

TURING

SCHEME

The UK's global programme
to study and work abroad

The Turing Scheme Programme Guide

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Capita

The Turing Scheme Delivery Partner [Capita.com](https://www.capita.com)

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Definitions	
Academic Year	The Turing Scheme Academic Year is 1 September to 31 August.
Anticipated Point of Expenditure	The point at which the Grant Recipient incurs costs for the administration and implementation of approved grant funded mobilities.
Consortium Member	An entity working with the Grant Recipient to deliver the Funded Mobilities whether in whole or in part (but excludes sub-contractors).
Delivery Partner	The entity contracted by the Department for Education to administer the Turing Scheme.
Double Funding	Funding provided by a third party to the Grant Recipient, which is for the same purpose for which the Grant was made.
Eligibility Criteria	The criteria used to determine which organisations, that have applied, meet the minimum requirements to be Grant Recipients.
Eligible Expenditure	The approved expenditure incurred by the Grant Recipient, during the funding period, for the purposes of delivering the Funded Mobilities.
Final Report	A report that is in its final form, that provides a complete picture of the mobilities delivered and expenditure incurred by the Grant Recipient, for the completed mobilities placements, in sufficient detail to allow a budget reconciliation.
Funded Mobilities	All mobilities the Grant Recipient are receiving funding for under the Turing Scheme.
Grant	The sum or sums the Delivery Partner will pay to the Grant Recipient for Eligible Expenditure.
Grant Application	The application for the Grant submitted by the applicant to the Delivery Partner.
Grant Funding Agreement	The agreement signed between Grant Recipient and the Delivery Partner that forms the legal basis for the receipt of Turing Scheme Funding.
Grant Recipient	An organisation that is awarded a Grant following the completion of the assessment phase and has a signed Grant Funding Agreement in place.
Legal Entity	A company or organisation that has legal rights and obligations. For example, it is registered with either Companies House and/or The Charities Commission and, as such, can enter into contracts.
Project Reporting Tool	The bespoke mobility data management system, which the Grant Recipient needs to update at least monthly, with accurate mobility data for monitoring and payment purposes, in accordance with the terms of the Grant Funding Agreement.
Mobility	A period of learning or work experience overseas.
Mobility Group	A collection of individual learners who are undertaking the same type of mobility, in the same month, to the same destination country.
Payment Request	Any request for disbursement of the Grant made by the Grant Recipient.
Project	The set of mobilities, approved for Turing Scheme funding, that an eligible organisation in a relevant educational sector (Higher Education, Further Education & Vocational Education and Training, or Schools) will run.
Project End Date	31 August 2023.
Project Start Date	1 September 2022.
Turing Scheme	The UK Government's global programme to study and work abroad, providing funding for international opportunities in education and training across the world. It is delivered by the Delivery Partner on behalf of the Department for Education.

Introduction

This document is intended to provide a guide to the purpose and parameters of the Turing Scheme for applicants and Grant Recipients.



The Programme Guide includes information about the opportunities available, the benefits of participation and the contribution it will make to education and training throughout the UK. The guide will be of particular interest to prospective applicants for funding, primarily UK education providers, as it gives details of how the Turing Scheme will be implemented and key considerations for those wishing to get involved. It will also be an important aid to those promoting the Turing Scheme more widely.

The Turing Scheme is a competitive grant funding scheme. It provides grants to successful organisations to fund individuals undertaking education and training in the UK, to go on study or work placements across the world. It affords the opportunity for UK organisations to offer life-changing experiences abroad for their pupils, students, and learners.

Funding is open to UK and British Overseas Territories organisations from across the education and training sector, including schools, universities and higher education providers, further education colleges and providers of vocational education and training.

This funding allows organisations to provide students, learners, and pupils with the chance to develop new skills, gain vital international experience and boost their employability. They can also develop a wide range of soft skills, language skills and a better understanding of other cultures. Organisations can build relationships with international peers and gain fresh ideas.

The Turing Scheme contributes to the UK Government's commitment to a Global Britain, by helping organisations enhance their existing international ties and forge new relationships around the world.

The Delivery Partner for the Turing Scheme is Capita, working on behalf of the Department for Education.

Objectives

The Turing Scheme will provide funding for UK projects offering education and training opportunities with a global reach. Projects must address four main objectives:



Global Britain

In line with the UK Government's vision of a Global Britain, Turing Scheme projects 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 pupils, students, and learners regardless of their background.

Developing key skills

These 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

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

Overview and timelines

This Programme Guide relates to Turing Scheme funding available for mobilities taking place between 1 September 2022 and 31 August 2023.



Organisations

- funding is open to UK and British Overseas Territories organisations from across the education and training sector
- where an applicant organisation does not have direct access to learners (i.e., is not an education provider), but whose expertise facilitates education mobilities these organisations will be required to submit evidence of a partnership with at least one college or school. This could be in the form of a letter of intent, signed by the education provider, outlining a commitment to work together to facilitate and deliver the Turing Scheme mobilities outlined in the submitted application
- participating organisations will be responsible for ensuring that they have suitable agreements and arrangements in place with the host organisation. There is no specific inter-institutional agreement template required by the Turing Scheme.

Learners

- mobilities can be funded for learners who are in Higher Education (HE), Further Education and Vocational Education and Training (FE&VET) and Schools. Learners do not need to be UK nationals to be eligible for the scheme

- the minimum age for participants is four years old, in line with the minimum compulsory age for a child to enter full time formal education across the UK. No maximum age limit is imposed. For participants under the age of 18, appropriate safeguarding rules must be adhered to. Refer to the [Safeguarding section](#) for information
- individuals cannot apply for funding.

Project timeframes

- all projects will have a start date of 1 September 2022 and an end date of 31 August 2023. Funding can only be used for activity within these dates
- **for HE provider applications:** Unless the participant is a recent graduate, all mobilities should be part of the participant's programme of study for the 2022 to 2023 academic year. Mobilities taking place in countries or territories with different academic periods or term dates may begin outside the 2022 to 2023 academic year, but the majority of the placement must take place within these dates. Funding will only be provided for the part of the placement within the 2022 to 2023 academic year
- mobilities for academic year 2021 to 2022 or 2023 to 2024 are not eligible for funding during the academic year 2022 to 2023 of the Turing Scheme.

Grant Rates & Funding

- under the Turing Scheme, successful applicants 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. Please find the list of grants at [Annex F](#)
- participants will only receive funding for the duration of their placement that meets the minimum and maximum durations specified for each education sector
- participants cannot be partially funded. This means learners should receive the full rate applicable for the period of their mobility. Moreover, learners should not face any periods where no grant is received whilst on a Turing Scheme mobility
- funding cannot be used towards specific activity costs that are already funded from a different source, i.e., the learner is in receipt of double funding.

Destinations

- there are no restrictions on the country or territory in which mobilities can take place. However, [FCDO travel advice](#) must be adhered to and it is the responsibility of the Grant Recipient to assure adherence.



Application deadlines

Sector	Application deadline (as of publication date)
Higher Education	4pm Friday 29 April 2022
Further Education and Vocation Education and Training	4pm Friday 29 April 2022
Schools	4pm Friday 29 April 2022

The application portal will launch on 31 March 2022. Applicants can then input their application using the online system ahead of the application deadline for their sector.

Eligibility criteria



Higher education

Eligible sending organisations

Participating higher education providers must be officially registered or recognised Degree-Awarding Power HE providers in the UK. As part of eligibility checking, the Delivery Partner will verify a HE provider's recognition status through the following methods:

- if in England, checking that the applicant organisation is registered on the [Office for Students](#) website.
- if in Northern Ireland, checking the 'Publishing and maintaining a list of higher education providers' section of the [Department for the Economy](#) website
- if in Scotland, checking the [Scottish Funding Council](#) website for universities or colleges
- if in Wales, checking the [Higher Education Funding Council in Wales](#) website
- if in a British Overseas Territory, checking they are registered with the appropriate authorities. Please see [Annex D](#) for a list of recognised education providers in British Overseas Territories.

Higher education consortia are not eligible to apply.

Applications from transnational education (TNE) campuses are not eligible.

Turing Scheme funds cannot be used to travel from a sending UK based HE provider to its own overseas campuses.

Eligible receiving organisations

HE providers in the UK can send their participants to the following receiving organisations outside of the UK (or in the case of applicants in British Overseas Territories, outside of the British Overseas Territory in question):

- any HE provider other than the sending provider's own overseas campuses
- any public or private organisation active in the labour market or in the fields of education and training. For example, such an organisation can be:
 - a public or private, a small, medium, or large enterprise (including social enterprises)
 - a public body at local, regional, or national level
 - a social partner or other representative of working life, including chambers of commerce, craft, professional associations, trade unions and research institutes
 - a foundation
 - a school, institute, or educational centre (at any level, from primary school to upper secondary education, and including vocational education and adult education)
 - a non-profit organisation, association, non-governmental organisation (NGO)
 - a body providing career guidance, professional counselling, and information services.

Eligible participants

To take part in an HE Turing Scheme mobility, participants must be:

- registered at a UK or British Overseas Territories HE provider and enrolled in studies leading to a recognised degree or another recognised tertiary level qualification (up to and including the level of doctorate)
- recent HE graduates, who may participate in a traineeship and must carry out and complete their traineeship abroad within 12 months of graduating. Graduates do not need to be selected before they graduate

Participants do not need to be UK nationals to be eligible for the scheme.

For those participants under the age of 18, appropriate safeguarding rules must be adhered to (please see [Safeguarding section](#) later in the programme guide).

Mobilities

HE students can undertake both study and work placements abroad. These placements can last for a minimum of four weeks (28 calendar days) up to a maximum of twelve months.

Double funding

The funding provided through the Turing Scheme supports participants to meet a portion of the costs associated with a work or study placement overseas. Since the Turing Scheme relies upon public resources to support participants, it is essential that funds are distributed and managed in accordance with [Managing Public Money](#) guidance. This means that participants should not be funded twice for the same expense.

Therefore, participants cannot use Turing Scheme funding to pay for assets (e.g., IT equipment) or services (e.g., travel) where a participant is, or expects to be, in receipt of funding provided by another source for the same assets or services. If an expense covered by the Turing Scheme is found to have also been funded by another source, the Delivery Partner will seek to recover the Turing Scheme funding.

Participants can 'top up' funding where one source of funding does not meet the full costs of participation in the mobility. For example, if travel is more expensive than the amount of funding provided by the Turing Scheme, Grant Recipients or participants can use funding from another source to cover the additional costs of travel, although this should not exceed the actual travel costs. Similarly, for some cost categories, such as the cost-of-living contribution, Turing Scheme funding paid may not cover all of participants' living costs. Where that is the case, Grant Recipients or participants are able to make up the difference between the amount available to them and their total living costs through funding from other sources.

