

TURING

SCHEME



The Turing Scheme for schools



What is the Turing Scheme?

The Turing Scheme is the UK government's programme to provide funding for international opportunities in education and training across the world. It supports schools, academies and Multi-Academy Trusts to offer pupils the chance to develop new skills and gain international experience through studying abroad.

Funding is available to eligible UK and British Overseas Territories organisations from across the schools sectors.

What's in it for schools?

The Turing Scheme offers schools the opportunity to support the learning and development of pupils through visiting other countries and studying with their counterparts abroad. It is an opportunity to offer your pupils the chance to learn new skills, raise aspirations and get a better understanding of other cultures. They can also develop or boost a wide range of soft skills, such as language skills, self-confidence, independence, and resilience.

At an organisational level, schools will establish new international relationships and develop existing ones, gaining and sharing new ideas, while accompanying staff on trips will experience and learn about the educational systems and pedagogical approaches in different countries.

All UK schools providing general, vocational, or technical education at any level from primary school to upper secondary education are eligible to apply. Schools can also be part of a consortium application, which may also include, for example, local or regional authorities, school coordinating bodies or a social enterprise or other organisation with a role in the field of school education.

Where can our pupils go?

Schools can send their pupils anywhere in the world. There are no restrictions on the country or territory in which Turing Scheme mobilities can take place. However, prevailing [Foreign, Commonwealth and Development Office \(FCDO\) travel advice](#) regarding prospective destinations must always be adhered to.



Turing Scheme objectives: key considerations for any application

Global Britain

In line with the UK Government's vision of a Global Britain, Turing Scheme Projects should support high quality placements, enhance existing partnerships, and encourage the forging of new relationships across the world.

Levelling up

Turing Scheme Projects will support social mobility and widen participation across the UK. They should help and promote equal access and opportunities to all Participants regardless of their background.

Developing key skills

Projects will offer unique, career-building opportunities. They will give Participants the hard and soft skills sought by employers and bridge the gap between education and work.

Value for UK taxpayers

Projects will optimise social value in terms of potential costs, benefits, and risks.





What mobilities are possible for school pupils?

Two types of mobility for schools can be funded by a Turing Scheme grant, ranging from three days to six months in duration, depending on the ages of the pupils involved. An application can include one or both types.

Short-term placements: three days to two months

Participants can travel with their teachers and work together in the classroom with pupils from a school in another country/territory.

Participants should spend most of that time in the classroom working directly with their partners on Mobilities that support their learning and development (for example soft skills, language skills, academic attainment), relevant to the school's priorities and the aims of their Project. These placements are designed to offer international learning experiences to develop an understanding of cultures and languages, and to help Participants acquire social, civic and intercultural competences for their personal development. Funding is permitted for accompanying staff to meet safeguarding requirements.

Long-term placements: two to six months (only for Participants 14 years and older)

Participants aged 14 and over can carry out a longer-term placement at a partner school in another country/territory, attending lessons, living with a host family and having an immersive experience in the daily life of the receiving school. The sending and hosting schools are expected to ensure high quality learning outcomes, to provide appropriate recognition

for the involved Participants, and to constantly support them during their time abroad. This includes funding for accompanying staff to chaperone Participants where necessary as part of safeguarding or duty of care.

Schools which successfully apply will receive funding towards delivering Placements. This will include providing Participants with grants to help cover travel expenses and costs of living and administrative funding for delivering the Projects.

Additional support for those from disadvantaged backgrounds

School Participants from defined disadvantaged backgrounds will receive actual costs for additional travel expenses, including costs of visas, passports, and health insurance. We see this as crucial because travel related expenses can often be a deterrent to potential Participants. To find out more about what we define as disadvantaged groups, visit the [Widening access page](#) on the Turing Scheme website.

Additional support for those with special educational needs and disabilities (SEND)

For Participants with SEND, the Turing Scheme will fund up to 100% of actual costs for support directly related to their additional needs. This funding will also cover preparatory visits by the sending organisation to carry out risk assessments and ensure participants will be able to equally access and take part in all elements of a Placement. Pre-visits can be for a maximum duration of three days, and funding can be used for both learners and accompanying staff. Pre-visits are not available for any other purpose.



International partners

Finding international partners to host your pupils and developing effective working relationships with them is essential for any school wishing to run successful Turing Scheme Placements. Once you have identified a preferred destination, carefully research and approach potential partner organisations to discuss your needs and see if they are open to collaboration.

