it can mean ability to pursue other contracts if local contracting reduces for a period.

Growth in research income: there is potential for this to lead attraction of students, increase post-graduate student activity (including international students) and attract grant funding. None of this will be quick and will require strategic investment. The Islands Deal will not impact locally for some time (possibly year 2 at the earliest). A target by the end of 5 years to increase research income by 10% would not necessarily be achieved by linear growth over the five year period.

Growth in consultancy income: this area should be subject to further business planning to ensure income potential is properly focused and that Shetland's consultancy strengths are properly marketed. Improved dedicated capacity for writing tenders for contracts will help. A target to increase consultancy income by 10% over the five year period could be achieved by steady growth, if local commissioning continues at FCR and additional contracts at profit pricing are secured.

7. Grant funding

- The new Institute's charitable status will improve the prospect of grant fundraising (non-research grants) for the new Institute. Appendix 3 shows some of the successes of other colleges.
- The new Institute will be entering an incredibly competitive environment, with the handicap of a limited track record in securing grants (in fundraising, success breeds success), and potentially regarded by some funders as a government responsibility. Lack of community involvement in college governance reduces scope, as a number of major funders require this,
- A fundraising strategy should be developed, focusing on areas of delivery likely to be of most interest to funders: the inclusion agenda and role of the college in reaching remote communities contributing to their resilience; creative arts and culture; employability would be most attractive in relation to key target groups which could include:
    - Women;
    - Care experienced young people;
    - People who need a career change because of health or age;
    - Any aspect of learning opportunity or operational efficiency linked to carbon reduction or climate change;
    - Climate change and the marine environment
    - Healthy aging;
    - Opportunities linking learning to prevention and reduction of social problems such as loneliness, social care demands, mental wellbeing etc.
- It is important that funding opportunities don't lead and skew development. Need must lead.
- Grant funding brings in money but comes with delivery targets that add to burden on capacity unless read additionality is built in. Using grants to offset costs such as staff time is

possible but only works if there is capacity to be diverted to delivering a project. Otherwise, delivery will increase the number of fixed term posts that come and go from the institute, which can be positive if well managed – or can provide staff development opportunities by releasing and backfilling staff.

- A very brief look at opportunities includes:
  - The Climate Challenge Fund opens for applications periodically. With student representation on the Board this fund could provide up to £100k for addressing e.g. energy efficiency in the campuses (the projected building running costs are significant);
  - Creative Scotland open project funding (£1k to £100k) could be asked to support developments in creative textiles / textile facilitation unit's role in supporting local creative entrepreneurs;
  - Lottery funding may be used to support a range of initiatives, particularly projects with emphasis on community access to learning;
  - The Robertson Trust is one example of a funder familiar with Shetland and a track record in supporting education, inclusion and community development; there are other national funders who like to establish long term relationships and many who follow each other, i.e. if one funder has backed an organisation, others will see this as an endorsement and will follow suit.
- Many funders back people not projects. Although the project must grab attention at initial proposal stage, it will be discussion with the leader of the organisation that seals the decision. The Principal's credibility and enthusiasm is a huge asset to growth from grants.

Growth potential through grant fundraising: a target of three grant funded projects secured by year five is achievable. Growth is more likely if there is dedicated capacity for creating grant proposals by someone skilled in this area (there is plenty of training/CPD in Scotland for this).

8. Grant/contracts for specific delivery of local priorities

- Public sector and NDPBs set a range of targets and priorities against national and local outcomes aimed at improving the economy and quality of life, and ensuring quality of statutory services.
- The new institute should become a trusted local delivery partner. Its core activity should align with local priorities anyway.
- Nevertheless, achievement of local objectives and targets will require enhanced efforts. To this end, the new institute could agree to direct development and delivery towards achieving key priorities, with grant or contract support to underpin the investment it would require to develop new courses or activities. This represents a win-win, since the college can then sustain this in its FE,HE or commercial delivery, helping improve those areas of performance in the long term.
- A 3-year agreement with option for 2 year extension could enable the college to meet the needs of public sector partners to deliver on their plans.

Growth potential through delivery contracts/grants: subject to discussion with local public bodies.

9. Potential growth summary

- Forecasting growth is very challenging. Barriers to growth will include the impact of a period of change and restructuring on staff; retention of, and development of skills in the areas needed to drive activity and achieve growth; early successes, which often assist ongoing success; factors of timing, Brexit, UK general election outcomes, Scottish election outcomes, the wider economy and local economy; emerging technology; changing legislation; all impact on the potential for growth and will require any development plan to be revisited annually.
- The general outlook is that year one and two of the new institute should be regarded conservatively. By year 3, there should be more confidence in growth.