Further education and vocational education and training (FE and VET)

Eligible sending organisations

An FE and VET study and traineeship mobility project must comprise of one or more of the following organisations:

- an FE college or school active in the field of FE and VET
- a local or regional public authority, coordination body or another organisation with a role in the field of FE and VET
- a company or other public or private organisation hosting, training or otherwise working with learners and apprentices in FE and VET
- a company or other public or private organisation applying on behalf of a consortium of FE and/or VET providers.

Where an applicant is not an education provider, evidence of a partnership with an education provider must be provided as part of the application.

Mobility consortium

For applicants applying as part of a mobility consortium, it must include at least one college or school active in the field of FE or VET studies.

A mobility consortium can include organisations that provide administrative support to other members of the consortium.

Organisations may be included as part of more than one consortium application, provided that the mobilities undertaken relate to different aims and objectives.

The role and obligations of supporting administrative organisations must be formally defined in the application form. All contributions of supporting administrative organisations must comply with the scheme rules. Subcontracting to third parties not identified in the application form is not permitted. If subcontracting rule breaches are identified during a project lifecycle, then funding may be withdrawn.



Eligible receiving organisations

FE and VET providers in the UK can send their participants to the following receiving organisations outside of the UK (or in the case of applicants in British Overseas Territories, outside of the British Overseas Territory in question):

- any public or private organisation active in the field of further education or vocational education and training
- any public or private organisation active in the labour market or in the fields of education and training. For example, such an organisation can be:
 - a public or private, a small, medium, or large enterprise (including social enterprises)
 - a public body at local, regional, or national level
 - a social partner or other representative of working life, including chambers of commerce, craft, professional associations, trade unions and research institutes
 - a foundation
 - a school/institute/educational centre (at any level, from primary school to upper secondary education, and including vocational education and adult education)
 - a non-profit organisation, association, non-governmental organisation (NGO)
 - a body providing career guidance, professional counselling, and information services.

Eligible participants

The Turing Scheme will offer mobility funding for:

- learners on recognised UK FE or VET courses, apprenticeships, and T-Levels
- a recent graduate of a FE or VET provider
- those not in permanent education or training, who may be re-training or upskilling, if their training is taking place through colleges or schools, or through government-funded training
- persons accompanying FE or VET learners abroad for safeguarding purposes.



Mobilities

An FE and VET project must comprise of one or more of the following mobilities:

- studies in FE and/or VET providers and/or companies abroad
- traineeship in FE and/or VET providers and/or companies abroad
- participation in skills competitions abroad.

Duration

The following durations apply for FE and VET mobilities:

- studies and traineeship mobility in FE and/or VET providers and/or companies abroad from 2 weeks (10 work/study days) to 12 months
- where duly justified in the application form, mobilities for five days can be run for participants with special educational needs and/or disabilities
- participation in skills competitions abroad, from one to 10 days
- placements outside of Europe should have a minimum duration of 15 days excluding travel time.

Schools

Eligible sending organisations

To apply for schools projects, your organisation must be registered in the UK or a British overseas territory and either:

- a school providing general, vocational, or technical education on any level from primary school to upper secondary education
- a school consortium applying on behalf of a number of schools, for example, local or regional authorities, school coordinating bodies or a social enterprise or other organisations with a role in the field of school education
- please see [Annex D](#) for a list of recognised education providers in British Overseas Territories.

As part of eligibility checking, the Delivery Partner will verify an applicant's school status using the following databases:

- England and Wales:
get-information-schools.service.gov.uk/
- Northern Ireland:
apps.education-ni.gov.uk/appinstitutes/default.aspx
- Scotland:
education.gov.scot/parentzone/find-a-school
- participants from British Overseas Territories should check with their government's education department for the details of support available to them.

Mobility Consortium

Lead organisations or coordinating organisations can be organisations such as a regional body, local authority, school coordinating body, social enterprise, a Multi Academy Trust or a school/college who can act as an applicant on behalf of other sending organisations. Consortium applications must include at least one school or college active in the field of primary to upper secondary education. Coordinating organisations must explain their role, obligations and relationship with the organisations sending pupils in the application form.

Appropriate checks will be carried out to confirm the status of the coordinating organisation. All contributions of supporting administrative organisations must comply with the scheme rules.

Organisations may be included as part of more than one consortium application, provided that the mobilities undertaken relate to different aims and objectives.

Eligible host partner organisations

The host partner organisation(s) must be a non-UK school (or in the case of applicants in British Overseas Territories, outside of the British Overseas Territory in question). It must be an institution providing general, vocational, or technical education on any level from primary to upper secondary education.

There are no restrictions on the country or territory in which the mobility takes place. However, [FCDO travel guidance](#) must be adhered to. It is the responsibility of the Grant Recipient to assure FCDO adherence.

Eligible participants

Any pupil enrolled in an eligible school or college participating in education from primary to upper secondary level in the UK or a British Overseas Territories can participate.

- the minimum age for participants to take part in the Turing Scheme is four years old, in line with the minimum compulsory age for a child to enter full time formal education across the UK
- for school pupil mobilities longer than two months, the participant should be aged at least 14
- no maximum age limit is imposed
- for participants under the age of 18, appropriate safeguarding rules must be adhered to
- pupils do not need to be UK nationals to be eligible for the scheme
- there is no minimum or maximum number of participants per project.



Mobilities

School projects should include one or both of these mobilities:

- short-term placements: three days to two months

Pupils can travel with their teachers and work together in the classroom with pupils from a school in another country/territory. Pupils 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 pupils 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 pupils 14 years and older)

Pupils over the age of 14 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 pupils, 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.

Application and award process

Eligible organisations will be able to apply for funding through the Turing Scheme's online application form.



The application process will begin with the registration portal launch followed by the online application form. The application form will ask organisations to provide an overview of their project, including details about the project mobilities, how participants will be chosen, the project budget and organisation details, such as legal name and address, to prove eligibility. Please note any unusually high-cost estimates may be subject to review. Full details of how to submit an application are detailed in the accompanying application guide.

Application registration

To access the application form, the applicant must register on behalf of their organisation. The applicant will do this via the Turing Scheme website. The accompanying application guidance provides a step-by-step guide on how to do this.

Please note that one person should lead on writing the application form and should also be the individual who submits the form. If the lead applicant changes, please inform the Delivery Partner at:

Turing-scheme@capita.com.

Project plan

The project plan is a projection of planned mobilities, that start in each month, collated into Mobility Groups that have the same type of mobility and destination country across the lifecycle of a Turing Scheme project. These Mobility Groups will be created as part of the application, be included in the Grant Agreement, and Grant Recipients will be reporting against these in their project plan once their project commences.

It is therefore important for applicants to accurately plan when mobility activity will take place and, where possible, work closely with the host partner organisation(s) while preparing an application.

The project plan will set out the Mobility Groups in each month, their start date, and the month when payment will be made (anticipated point of expenditure). In advance of payment, successful

applicants will need to submit data on participants (including names) via the Project Reporting Tool, for verification that funding is being provided for a confirmed mobility.

The project plan will need to be reviewed in the month of the project's first mobilities and updated monthly through the Project Reporting Tool. This enables the Delivery Partner to oversee grant administration effectively. This is a condition of the Grant Funding Agreement. Grant Recipients are required to keep their project plan as up to date as possible over the lifetime of your project via the Project Reporting Tool. This includes Mobility Groups that have started and Mobility Groups that are yet to begin.

Covid-19

For AY21/22, Covid-19 guidance was published on The Turing Scheme website on the '[Manage Your Project](#)' page. Should Covid-19 be an ongoing issue in AY 22/23, we will provide further guidance as required.

Qualitative criteria

Applications will be assessed according to how well they demonstrate the following Turing Scheme policy principles:

Global Britain

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

Application assessment process

An application will undergo:

- a formal eligibility and exclusion check to verify that application is compliant with the Turing Scheme rules
- a financial capacity check
- a qualitative assessment to evaluate the extent to which the application meets the Turing Scheme objectives and the project meets the qualitative criteria.

The application will be assessed by external independent sector experts who will score all applications out of a possible 100 points.

Please note that **applications may not be resubmitted** - we will accept the first submission of an application only.

International engagement	Interpretation	Rating 20/100
How will your project improve existing partnerships or encourage new relationships across the world?	The extent to which the application describes how your project helps to achieve your organisation's international strategy.	10/100
What are your partners' key responsibilities when delivering your project, including the individual activities they will work on?	The extent to which the application describes how your organisation will engage with the participating organisations to ensure project outcomes are met.	10/100

Levelling up

Turing Scheme projects should support social mobility and widens access across the UK. They should help and promote equal access and opportunities to all learners regardless of their background.

Levelling Up	Interpretation	Rating 30/100
How will you ensure your project's selection process is fair and offers equal access to overseas placements?	<p>The extent to which the application describes:</p> <ul style="list-style-type: none"> • how you will promote opportunities to disadvantaged learners, learners from under-represented groups and learners with additional educational needs. If you have identified any target groups, explain why this group is relevant to the aims and objectives of the project. Please also included any contextual student or cohort data, for example, HESA data • your methods and timelines for recruitment, for example, promotional campaigns, targeted communications, support groups and target areas • how individual learners will be selected and how you will remove any obstacles, including organisational challenges. 	15/100
How will you support your learners who are disadvantaged, from under-represented groups or those with additional educational needs?	<p>The extent to which the application describes how you will ensure your learners needs are met and what support you will put in place before, during and after the placement. For example, arranging suitable accommodation or specialist equipment.</p>	15/100



Positive Impact and value for money

These projects should offer unique, career-building opportunities. They give participants the hard and soft skills sought by employers and bridge the gap between education and work.

To be scored together with:

Value for UK taxpayers

These projects optimise social value in terms of potential costs, benefits, and risks.