You may want to consider contacting your local council about twin towns and cities, utilising local university expertise, contacting cultural organisations and embassies and leveraging any existing relationships your school may have in your search.

For more guidance on finding international partners you can also [read our five top tips](#).

How to apply

Schools can apply for Turing Scheme 2023 to 2024 funding by registering and completing the application form on the [Application Portal](#).

To help you plan and get started on your application [read our top tips for schools applications](#).

Applications for The Turing Scheme 2023 to 2024 close at **4pm on 6 April**.

Fast Facts



More than £14 million

of grants were approved for school applicants between 2021 and 2023



Successful school applicants were

awarded almost £60,000

on average for 2021 to 2022, which rose to more than **£90,000** for 2022 to 2023



64% of applications from schools were successful

in the first two years of the Turing Scheme



Almost 80,000 students across the UK funded

to participate – 13% of these from schools



More than 40% of school participants from disadvantaged backgrounds



Case Studies

Bellahouston Academy, Glasgow

In May 2022 a group of 14 pupils from Bellahouston Academy swapped inner-city Glasgow for the forested outskirts of Reykjavik thanks to a Turing Scheme Grant.

The trip supported the group in learning about and better understand the environmental concerns highlighted by the United Nations' COP26 summit that had previously taken place in their home city.

Alongside their counterparts from Helgafellsskóli, their partner school, the Glasgow pupils undertook the famous 'Golden Circle' tour, visited a geothermal-energy-powered farm and experienced the volcanic landscape of the island. They also enjoyed forest walks between the school and their accommodation.

Pupils from both schools also took part in the John Muir Award programme – which encourages awareness and responsibility for the natural environment in a spirit of fun, adventure and exploration – and received certificates for their work.

The school placed an emphasis in pupils from disadvantaged backgrounds and for most pupils on the trip, it marked their first time abroad.

“We only took younger disadvantaged pupils as they have the most to gain. We can already see the growth in confidence and widening of horizons for both the pupils and their families .

“We hope that this early intervention allows them to develop and reach their full potential, both personally and academically

“The visit has made a huge difference to the pupils' outlook, both in school and in the community. I've had parents thank me for the opportunity that we have been able to give their children.

Said deputy headmaster Murdo MacDonald

[**Read more here**](#)



Hyndburn Academy, Blackburn

Pupils from Hyndburn Academy in Blackburn visited Eswatini and Morocco after the school was part of a successful consortium bid alongside three other schools and led by a specialist education travel provider.

The year 10 pupils spent time in lessons with their counterparts as well as undertaking work in the local community and cultural excursions during the trips.

Teacher Rebecca Barker-Rourke, who accompanied the group to Eswatini, said:

“They know they can overcome challenges and do things they never thought they could. Their trip will give them loads of rich examples to discuss in future applications for college, university, apprenticeships, and employment.

We are in an area that is economically deprived in East Lancashire, and Turing Scheme funding means we can offer this opportunity to students that would otherwise never get the chance for a trip like this. Most of the students had never travelled abroad and we were able to pay for passports, for instance.”

Holly-Marie, a pupil who travelled to Eswatini, said:

“I learned that I was more confident in new situations and socialising with new groups and different cultures, and I learned to have more patience when speaking to others and to have a better understanding of others.”

[**Read more here**](#)



Impington Village College, Cambridgeshire

More than 800 pupils from Impington Village College visited countries all over the world after the school received more than £1 million in funding following an ambitious and successful application.

Peru, India, Botswana, France and Italy were among the destinations for pupils who undertook a wide variety of educational, cultural and community-based activities during their time overseas.

Johanna Sale, vice principal, said:

“It’s absolutely no exaggeration to say that for many, many students it was an absolutely life-changing experience. I think for our students the fact that they were going to other schools, the fact that they were sharing experiences of a shared world with other students of their own age was just incredibly valuable.”

The parent of one Year 7 pupil said:

“We would like to share our heartfelt thanks for the absolutely amazing, and likely lifechanging, trip to India that the College planned. It has provided our son with a better understanding of the world and a greater appreciation of the diverse societies that it contains.”

[**Read more here**](#)



TURING SCHEME

More information

More detailed information about the application process and assessment criteria:

[The Turing Scheme website](#)

[Turing Scheme Programme Guide 2023 to 2024](#)

[The Turing Scheme application guide](#)

Find out more top tips and stories from participating providers:

[Turing Scheme blogs](#)

[Turing Scheme stories](#)

[Turing Scheme YouTube channel](#)