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
FE credits				Aim for cap to be increased by 500	
FE fees	2% on 19/20	3% on 19/20	5% on 19/20	5% on 19/20	5% on 19/20
HE income	2% on 19/20	3% on 19/20	5% on 19/20	5% on 19/20	5% on 19/20
Commercial courses	2% on 19/20	3% on 19/20	5% on 19/20	7% on 19/20	7% on 19/20
Research income		Islands Deal boost		1 new long term project	
Contracted delivery	£0.5m	200k	100k	85k	85k

Appendix 1 HE funding overview – comparator colleges

2018/19 Taught student FTEs - 'home' fee status only - Scottish and EU students 21 June 2019											
Undergraduate											
	Full time FTEs	**Full time heads**	***Full time heads 2017/18***	**Structured part time FTEs**	**Structured part time heads**	***Structured PT heads 2017/18***	**Unstr'd part time FTEs**	**Unstr'd part time heads**	***Unstr'd PT heads 2017/18***	**Total FTEs**	**Total Heads**
Lews Castle College UHI	181.2	185	*215*	23.3	47	*33*	26.3	82	*75*	**230.8**	314
North Highland Col UHI	234.6	237	*282*	5.7	12	*15*	129.6	315	*342*	**369.9**	564
Orkney College UHI	95.8	97	*96*	23.9	61	*67*	9.2	61	*62*	**128.9**	219
Sabhal Mòr Ostaig UHI	41.0	41	*68*	0.9	3	*5*	41.6	97	*100*	**83.5**	141
S.A.M.S. UHI	88.8	95	*93*	6.0	14	*10*				**94.8**	109
Shetland College UHI +NAFC	81.5	82	*108*	32.2	69	*50*	29.4	137	*127*	**143.2**	288
Taught postgraduate											
	Full time FTEs	**Full time heads**		**Structured part time FTEs**	**Structured part time heads**		**Unstr'd part time FTEs**	**Unstr'd part time heads**		**Total FTEs**	**Total Heads**
Lews Castle College UHI	11.0	10		1.5	3		33.4	108		**45.9**	121
North Highland Col UHI	7.0	5		0.7	1		5.5	12		**13.2**	18
Orkney College UHI	24.0	18		2.2	5		9.6	19		**35.8**	42
Sabhal Mòr Ostaig UHI							2.6	8		**2.6**	8
S.A.M.S. UHI	1.5	4								**1.5**	4
Shetland College UHI +NAFC	11.8	11		4.7	10		3.4	12		**19.9**	33

Financial "trades" within UHI for students: paid out to other colleges for teaching and tutor time / received for same

	INT			**RAM**			**RUK**			**All**		
	Transfers Out	**Transfers In**	**Net**	**Transfers Out**	**Transfers In**	**Net**	**Transfers Out**	**Transfers In**	**Net**	**Transfers Out**	**Transfers In**	**Net**
Lews	900.00	24901.86	**24001.86**	407792.02	629029.25	**221237.23**	25082.88	23479.26	**(1603.62)**	433774.90	677410.37	**243635.47**
NHC	0.00	8123.31	**8123.31**	414773.63	623227.42	**208453.79**	20176.00	14669.50	**(5506.50)**	434949.63	646020.23	**211070.60**
Orkney	18424.65	4863.50	**(13561.15)**	199210.49	333128.34	**133917.85**	11714.99	8517.56	**(3197.43)**	229350.13	346509.40	**117159.27**
SAMS	0.00	0.00	**0.00**	545.74	1255.65	**709.91**	0.00	0.00	**0.00**	545.74	1255.65	**709.91**
Shetland	1746.00	4213.20	**2467.20**	187417.47	132589.52	**(54827.95)**	4377.12	6722.90	**2345.78**	193540.59	143525.62	**(50014.97)**
SMO	2590.08	1890.00	**(700.08)**	15673.21	39950.63	**24277.42**	487.50	0.00	**(487.50)**	18750.79	41840.63	**23089.84**

UHI Networked Course Revenue Sharing: Micro RAM – explanatory note from S Clarke

Fundamental to the mission of UHI is the idea that collectively the partner colleges are able to create and operate Higher Education programmes that they would not have the resources or expertise to offer in isolation. Most of the honours degree Humanities programmes for example are offered on a "networked" basis with staff from across the partnership contributing modules to student cohorts dispersed across the Highlands and Islands.