Positive impact and value for money	Interpretation	Rating 30/100
<p>What are the aims and objectives of your project and how do they link to your organisation's priorities?</p>	<p>The extent to which the application describes how the planned mobilities are clearly relevant to the targeted learners and how they will help deliver the project's aims and objectives.</p> <p>The application should also refer to:</p> <ul style="list-style-type: none"> • your organisation's needs and strategic development goals. Your organisation's plans for international engagement • how the activities will benefit target groups of learners • how the project objectives will be verified and measured to determine success. 	10/100
<p>What kind of learning outcomes do you expect your learners to gain?</p>	<p>The extent to which the application describes:</p> <ul style="list-style-type: none"> • how the project will address your learners needs • how the participants' needs are placed at the centre of the project and consideration is given to the expected learner outcomes, for example, improved educational attainment and soft skills • how the learning outcomes of the participants will be assessed and recognised • any recognised qualifications the placement will contribute to • how longer-term mobility will result in better outcomes or value for money than a shorter-term placement. 	5/100
<p>How your project will further impact your learners?</p>	<p>The extent to which the application describes:</p> <ul style="list-style-type: none"> • how your project will impact participants, for example, improved knowledge, newly acquired or developed skills, exposure to innovation, improved social mobility and changes in attitude or behaviour • how learning outcomes will be measured and verified • how you will evaluate the outcomes and use this information to improve future activities. 	5/100
<p>Describe how you will review placements for continuous improvement?</p>	<p>The extent to which the application describes:</p> <ul style="list-style-type: none"> • the process your organisation will follow to review whether an activity has met its aims • your methods for evaluating the outcomes of the project and how you will ensure lasting impact • the evaluation activities you will use to check if the project has achieved its objectives. 	5/100
<p>How does your project deliver value for money and aligns with wider government priorities?</p>	<p>The extent to which the application describes:</p> <ul style="list-style-type: none"> • the economic benefits your project will provide to your learners, your organisation, and your wider community • how the funding will offer better opportunities, and why your activities would not be possible without it. 	5/100

Applications will also be assessed on the following principles of design and implementation:

Design and implementation of the project plan	Interpretation	Rating 20/100
How will you manage the mobilities?	The extent to which the application describes: <ul style="list-style-type: none"> • how learners will be identified and prepared for the mobility • what support measures are in place to support all learners, including learners with fewer opportunities or additional educational needs • how the success of the mobilities will be evaluated • how you will gather feedback from learners to use for future improvement. 	10/100
How will you monitor performance against your plan during the project lifecycle?	The extent to which the application describes: <ul style="list-style-type: none"> • your methods for measuring and recording your progress measures • how you will deal with any issues you identify. 	10/100

Assessment of applications

The assessment of applications will be undertaken by a pool of trained independent assessors appointed by the Delivery Partner. The role of the assessors is to provide a fair, impartial, and consistent assessment of the applications based on the policy principles outlined above.

All information related to the assessment process is strictly confidential. Assessors are not allowed to disclose any information relating to the assessment of applications with any applicants. Furthermore, assessors are not allowed to assess applications to which they are in any way connected personally or professionally, as this would constitute a conflict of interest. Where a conflict of interest exists, the Delivery Partner will consider the nature of the conflict and decide to either exclude the assessor from the assessment of specific applications or to withdraw the assessor from the whole of the qualitative assessment process. To maintain confidentiality, the names of the external assessors will not be made public.

Each will work independently, awarding scores and comments for each criterion. When assessing applications, experts will make a judgement on the extent to which applications meet the defined criteria. This judgement is based solely on the information provided in the application. Assessors cannot assume or augment information that is not explicitly provided by the applicant. Information relevant to a specific criterion may appear in different parts of the application form and assessors will evaluate all information provided before awarding a score.

All applications are double marked. Senior assessors will review a sample of applications to ensure consistency of scoring and that all evaluation processes have been correctly followed.

The table below shows the range of scores depending on the maximum score that can be awarded.

Section	Max Score	Excellent	Good	Acceptable	Weak
International engagement	20	17-20	14-16	10-13	0-9
Levelling up	30	26-30	21-25	15-20	0-14
Positive impact and value for money	30	26-30	21-25	15-20	0-14
Design and implementation	20	17-20	14-16	10-13	0-9

- **excellent** – the application addresses all relevant aspects of the criterion in question convincingly and successfully. The answer provides all the information and evidence needed. There are no concerns or areas of weakness
- **good** – the application addresses the criterion well. The answer gives clear information on nearly all of the evidence needed
- **acceptable** – the application broadly addresses the criterion, but there are some areas of weakness. The answers give enough relevant information, but there are areas where detail is lacking, or the information is unclear
- **weak** – the application fails to address the criterion or cannot be judged due to missing or incomplete information. The answer does not address the question asked or provides limited information.

Assessors will also analyse the grant amount in relation to the mobilities proposed in the application form. Where an application is recommended to have funding awarded but the value attributed to the proposed mobilities is judged to be excessive or ineligible, the assessor may recommend a grant reduction is applied. Where a grant reduction recommendation is made, the assessor will record their reasoning. Assessors will not suggest a higher grant amount than the amount requested in the application.

Once an application has been assessed, the assessor will summarise their finding along with a funding recommendation. Feedback will only be provided to applicants if their application is judged to be unsuccessful or ineligible.

The Delivery Partner will provide mentoring support to assessors, quality assure assessment outcomes against eligibility criteria and scrutinise all budget reduction recommendations.

Minimum thresholds

To qualify for funding, the application must have been assessed to have scored at least half the maximum points for each award criterion.

Once the qualitative assessment process has been concluded the Delivery Partner will prepare a grant award proposal list for each sector. Applications will be ranked by their overall score per sector.

Management of Turing Scheme funding

The primary aim will be to fully allocate the funding during the first round of applications.

In the event where demand exceeds the funding available a decision will be made as to how to maximise the impact of the funding available.

All successful applicants will be treated fairly and the rationale for any budgets reductions will be communicated alongside the issuing of results. It should not be assumed that any previous methodology for reducing budgets will be applied to current or future call windows and meeting the minimum threshold does not guarantee that funding will be awarded.

Project Assessment Board (PAB)

At the end of the assessment process a Project Assessment Board (PAB) comprising representatives from DfE and the devolved administrations will review a recommended list of projects to be funded, per sector, based on application assessment scores awarded by the external assessors.

The PAB will act as forum by which the Delivery Partner's recommendations for grants awarded under the Turing Scheme are reviewed. Board members will scrutinise and challenge the funding recommendations to ensure the rigour of the assessment process has been equitably applied. To do this board members will review a sample of applications including:

- applications that score in the top, middle and bottom regions as ranked by their overall score
- applications that narrowly miss the minimum quality threshold
- ineligible applications
- applications with a budget reduction recommendation
- quality assurance reports from the Senior Assessors on the overall process.

Following the PAB, a final grant award list will be prepared ready for formal approval by DfE.



Issuing of results

Application results will be issued to all applicants via email by the end of June 2022.

Appeals

The Delivery Partner defines an appeal as a request for a review of the decision taken on the application form. There are three grounds for an appeal:

- a. that the assessment process, as set out in this document, has not been followed
- b. that there is a conflict of interest
- c. that the scoring of the application does not align with the evidence in the application.

You may not appeal because you disagree with the outcome.

A dedicated appeal form, which applicants must use, will be made available on the website once the applications outcomes have been communicated. Applicants can only appeal within 10 working days of the results being notified and they will be informed within 3 working days of their appeal about whether the appeal is eligible.

There is an appeals sub-committee of the PAB which considers the recommendations on appeals and related evidence.

Appeals which meet the criteria for review will be investigated by a team of two senior assessors who have not been involved in the original assessment of the application. They will review and reassess the original application and provide a report to the Appeals Sub-Committee with a recommendation as to whether the appeal should be upheld or rejected. The report and recommendation will be completed within 10 days of the appeal and the results will be communicated within 5 days of the PAB Appeals Sub-Committee meeting.

If the appeal is upheld corrective action will be taken in partnership with the applicant. There is no appeal to the outcomes of the decision of the Appeals Sub-Committee.

Financial capacity checks

Before an applicant submits an application form, they should consider if their organisation has sufficient financial capacity to conduct activities and manage funding under the Turing Scheme.

Financial capacity means that an applicant has stable and sufficient funding to enable it to maintain activity, and to effectively enable and manage activities under the Turing Scheme throughout the period during which the project is being carried out.

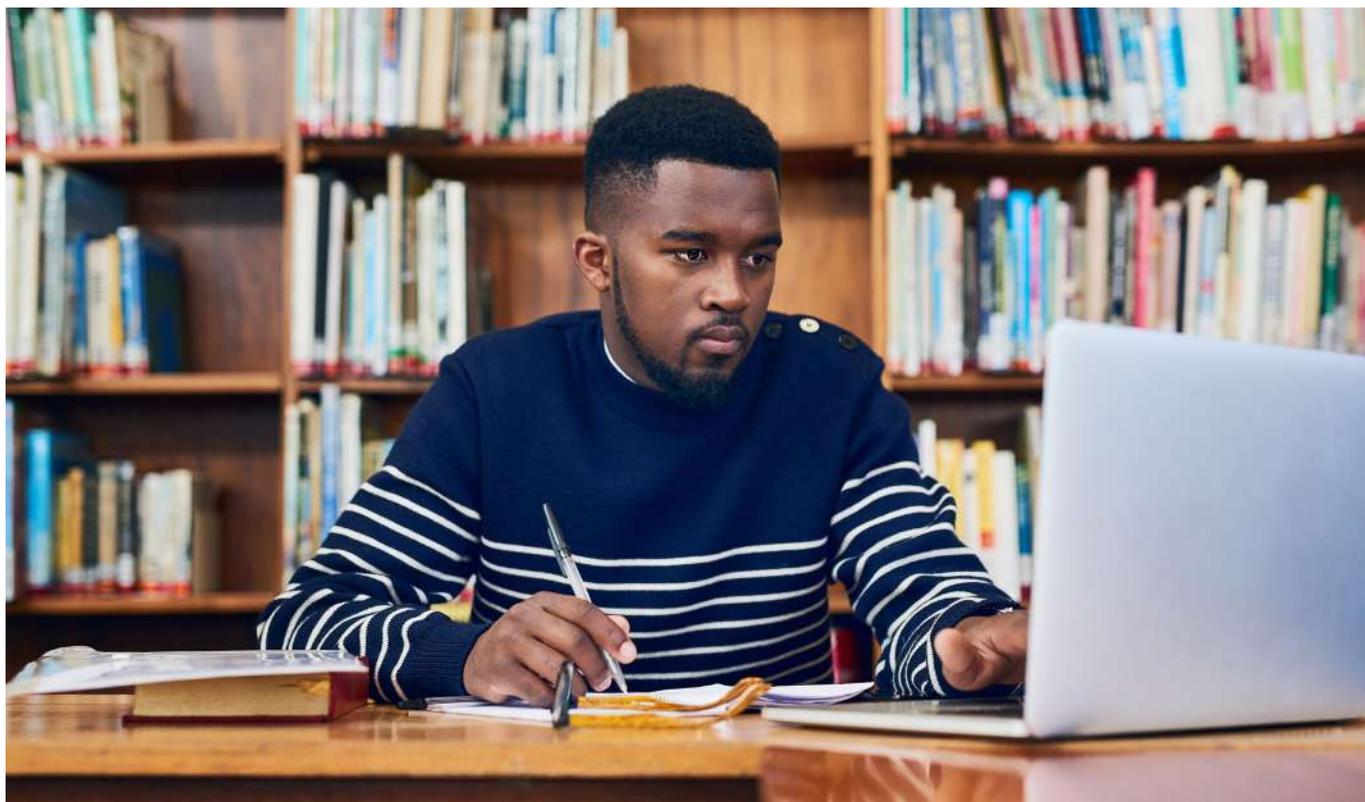
An applicant may have already demonstrated their financial health in order to be listed by a regulator and/or to receive public funding, or they may be an education provider in a British Oversea Territory in receipt of a Government backed guarantee. We would expect that such applicants will be listed as being so regulated, or being in receipt of public funding, on a publicly available register or database. We will take this as evidence that the applicant has already been exposed to sufficient financial due diligence checks and therefore has the financial capacity to be funded under the Turing Scheme. However, if the information on these registers, databases or provided from other sources indicates that the provider is high risk, a full financial capacity check will be undertaken as set out below.

We expect that private organisations, charities, academies/multi academy trusts and independent schools would not be listed on the registers or databases noted above, so will all undergo full financial capacity checks.

Full financial capacity checks will consist of:

- a check of credit reference agency records
- if no credit reference agency records are available, a review of audited accounts where they are available or latest accounts on Companies House will be undertaken. In the case of funding requests over £750,000 a full set of audited accounts must be submitted
- a data check on Companies House and Charities Commission if applicable
- the Delivery Partner conducting a due diligence check of an applicant's financial procedures and controls
- confirmation of applicant's legal entity status
- Information relating to strike off notices, winding up petitions and adverse county court judgments
- an assessment of the applicant's grant to income ratio. Grant ratios in excess of 50% will be considered high risk and additional information may be requested
- previous performance of managing Turing Scheme grant money. This would only be considered if there was previous inappropriate management of funds. We would not pass judgment if mobilities could not be delivered due to Covid-19 travel disruption.





Additional financial documentation such as annual reports, financial statements or other information may be requested where sufficient information cannot be obtained through credit reference agency records, Companies House or the Charities Commission. In such circumstances, you should submit additional documentation requested within three working days of receiving the request from the Delivery Partner.

Please note that an organisation's financial capacity will be assessed before a funding decision is made. We reserve the right not to fund projects where they are deemed to be too high risk and this risk cannot be mitigated by assurance checks.

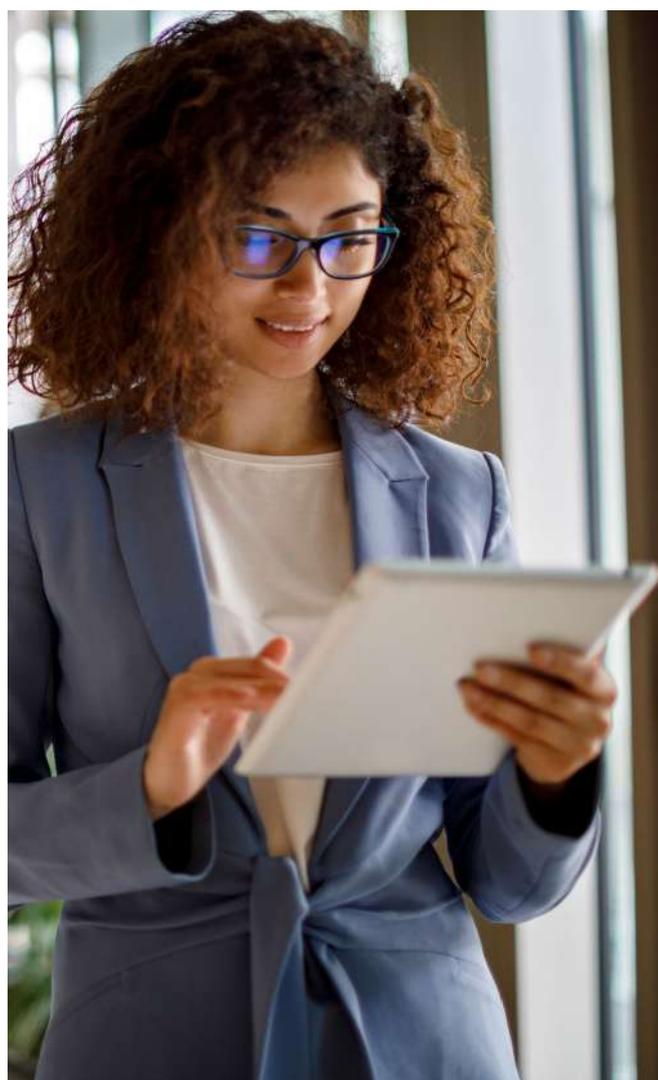
As part of the Final Reporting requirements Grant Recipients in receipt of grants in excess of £40,000 will be required to provide independent external assurance that grant funding has been disbursed in accordance with the Grant Funding Agreement. Costs should be minimised wherever possible, for example including the assurance as an additional requirement to the annual audit. Costs associated in providing this assurance will be authorised as Eligible Expenditure. The Certificate of Expenditure, which must be signed by a qualified accountant, should be taken into account when formulating the project budget.

For grants below £40,000 the Grant Recipient will be required to submit a declaration that the grant has been dispersed in accordance with the Grant Funding Agreement and this must be signed by an authorised signatory who has appropriate delegated authority, for example the Organisation's Chief Financial Officer. This declaration will form part of Grant Recipients Final Report.

The applicant will be required to complete a Financial Management and Governance Declaration which provides a due diligence check of the applicant's financial governance, internal controls, and risk management (in place to manage Turing Scheme funding). Grant Recipients will be required to have all appropriate provisions in place prior to any funded activity commencing. A copy of the Financial Management and Governance declaration can be found at [Annex E](#) and the declaration is to be uploaded as a part of the application process.

Grant funding agreement

Successful applicants for funding must enter into a contract, known as a Grant Funding Agreement, with the Delivery Partner.



This process will begin once application results have been communicated.

Grant Funding Agreements applicable documents and annexes will be issued and signed digitally. Please note that more information, including the main terms of the Grant Funding Agreement, will be published on the [Turing Scheme website](#).

Payments

No payments will be made until the Grant Recipient has signed their Grant Funding Agreement with the Delivery Partner and has an appropriate bank account set up.



All payments will be made to the Grant Recipient in the months of **the anticipated points of expenditure**. These are defined as the month(s) when the Grant Recipient needs to incur expenditure (e.g., to pay staff or provide funding to participants). Grant Recipients will be asked to set out their anticipated points of expenditure as part of the application process and this will be included in the project plan. Only 80% of costs are paid at the anticipated points of expenditure. The remaining 20% will not be paid until the Grant Recipient submits the Final Report.

Grant Recipients will receive one payment, at project level, of organisational support funding to cover costs directly linked to the administration and implementation of a placement, before mobilities are due to take place, based on the anticipated point of expenditure. For organisational support the anticipated point of expenditure can be up to a maximum of six months before the first mobility is due to take place and the Grant Recipient will indicate the month in which it expects to start incurring expenditure as part of the application form. Organisational support is paid at project level with 80% of the total funding paid at the anticipated point of expenditure, and 20% following submission of the Grant Recipient's Final Report. Grant Recipients will be required to submit a payment request for organisational support. Where mobilities change during the year, the amount of organisational support will be recalculated and recovered or reconciled against future payments due.

Grant Recipients must also indicate the month of anticipated points of expenditure for all other costs as part of their application. The anticipated point of expenditure (excluding organisational support) cannot be more than three months before each Mobility Group is due to begin and must be the point at which costs would need to be incurred. The number of payments relate to the number of months the Grant Recipient has Mobility Groups starting (maximum of 12 being possible). These costs are paid at mobility level with 80% of funding relating to each mobility paid at the anticipated point of expenditure. The remaining 20% of funding is paid upon submission of the Grant Recipient's Final Report. Therefore, how a Grant Recipient plans on delivering a project is important as they will need to provide an accurate profile of spend over the project's lifecycle.

The project plan submitted as part of the application process will summarise the Mobility Group start dates, and the months identified as the anticipated points of expenditure. Payment requests will need to be submitted for funding to be disbursed. Updated project plans and forecasts will also need to be provided on a monthly basis.

On the condition that the Grant Funding Agreement has been signed, funding can be disbursed from August 2022 onwards.

Further detail of how payments are requested will be set out in the Project Reporting Tool handbook.

Requesting a payment

To generate a payment request Grant Recipients will be required to submit data via the Project Reporting Tool. For costs associated with each Mobility Group Grant Recipients will be required to input data on the participants that are going on mobilities you are requesting funding for. This data will include the participants name, ID number and the receiving organisation. Grant Recipients cannot receive payment unless this data is submitted. Where a payment of actual costs takes place, evidence to justify the payment will be requested by the Delivery Partner.

The Delivery Partner will review data to see if there are changes compared to the mobilities projected in the application and to determine the eligible costs for each payment. Where data submitted into the Project Reporting Tool identifies that an overpayment has previously taken place, these will be recovered in line with recovery process or reconciled when the next payment is due.

Requests for payment will typically need to be made two months prior to the anticipated point of expenditure. For example, if the anticipated point of expenditure is in November, the payment request will need to be submitted to the Delivery Partner in September so that the payment request can be processed, and funds can be disbursed in the first week of November.

For cost categories which are paid based on actual costs (e.g., exceptionally expensive travel), the Delivery Partner will request evidence from the Grant Recipient to review accuracy and eligibility of payment request. If evidence is not provided, then the Delivery Partner will recover the funding that evidence has not been provided for.