Under the **Micro RAM** remuneration model colleges are rewarded both for the students they host at their main campus or learning centre and for the teaching undertaken by their staff for students based at other centres.

For example Shetland College **hosts** a full time second year BA History and Archaeology student, taking modules led by the EO's Centre for History (Historians and history; Themes in American history) and Orkney College (Digital heritage; Excavation skills; Scottish archaeology) as well as by Shetland College (Managing archaeology for contemporary society). Shetland College will get one third of the fee income for simply hosting this student. The two thirds of the funds that go to teaching are divided on a pro rata basis. Orkney College gets half the teaching money, Executive Office Centre for History gets one third and Shetland gets one sixth.

At first sight this arrangement seems rather a poor deal for Shetland College as Orkney gets more money for this student than we do. However by participating in this programme Shetland College is also receiving income for students based in other colleges. For example Shetland College receives the **MicroRAM teaching income** for the 20 credit module "Managing archaeology for contemporary society" which has 9 students at Perth, 4 at Inverness, 4 in Orkney, 2 in Moray, and one each in Executive Office, West Highland, and Shetland Colleges. That's 22 students in all, which is the equivalent of 2.4 Full time HE students based and taught entirely at Shetland College.

It also needs to be remembered that a share of something is better than the whole of nothing. We simply would not have recruited these "networked" students if we were not participating in this partnership. Even where we are hosting students and not teaching any of their modules we are getting one third of the fees revenue simply for providing a base, a Personal Academic Tutor, library and IT facilities.

Shetland College can increase revenue by increasing the number of students hosted locally, but it is also important that Shetland College staff contribute to modules that are networked. The revenue from teaching of one module with 21 students based at other colleges is the equivalent of having seven students hosted at Shetland College but taught by staff elsewhere around the partnership.

Remember that although a FT HE student brings the partnership a revenue of about £7500 pa (varies by degree), UHI takes a **top cut** of the HE revenue from each student whether the degree is networked or not because it has to cover its overhead for academic oversite, shared library, marketing, HISA etc.

Appendix 2 Colleges' uptake of Foundation Apprenticeships

	2018-20 Actual Starts	2019-21 Applications (to date)
Argyll	2	tbc
Inverness	53	45
Lews Castle	18	n/a
Moray	30	78
North Highland	12	28
Orkney	5	25
Perth	47	128
SMO	9	tbc
Shetland	2	8
West Highland	10	51
Total	188	363

	2018-20 Actual Starts	2019-21 Applications (to date)
Accountancy	0	3
Business Skills	15	41
Civil Engineering	20	24
Creative & Dig Med	25	41
Engineering	13	29
Food & Drink	0	2
ICT: Software	4	14
ICT: Hardware	3	8
Children & YP	66	115
Healthcare	34	83
Scientific Tech	8	3
Total	188	363

Appendix 3 Sources of funding and partnerships noted by other colleges (based on review of colleges' published accounts)

	Creative Scotland	HIE	SDS	Other education grants	FE fees	HE fees	EU Funds	Commercial fees?	Earned income accom /catering	Shop sales	Management services	Project income	Research contract income	Other earned income
Shetland college 18/19								207,424	54,233		364,105		781,365	373,104
Review of published accounts 17/18														
Sabhal Mor Ostaig	25,000	34,123	2,000	35,010	376,678	222,809			884,809	38,657	39,632	1,131,004		17,608
Argyll			126,000						14,874	6,418				4,716
Lews				382,000	108,000	596,000		78,000	71000					420,000
West Highland			131,327	51,433	41,375	452,564		180,703	161,638		35795			51,953
North Highland			461,000	630,000	920,000	129,000	162,000		137,000					88,000
Moray			267,000		605,000	1,358,000			339,000					

Examples of external grants listed in other colleges' accounts

Natural Environment Research Council	Co-Coast citizen science seashore identification training
Research Excellence Grant	Global Marine Sustainability workshop (Texas A&M University Corpus Christie)
NW Europe Interreg	Foundation Scotland Maritime Skills Islay
Northern Periphery and Arctic Programme Interreg	SAMS published 128 papers
Royal Society	Seaweed policy briefing
Carnegie Trust	DYW Field to Fork Project Argyll
ESIF	Beam Suntory Islay courses
UHI Strategic Investment Fund	University of Nottingham
Scottish Government Green Fleet	University of the Seychelles Blue Economy Research Institute
Mallaig Harbour Masterplan	EU Erasmus-Darwin
Bloodhound land speed (STEM)	Flexible Workforce Development Fund
Health Promoting College Award	