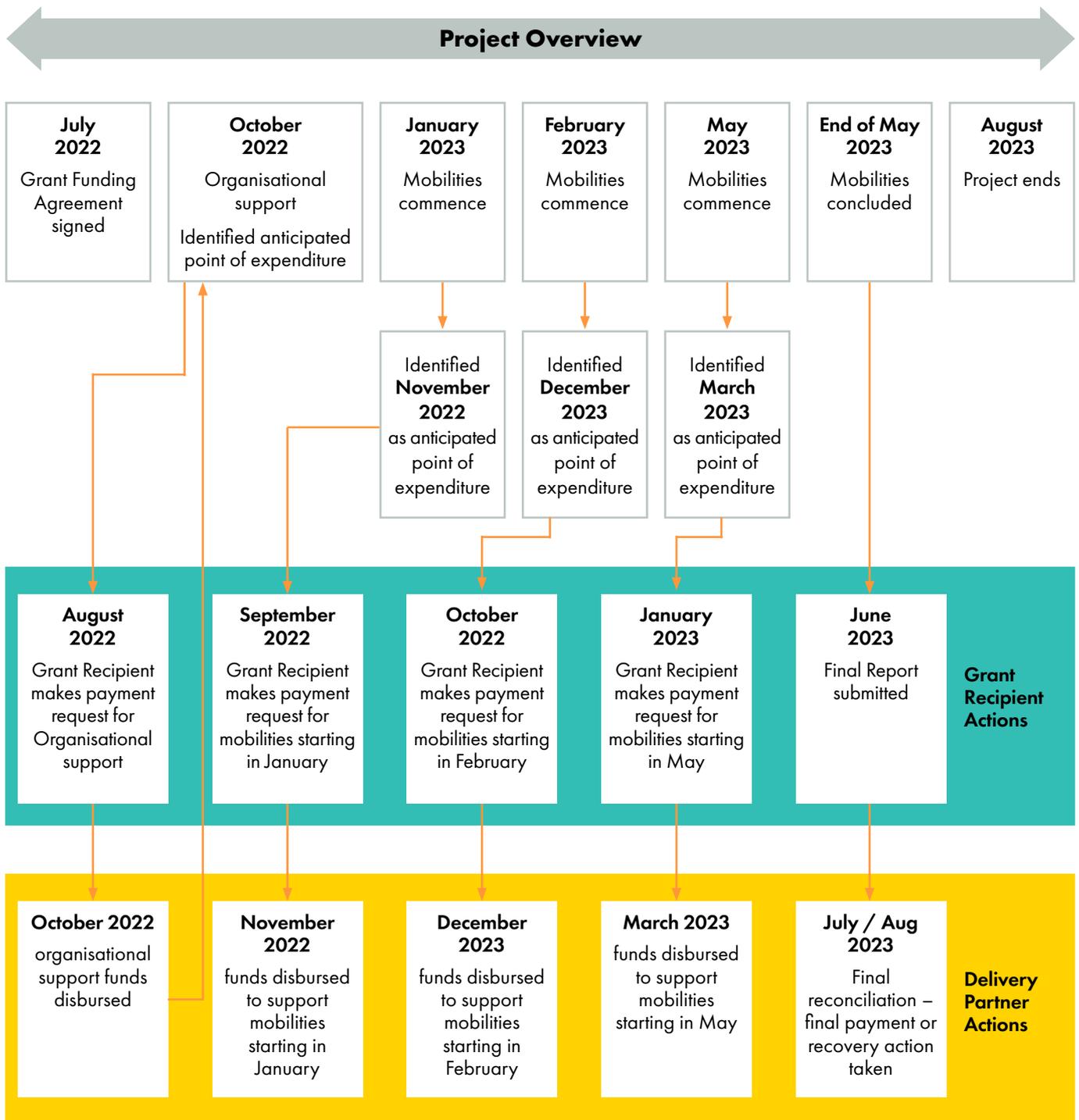
At the end of the project, and within one month of the project's final Mobility Group ending, Grant Recipients will be required to submit a Final Report. This will act as a final reconciliation point of the Grant Recipients project's finances. Upon reconciliation, a final payment of up to 20% of eligible costs will be administered or a recovery request will be made when full project expenditure is reported, and project data is reconciled against the initial project plan.

The aim of this approach is to ensure Grant Recipients are not paid before the point when funds are needed, in line with [Managing Public Money](#) guidance. It also ensures that payments made by the Delivery Partner to Grant Recipients reflect an accurate and a true reflection of project mobilities. This approach also allows the Delivery Partner to keep recoveries to a minimum.



Worked example

Grant Recipient has mobilities starting in January, February, and May (and have identified November, December and March as their anticipated point of expenditure) with all mobilities concluding by 31st May 2023. They have requested in their application form that Organisational Support is paid in October 2022.



Reporting

Grant Recipients will be required to provide information in respect of the progress of their project, beyond just making payment requests.



Information about the participants and the nature, destination and duration of their mobility will be gathered through the application process and data on participants, including names and destination organisation will be collected through payment requests. However, under the conditions of grant, Grant Recipients will also be required to keep this information up to date on an ongoing basis (at least monthly), via the Project Reporting Tool. As such, every report will build on information submitted through payment requests to date and ensure the right amount of funding is disbursed to Grant Recipients and excess funding is reconciled or returned, as well as providing an accurate forecast of planned activity.



A Final Report will be submitted within one month of the final completed mobility placement. This will capture details of all participants, including the destination and duration of their placements. The purpose of the Final Report is to provide a complete picture of mobilities delivered and expenditure incurred to enable a final budget reconciliation. Alongside the Final Report, Grant Recipients must also submit a certificate of expenditure, or equivalent. Please see financial capacity check section for further information on the requirement to submit a certificate of expenditure.

As part of the Final Report the Grant Recipient will also be asked to report on outputs and longer-term outcomes of their project, which will be determined as part of contracting, and are based on the information the Grant Recipient has provided in the Positive Impact section of their application.

Approval of project Final Reports will trigger a final payment of the 20% of eligible funding held back, if applicable. It may also trigger a recovery request, should the Grant Recipient has received more funding than what was eligible associated with the number of mobilities delivered.

Grant Recipients will also be required to gather reports from all the participants sent on placement during the project and must submit these to the Delivery Partner, if requested. The Final Report will include a declaration from the Grant Recipient that project mobilities were delivered in line with the objectives set out in their original application for funding, or in line with approved changes. If the final project mobility ends before 31 August 2023, organisations are encouraged to submit their Final Report within one month of that final mobility, close the project and receive any outstanding funding if applicable at that point.

Changes to a project

This means, if a Grant Recipient makes a payment request for a mobility which covers fewer participants than were set out in their application, the Grant Recipient must update the Delivery Partner about the amended plans, giving details of the mobilities that funding was not requested for. This will, in most cases, mean that the Grant Recipient will update their project plan within the Project Reporting Tool.

Grant Recipients must report changes to planned mobilities in the project plan via the Project Reporting Tool. This activity is not only linked to making a request for payment, but also where the Grant Recipient determines that the mobilities need to change, e.g. because the Grant Recipient wishes to delay some mobilities from one month to another, or intends to vary the number of participants being sent etc. The expectation is that Grant Recipients must review their project plans on a monthly basis and update if necessary.



Compliance assurance check audits and recoveries



Compliance assurance check audits

Turing Scheme beneficiaries may be selected for assurance check audits carried out by the Delivery Partner to assess their compliance with Turing Scheme rules and the terms set out in the Grant Funding Agreement. Projects will be selected for assurance check audits both randomly and as targeted audits. There are three types of assurance check audit:

- desk check audits are undertaken remotely on the organisation's project
- on-the-spot-checks during audits are an on-site visit by the compliance team to an organisation **whilst their project is live**. This audit is a review of the project and the organisation, reviewing their original records and interviewing staff
- on-the-spot-checks after audits are an on-site visit by the compliance team to an organisation **after the project closure**. This audit is a review of the project and the organisation, reviewing their original records and interviewing staff.

Recoveries

A recovery is the recoup of unused or ineligible grant funds from a Grant Recipient by the Delivery Partner. A recovery can be initiated at any point during the project lifecycle under, but not limited to, the following scenarios:

- if predicted expenditure is not incurred and has been paid to the Grant Recipient by the Delivery Partner
- termination of grant funding agreement by either Grant Recipient or Delivery Partner
- in cases of liquidation
- once a Final Report is submitted by the Grant Recipient to the Delivery Partner after the activity end date, when full expenditure is reconciled or as a result of further assurance checks. The payment arrangement is aimed at keeping recoveries at a minimum. Offsetting will be considered as the preferred method of recovery. Where this is not possible, direct repayment by the Grant Recipient will be required
- further details of how recoveries will be initiated will be set out in the Project Reporting Tool handbook.

Programme monitoring



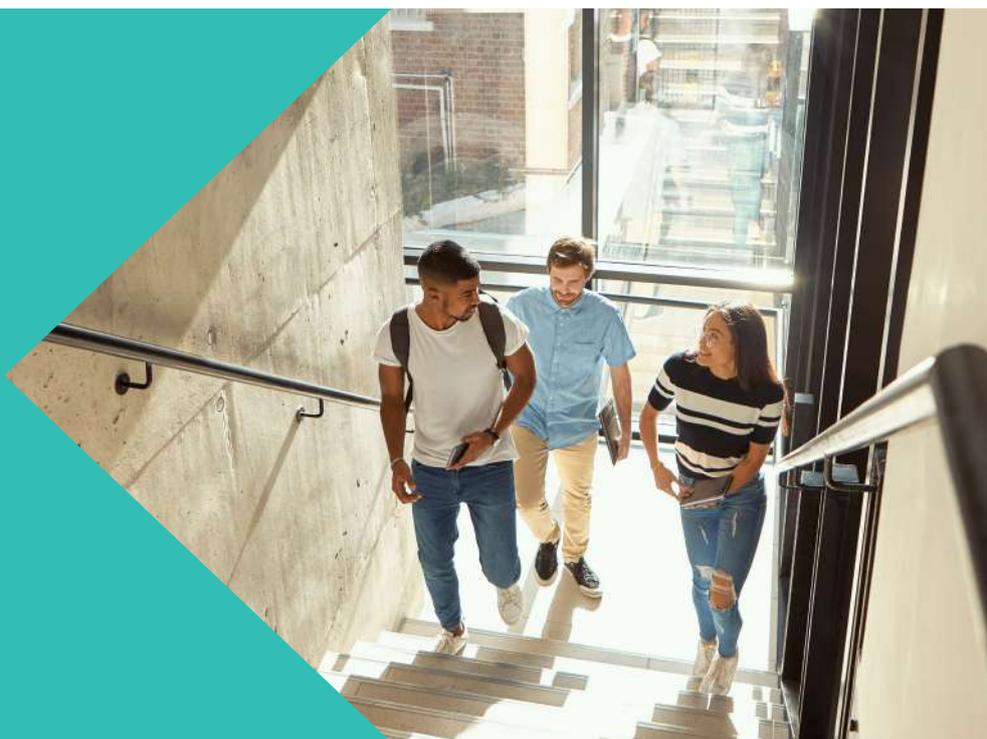
Supporting international mobility is a priority for the UK. It is therefore important that the Turing Scheme that we gather evidence to understand its impact upon participants and beneficiaries, the extent to which it is achieving its expected outcomes and whether it provides value for money. This evidence will ensure that the UK Government and the Devolved Administrations can respond to public scrutiny of the scheme. It will also support future bids for funding through the UK Government's Spending Review process.

The evidence will be gathered through monitoring conducted by the Turing Scheme Delivery Partner, which administers the scheme on behalf of the Department for Education.

Monitoring

Beneficiaries will be invited to respond to a customer satisfaction survey conducted by the Delivery Partner. The survey will assess beneficiaries' satisfaction with all elements of the Turing Scheme, including its promotion, application process and the manner in which grants are distributed. The evidence collected through this monitoring process will enable the Department for Education and its Delivery Partner to regularly review all elements of the scheme.

Safeguarding



All sending organisations have a responsibility to safeguard and promote the welfare of participants under the age of 18, and it is the responsibility of the sending organisation to ensure that they adhere to the relevant statutory and non-statutory safeguarding guidance relating to their sector, nation, or Overseas Territory and that under 18-year-olds are safe on this international exchange.

Sending organisations need to consider the safeguarding requirements of each devolved nation. For England, key statutory guidance we expect to be followed includes '[Keeping Children Safe in Education](#)' (KCSIE) guidance. For Wales, key statutory guidance expected to be followed is '[Keeping Learners Safe](#)' (KLS). For Northern Ireland, the key guidance expected to be followed for Schools is '[Safeguarding and Child Protection in Schools](#)' and '[Northern Ireland Further Education Colleges Policy Framework, Safeguarding, Care & Welfare Policy](#)' for the FE sector. For Scotland, the key statutory guidance expected to be followed is the '[Child Protection and Safeguarding Policy](#)'. For Overseas Territories we would expect them to follow the regulations and guidance applicable in their own territory.

We also have the expectation that sending organisations comply with relevant UK legislation and relevant legislation in the country/territory of each partner when planning and executing a mobility.

This would include the UK Data Protection Act 1998, and legislation/statutory guidance relevant at any time to the safeguarding and protection of children and vulnerable adults (for example, the 'UN Convention on the Rights of the Child', 'The Children Act, 1989', 'Safeguarding Vulnerable Groups Act, 2006', 'Protection of Vulnerable Groups (Scotland) Act 2007' and the 'Safeguarding Vulnerable Groups (NI) Order 2007).

All participating organisations should have procedures in place for organising off-site educational visits. Organisations wishing to participate in the Turing Scheme must have in place:

- an up-to-date safeguarding or child protection policy
- a code of conduct
- a clear mechanism for reporting any safeguarding concerns.

An individual at the top level within the organisation must take responsibility for child protection

arrangements, including the commissioning or provision of services. The Child Protection Policy must be signed by the most senior person in the organisation, and it must be written clearly, accessible and available to all stakeholders including children.

Please note that a safeguarding checklist will be sent to all successful Turing Scheme applicants. This will need to be completed if any participants under the age of 18 are part of the project activity.

The Delivery Partner may request evidence that the appropriate safeguarding and health and safety steps have been taken. Any non-compliance or issues in this area may result in further action from the Delivery Partner, which could include the termination of the grant funding agreement.

Visit leaders must have met with the designated safeguarding lead (or equivalent) and considered the arrangements which need to be in place in both countries/territories to ensure the wellbeing of all pupils, including a clear referral pathway to report any concerns. The following safeguarding areas must be addressed before a mobility.

Planning

- appropriate risk assessments have been completed and the local authority notified of the visit
- work has been carried out with partner schools overseas to ascertain the nature of any safeguarding policies and procedures. This should include the types of criminal record checks that have been carried out and any other intelligence gathered where children will be staying with families. Details provided of the expectations they have of host families have been confirmed in writing
- when feasible and where a visit is being arranged for the first time or involves a significant number of new staff members, a preliminary visit has been carried out
- where participants aged 18 or above are taking part in the project, this has been assessed and additional consideration has been given to the age of their partners. Consideration must be given to the need for students to have suitable insurance.

School staff

- all adults (staff or otherwise) engaged in regulated activity with under 18-year-olds as part of the placement must undergo an enhanced disclosure and barring service (DBS), Disclosure Scotland, Access NI check or the equivalent criminal check in the Overseas Territory
- ratios of staff to participants must have been agreed with consideration given to the age of the participants, whether any have special needs, the nature of the visit and activities, the experience of the accompanying participants, the duration of the visit and any overnight stays
- all accompanying staff members have been informed of their roles and responsibilities during the visit
- safe recruitment procedures are in place to carefully screen applicants (staff and volunteers) and to help prevent unsuitable individuals working with children
- clear whistleblowing procedures are suitably referenced in staff training and codes of conduct
- there is appropriate support for staff, including undertaking mandatory induction and child protection training
- staff are aware of any known health conditions the children may have including any medication
- all staff have detailed information about parent's emergency contact details.



Children with disabilities

- all planning and exchanges take into consideration any young person with a disability (as defined by the Equality Act 2010).

Information for parents/guardians

- information has been provided to parents/guardians/carers about how welfare concerns or instances of abuse can be reported and how these will be managed
- parents/guardians/carers of children involved in the visit have full details of where their child is staying, a full itinerary of the visit and emergency contact numbers
- expectations regarding behaviour of children (code of conduct) have been communicated to parents.

Host families (where applicable)

- every reasonable step must be taken to ensure the safety and well-being of participants when they stay with families. Selection and management of host families is crucial to ensuring the safety and protection of children.

Procedures for selecting host families

- the visit leader has ensured that the host school has a procedure in place to assess the suitability of homestays and obtained confirmation in writing
- the selection of host families includes police checks (where possible) self-declaration forms (where applicable), code of conduct, house rules, home visit checks, verification of family structure and suitability of sleeping arrangements

- selection procedures have been communicated to parents, guardians or carers and their written agreement obtained to confirm satisfaction
- families and children have been carefully matched with consideration given to gender, diet, religious belief, and additional needs.

Accommodation during visit

- all children have his/her own bed in a room of someone of their own gender, or a separate bedroom
- all children have privacy whilst dressing, washing, and using toilet facilities.

Reporting of safeguarding concerns

- specific guidance has been provided for children on how to report any risks or situations which make them feel uncomfortable. This to include who is the Designated Safeguarding Lead, or equivalent
- children and host families are aware of a 24-hour contact number and have been fully briefed as to procedures should problems arise. Staff agree to respond to any concerns immediately and to be available to answer any messages or calls straight away
- there is a process for recording all child protection incidents/allegations/concerns. This to include those that do not meet the threshold requiring the safeguarding lead or head teacher to be alerted
- contingency measures are in place if a child needs to move from the host family for any reason.

Any child protection incident should be communicated to the Delivery Partner at Turing-scheme@capita.com.

Complaints



The Delivery Partner defines a complaint as dissatisfaction with the service provided by the Delivery Partner or by organisations that are in receipt of Turing Scheme funding. Complaints can be made by Turing Scheme applicants, funded organisations and from members of the public who have interacted with us. Complaints can be submitted to the Delivery Partner at any time and relate to any stage of an application or project lifecycle.

Customers wishing to make a formal complaint are required to complete a complaints form where the nature of the complaint can be outlined. Once the complaint form has been received it is logged and assigned for investigation and response by Delivery Partner staff. The Delivery Partner will acknowledge receipt of the complaint within three working days and aims to provide a full and final response to the complaint within 10 working days.

In cases where the complainant is unhappy with the Delivery Partner's initial response, the Delivery Partner will escalate the complaint internally. The final escalation route is to the DfE, who will then make the final decision.

To obtain a form, please contact Turing-scheme@capita.com.

Annex A - Widening access to disadvantaged groups

We have used a broad basket of measures to define what we mean by disadvantaged groups.



We recognise that institutions may identify participants who do not strictly meet our definition of disadvantage but have a very strong case for the extra support that disadvantaged participants will receive.

In addition to those groups that are included within the definition of financial disadvantage, there are a number of groups that are underrepresented in international placements. These include ethnic minority students, part-time students, disabled students or those with special educational needs, mature students, and students who are first in their family to attend university. We encourage applicants to set out in their bid if their institution will seek to widen access to participants from these groups.

For the purposes of the Turing Scheme, we are defining participants as coming from a disadvantaged background if they meet one or more of the criteria detailed below.

Higher education participants

- students with an annual household income of £25,000 or less
- students receiving Universal Credit or income-related benefits because they are financially supporting themselves or financially supporting themselves and someone who is dependent on them and living with them, such as a child or partner
- care leavers and students who are care experienced. This refers to anyone who has been or is currently in care or from a looked after background at any stage of their life, no matter how short, including adopted children who were previously looked after or those who access the Care Experienced Bursary in Scotland

- **students who have caring responsibilities.** A carer is anyone who has a commitment to providing unpaid care to a family member or friend who could not cope without their support
- **estranged students.** Those who are irreconcilably estranged from their parent(s). To be considered irreconcilably estranged, the student won't have had any written or verbal contact with either parent – usually for 12 months or more - and this is unlikely to change
- **refugees and asylum seekers.**

Further education and vocational education and training participants

- **students with an annual household income of £25,000 or less**
- **students receiving Universal Credit or income-related benefits** because they are financially supporting themselves or financially supporting themselves and someone who is dependent on them and living with them, such as a child or partner.
- **learners in care or who are care experienced.** This refers to anyone who has been or is currently in care or from a looked after background at any stage of their life, no matter how short, including adopted children who were previously looked after.
- **students who have caring responsibilities.** Caring responsibilities refers to a child or young person up to the age of 25 who provides (unpaid) care or intends to provide care for another person in, or outside of, the family home for someone who is physically or mentally ill, disabled or misusing drugs or alcohol.
- **learners entitled to free meals**
- **refugees and asylum seekers.**

Schools participants

- **students with an annual household income of £25,000 or less**
- **pupils who are/were entitled to free school meals** at any point in the past six years as a result of being in a low-income household. There are differences in how this term is applied across the UK so please review the appropriate measure in the relevant administration.
 - receiving free school lunches in reception class, year 1 and year 2 (England) or primary 1, 2 and 3 (Scotland) does not automatically meet the criteria for Turing Scheme disadvantaged funding
- **children who are care-experienced, in care and those who have left care through adoption or other formal routes**
- **refugees and asylum seekers.**
- **students / households receiving income related benefits.**





Widening access

The following groups will not benefit from additional grant funding unless they are also represented in the group identified above but we would welcome bids that featured the following groups as they are under-represented in outward mobilities.

Ethnic minorities. This refers to all ethnic minority groups.

Special educational needs and disability (SEND). As defined in [Annex B](#).

Part-time students. Part-time includes students recorded as studying part-time or studying full-time on courses lasting less than 24 weeks, on block release, or studying during the evenings only.

Mature students. This refers to students who are over 21 years of age at the beginning of their undergraduate studies, or over 25 years of age at the beginning of their postgraduate studies.

First in their family to attend university. This refers to students who are the first generation to go to university even if the following have gone:

- brothers or sisters
- husband, wife, or partner
- biological parents of applicants who have been adopted
- a parent with the student has had no contact during their secondary and post-16 education (or longer)
- foster parents
- care workers
- uncles, aunts, and other members of the students extended family.

A student would not be recognised as being first in the family if the following have gone to university or are currently doing so:

- parents
- stepparents, a parent's unmarried partner living in the household and adoptive parents who throughout the three-year period prior to the start of their university course have been living in the same household as them.

Annex B - Special educational needs and disabilities definition



This includes providing participants with grants to help cover the general costs of living while they are abroad.

Higher Education

Eligible HE students will meet one or more of the following criteria:

- having a disability as defined in the Equality Act 2010, for participants from English, Scottish and Welsh Higher Education Providers and/or
- having a disability as defined in the Disability Discrimination Act (DDA) 1995, for participants from Northern Irish higher education providers.

FE/VET & Schools

Eligible FE/VET and Schools' students will meet one or more of the following criteria:

- being identified by the school or college that they attend as having special educational needs; and/or
- having a disability as defined in the Equality Act 2010; and/or
- having a disability as defined in the Disability Discrimination Act (DDA) 1995, for participants from Northern Ireland Schools and FE providers.

Annex C - Cost of living in overseas placements



Under the Turing Scheme, UK organisations with successful applications will receive funding towards delivering overseas placements. This includes providing participants with grants to help cover the general costs of living while they are abroad.

The amount of funding provided towards the cost of living for each participant will vary depending on the sector and destination country/territory.

Destination countries/territories will be grouped into three categories:

- **Group 1** (high cost of living)
- **Group 2** (medium cost of living)
- **Group 3** (lower cost of living).

Below you can find details of which countries/territories are in each group. The funding rates for each country/territory group can be found under travel cost headings under each sector in the guide.

Group 1 (High cost of living)

- | | |
|--|--|
| <ul style="list-style-type: none"> • American Samoa • Australia • Bahamas • Barbados • Bermuda • Canada • Cayman Islands • Cook Islands, Tokelau and Niue • Cuba • Israel • Japan • Kiribati | <ul style="list-style-type: none"> • New Caledonia • New Zealand • North America not otherwise specified • Papua New Guinea • Puerto Rico • Samoa • Solomon Islands • Switzerland • Turks and Caicos Islands • USA • Vanuatu • Venezuela |
|--|--|

Group 2 (Medium cost of living)

- Africa not otherwise specified
- Andorra
- Antarctica and Oceania not otherwise specified
- Antigua and Barbuda
- Austria
- Belgium
- Belize
- Brazil
- British Indian Ocean Territory
- British Virgin Islands
- Bulgaria
- Canary Islands
- Caribbean not otherwise specified
- Central America not otherwise specified
- Cote d'Ivoire
- Croatia
- Curaçao
- Cyprus
- Czech Republic
- Denmark
- Egypt
- Estonia
- Europe not otherwise specified
- European Union not otherwise specified
- Falkland Islands
- Faroe Islands
- Finland
- France
- French Guiana
- Germany
- Gibraltar
- Greece
- Hong Kong
- Hong Kong
- Hungary
- Iceland
- Ireland
- Italy
- Laos
- Latvia
- Liechtenstein
- Lithuania
- Luxembourg
- Malta
- Martinique
- Monaco
- Netherlands
- North Macedonia
- Norway
- The Occupied Palestinian Territories
- Poland
- Portugal
- Romania
- Serbia
- Slovakia
- Slovenia
- South Georgia and The South Sandwich Islands
- South Korea
- Spain
- St Kitts and Nevis
- St Lucia
- St Vincent and The Grenadines
- Svalbard and Jan Mayen
- Sweden
- Turkey
- Uruguay

Group 3 (Lower cost of living)

- Afghanistan
- Albania
- Algeria
- Angola
- Argentina
- Armenia
- Azerbaijan
- Bahrain
- Bangladesh
- Belarus
- Benin
- Bhutan
- Bolivia
- Bosnia and Herzegovina
- Botswana
- Brunei
- Burundi
- Cambodia
- Cameroon
- Cape Verde
- Central African Republic
- Chad
- Chile
- China
- Colombia
- Costa Rica
- Democratic Republic of the Congo
- Dominica
- Dominican Republic
- Ecuador
- El Salvador
- Eswatini
- Ethiopia
- Fiji
- The Gambia
- Georgia
- Ghana
- Guinea
- Guyana
- Haiti
- Honduras
- India
- Indonesia
- Iran
- Iraq
- Jamaica
- Jordan
- Kazakhstan
- Kenya
- Kosovo
- Kuwait
- Kyrgyzstan
- Lebanon
- Liberia
- Libya
- Macao
- Madagascar
- Malawi
- Malaysia
- Maldives
- Mali
- Mauritania
- Mauritius
- Mexico
- Moldova
- Mongolia
- Montenegro
- Morocco
- Mozambique
- Myanmar (Burma)
- Namibia
- Nepal
- Nicaragua
- Nigeria
- Oman
- Pakistan
- Panama
- Paraguay
- Peru
- Philippines
- Qatar
- Russia
- Rwanda
- Saudi Arabia
- Senegal
- Seychelles
- Sierra Leone
- Singapore

Group 3 (Lower cost of living)

- Somalia
- South Africa
- Sri Lanka
- Sudan
- Taiwan
- Tajikistan
- Tanzania
- Thailand
- Togo
- Trinidad and Tobago
- Tunisia
- Uganda
- Ukraine
- United Arab Emirates
- Uzbekistan
- Vietnam
- Zambia
- Zimbabwe

Annex D - Officially recognised education providers in each British Overseas Territory



Overseas Territory	Education Provider	
Anguilla	<p>Primary schools</p> <ul style="list-style-type: none"> • Alwyn Allison Primary School, West End • Adrian T. Hazell Primary School, South Hill • Orealia Kelly Primary School, Stoney Ground • Valley Primary School, The Valley • Morris Vanterpool Primary School, East End • Vivian Vanterpool Primary School, Island Harbour 	<p>Secondary schools</p> <ul style="list-style-type: none"> • Albena Lake Hodge Comprehensive School <p>Private schools:</p> <ul style="list-style-type: none"> • Central Christian School, The Valley • Omololu International School, The Valley
Bermuda	<p>Primary schools</p> <ul style="list-style-type: none"> • East End Primary • St. George's Preparatory • St. David's Primary • Francis Patton Primary • Harrington Sound Primary • Elliot Primary • Prospect Primary • Victor Scott Primary • Northlands Primary • West Pembroke Primary • Gilbert Institute 	<p>Middle schools</p> <ul style="list-style-type: none"> • Clearwater Middle School • Whitney Institute Middle School • Dellwood Middle School • T. N. Tatem Middle School • Sandy's Secondary Middle School <p>Senior schools</p> <ul style="list-style-type: none"> • Cedar Bridge Academy • The Berkeley Institute

Overseas Territory	Education Provider	
Bermuda continued	<p>Primary schools</p> <ul style="list-style-type: none"> • Paget Primary • Purvis Primary • Heron Bay Primary • Port Royal Primary • Dalton E. Tucker Primary • West End Primary • Somerset Primary 	<p>Special needs schools</p> <ul style="list-style-type: none"> • Dame Marjorie Bean Hope Academy • Success Academy II <p>Private colleges</p> <ul style="list-style-type: none"> • Bermuda College • Bermuda High School • Bermuda Institute • Mount Saint Agnes • Saltus Grammar School • Somersfield Academy • Warwick Academy
British Virgin Islands	<p>Pre-primary schools</p> <ul style="list-style-type: none"> • Enid Scatliffe Pre-Primary School <p>Primary schools</p> <ul style="list-style-type: none"> • Enis Adams Primary School • Belle Vue (Joyce Samuel) Primary School • Ivan Dawson Primary School • Leonora Delville Primary School • Francis Lettsome Primary School • Alexandrina Maduro Primary School • Isabella Morris Primary School • Robinson O’Neal Memorial Primary School • Althea Scatliffe Primary School • Ebenezer Thomas Primary School • Jost Van Dyke Primary School • Willard Wheatley Primary School <p>Primary and secondary schools</p> <ul style="list-style-type: none"> • Claudia Creque Educational Centre • Bregado Flax Educational Centre 	<p>High schools</p> <ul style="list-style-type: none"> • Elmore Stoutt High School <p>Tertiary</p> <ul style="list-style-type: none"> • H. Lavity Stoutt Community College <p>Other</p> <ul style="list-style-type: none"> • Eslyn Richiez Learning Centre • Pre-Vocational Centre <p>Private schools</p> <ul style="list-style-type: none"> • BVI Seventh Day Adventist School • Cedar School • Century House Montessori School • Cornerstone School • Ciboney • St. George’s School • Valley Day School
Cayman Islands	<p>Primary schools</p> <p>Grand Cayman</p> <ul style="list-style-type: none"> • Theoline L. McCoy Primary School • Sir John A. Cumber Primary School • Edna M. Moyle Primary School • George Town Primary School • East End Primary School • Prospect Primary School • Red Bay Primary School • Savannah Primary School 	<p>Private schools</p> <ul style="list-style-type: none"> • Cayman Academy • Grace Christian Academy • St. Ignatius Catholic School • Cayman Prep and High School • Cayman International School • Triple C School • Truth For Youth School • First Baptist Christian School • Wesleyan Christian Academy • Hope Academy

Overseas Territory	Education Provider	
Cayman Islands continued	<p>Cayman Brac</p> <ul style="list-style-type: none"> • Creek and Spot Bay Infant School • Creek and Spot Bay Junior School • West End Primary School <p>Little Cayman</p> <ul style="list-style-type: none"> • Little Cayman Education Service <p>Secondary schools</p> <p>Grand Cayman</p> <ul style="list-style-type: none"> • John Gray High School • Clifton Hunter High School • Cayman Islands Further Education Centre <p>Cayman Brac</p> <ul style="list-style-type: none"> • Layman E. Scott Sr. High School 	<p>Special school</p> <p>Grand Cayman</p> <p>Lighthouse School</p> <p>Further education</p> <ul style="list-style-type: none"> • Cayman Islands Further Education Centre <p>Public universities</p> <ul style="list-style-type: none"> • University College of the Cayman Islands • Truman Bodden Law School (affiliated with the University of Liverpool) <p>Private universities</p> <ul style="list-style-type: none"> • International College of the Cayman Islands • St Matthew's University
Falkland Islands	<ul style="list-style-type: none"> • Stanley Infant/Junior School (IJS) • Falkland Islands Community School (FICS) 	
Gibraltar	<p>Primary schools/ middle schools</p> <ul style="list-style-type: none"> • Bishop Fitzgerald Upper Primary School • St Anne's Upper Primary School • St Bernard's Upper Primary School • St Joseph's Upper Primary School • Hebrew Primary School • Governor's Meadow Lower Primary School • Notre Dame Lower Primary School • St Bernard's Lower Primary School • St Joseph's Lower Primary School • St Mary's Lower Primary School • St Paul's Lower Primary School • Loreto Convent Primary School (private) 	<p>Secondary schools</p> <ul style="list-style-type: none"> • Bayside Comprehensive School • Westside Comprehensive School • Prior Park High School (private) • Hebrew High Girls School (private) • Hebrew High Boys School (private) <p>Further education</p> <ul style="list-style-type: none"> • Gibraltar College <p>Special schools</p> <ul style="list-style-type: none"> • St Martin's Special School <p>Tertiary</p> <ul style="list-style-type: none"> • University of Gibraltar
Montserrat	<p>Primary schools</p> <ul style="list-style-type: none"> • St Augustine Primary School • Brades Primary School • Lookout Primary School 	<p>Tertiary education</p> <ul style="list-style-type: none"> • Montserrat Community College • University of the West Indies- Open Campus • University of Science and Technology <p>Secondary education</p> <ul style="list-style-type: none"> • Montserrat Secondary School

Overseas Territory	Education Provider	
Pitcairn Islands	<ul style="list-style-type: none"> • One school on Pitcairn Island 	
St Helena	Primary schools <ul style="list-style-type: none"> • Pilling Primary Schools • Harford Primary School • St Paul's Primary School 	Secondary <ul style="list-style-type: none"> • Prince Andrew Secondary School • St Helena Community College
Ascension	Primary/secondary <ul style="list-style-type: none"> • Two Boats School 	
Tristan da Cunha	Primary/secondary <ul style="list-style-type: none"> • St Mary's, School 	
Turks & Caicos	Public primary schools <ul style="list-style-type: none"> • Adelaide Oemler Primary School • Charles Hubert James Primary School • Doris Robinson Primary School • Eliza Simons Primary School • Enid Capron Primary School • Mary Robinson Primary School • Ona Glinton Primary School • Oseta Jolly Primary School • Ianthe Pratt Primary School • Iris Stubbs Primary School • Thelma Lightbourne Primary Public secondary <ul style="list-style-type: none"> • Marjorie Basden High School • Long Bay High School • Clement Howell High School • H.J. Robinson High School • Raymond Gardiner High School Tertiary <ul style="list-style-type: none"> • Charisma University • Turks and Caicos Islands Community College • University of the West Indies Open Campus • Centre for Marine Resource Studies - School for Field Studies 	Private <ul style="list-style-type: none"> • Acton Academy (primary) • Alpha Christian Academy (pre/primary/secondary) • Ashley Learning Centre (Special education) • B.E.S.T. Institute (pre/primary) • Calvary Christian School (pre/primary) • Champions for Christ International School of Excellence (primary/secondary) • Community Christian Academy (pre/primary) • Elite High School (primary/secondary) • Faith Preparatory (pre/primary) • Holy Family Academy (pre/primary/secondary) • International School of the TCI (pre/primary/secondary) • Lighthouse Christian School (pre/primary/secondary) • M.I.L.L.S. Institute (day care/pre/primary) • Maranatha Academy (secondary) • Precious Treasures Pre & Primary School (day care/pre/primary/secondary) • Providence International Academy Turks and Caicos (primary) • Providenciales Primary School (pre/primary/secondary) • Provo Christian School (pre/primary) • Richmond Hills Preparatory (pre/primary) • Shining Stars Preparatory (pre/primary) • TCIPS Comprehensive High (secondary) • Wesley Methodist School (pre/primary/secondary) • British West Indies Collegiate (secondary & grade 6)

Overseas Territory	Education Provider
British Indian Ocean Territory	<ul style="list-style-type: none"><li data-bbox="359 293 539 322">• No schools
South Georgia and South Sandwich Islands	<ul style="list-style-type: none"><li data-bbox="359 389 539 418">• No schools
British Antarctic Territory	<ul style="list-style-type: none"><li data-bbox="359 557 539 586">• No schools

Annex E - Financial management and governance declaration



The checklist below requires the applicant to confirm that they have considered and put in place appropriate financial governance, internal controls and risk management in order to oversee the delivery of the Funded Mobilities. A copy of this declaration is to be uploaded as part of the application process.

All arrangements must be in place before any Funded Activity takes place and the Delivery Partner has the right to request a copy of all supporting documentation at any time. Review of financial and governance arrangements will also be covered as part of compliance audits.

Grant Recipient Financial Management and Governance Declaration

Statement(s)	Please enter Yes / No / N/A	Please provide justification if 'No' or 'N/A' and comments (as required):
<p>We confirm that we have:</p> <ul style="list-style-type: none"> • a regular, internal financial and performance reporting process on Funded Mobilities, at an appropriate level within the legal entity or organisation • a document detailing the organisational structure which indicates the responsibilities, reporting lines and committee/board structure, ensuring Funded Mobilities are reported at an appropriate level within the legal entity or organisation • Terms of Reference for all the boards/committees and including where these report to, the length of office for members and the frequency of meetings. 		

Statement(s)	Please enter Yes / No / N/A	Please provide justification if 'No' or 'N/A' and comments (as required):
<p>We confirm that we have the following key policies in place, which are expected when dealing with public funds and that these have been approved by our governing body or trustees (or equivalent):</p> <ul style="list-style-type: none"> • a Fraud policy • a Scheme of Delegation\Authority and financial limits • a Whistleblowing policy • a Risk Management policy and Register • a Business Interest policy and Register • a Gifts and Hospitality policy and Register. 		
<p>We confirm that we have adequate insurance covering all the risks we face including the below categories:</p> <ul style="list-style-type: none"> • Building amount covered if applicable • Contents value • Public Liability • Employers Liability • Professional Indemnity • Business Continuity 		
<p>We confirm that controls are in place in relation to Turing Scheme Funded Mobilities as follows:</p> <ul style="list-style-type: none"> • systems in place to ensure payments are being paid promptly to Turing Scheme participants • regular reconciliations being undertaken and reviewed by appropriate members of staff. 		
<p>We confirm that when processing personal data, we will comply with the relevant data protection legislation applicable in our country in respect to the administration of all data relating to the Project.</p>		
<p>We confirm that we prepare annual budgets which are reported against on a regular basis to the governing body or trustees (or equivalent) with any variances investigated and explained.</p>		

Project Number **Organisation**

Job Title/Position

Signature **Date**

This checklist must be completed fully and signed by the Chief Finance Officer, or someone with appropriate delegated authority. Please upload a copy of this declaration along with your completed application.

Annex F - Grant rates



Under the Turing Scheme, UK organisations with successful applications will receive funding towards delivering placements. This will include providing participants with grants to help cover travel expenses and costs of living and operational funding for delivering the projects.

Organisational support

Organisational support will be made available towards the costs directly linked to the administration and implementation of a placement. Under each project, £315 will be provided per participant for the first 100 participants. From the 101st participant onwards, £180 will be provided per participant.

For example, organisational support can be used to:

- cover the cost of administrative support, such as staff salaries and equipment
- promote the scheme within your institution (such as providing print or online materials, hosting events for potential participants and their parents or guardians etc.)
- cover the cost of IT such as licences for software, if this is appropriate and required to support the scheme
- support linguistic preparation for participants and preparatory workshops / events.

Travel costs

An amount of funding will be provided to go towards the direct costs of travel for a placement. This will be dependent on distance between the sending and destination provider and will support the cost of the round trip. This will be available to the following participants:

- HE participants from disadvantaged backgrounds
- all participants from the FE/VET sector
- all participants from the Schools' sector.

All amounts available have been outlined below.

- 10 to 99km: £20
- 100 to 499km: £165
- 500 to 1999km: £250
- 2,000 to 2,999km: £325
- 3,000 to 3,999km: £480
- 4,000 to 7,999km: £745
- 8,000 to 12,000km: £905
- 12,000km+: £1,360.

Please use [Google Maps](#) to calculate distance following the below steps:

- right-click on the starting location
- choose 'Measure distance'
- click on the destination to create a path to measure.

Exceptionally Expensive Travel

The scheme will also provide financial assistance towards exceptionally expensive travel to all Schools, FE/VET participants and HE participants from a disadvantaged background. The funding is specifically to support expensive travel if applicants can justify that the standard funding for travel under the Turing Scheme does not cover at least 70% of the travel costs of participants. Participants can receive up to 80% of actual costs. Assessors will reduce the expensive travel cost claim if the request is considered too large or a clear justification has not been provided. Applicants must therefore provide a detailed justification and breakdown of their claim. Please see [payments section](#) for information on how actual costs are evidenced.

Cost of Living

An amount of funding will be provided to go towards the general cost of living for each participant. This will vary depending on sector and/or destination country/territory. Destination countries/territories are grouped into three categories: Group 1 (high cost of living), Group 2 (medium cost of living), Group 3 (lower cost of living).

Please note that the full list of destination countries/territories within each group can be found at [Annex C](#) and is also available on the [Turing Scheme website](#).

Higher Education

HE student placements with a total duration of four to eight weeks will receive:

- £545 per month (equal to £136.25 per week for Group 1 destinations)
- £480 per month (equal to £120 per week for Group 2 and 3 destinations).

HE student placements with a total duration of nine weeks to twelve months will receive:

- £380 per month (for Group 1 destinations)
- £335 per month (for Group 2 and 3 destinations)

Please note that placements lasting nine weeks to twelve months will receive the rates identified for this category for the full duration of the mobility and not the higher rates for the initial period of eight weeks.

Please note: the minimum duration of 4 weeks for HE is equal to 28 calendar days.

FE/VET

For learners on an FE and VET placement, they will receive:

- to Group 1 destinations: £109 per day for the first 14 days, £76 per day after the 14th day
- to Group 2 destinations: £94 per day for the first 14 days, £66 per day after the 14th day
- to Group 3 destinations: £80 per day for the first 14 days, £56 per day after the 14th day.

Schools

Pupils and accompanying staff on a school placement to any destination will receive:

- £53 per day for the first 14 days
- £37 per day from the 15th day onwards.

This is calculated based on the duration of the activity per participant (if necessary, including one travel day before the activity and one travel day following the activity).

Additional support for participants from disadvantaged backgrounds

Exceptional costs – all sectors

Participants from disadvantaged backgrounds across all sectors will receive funding for exceptional costs. Exceptional costs are calculated on an actual cost basis and are specifically for any additional costs incurred to support the participation of disadvantaged participants. Funding covers costs such as passports, visas, insurance, as necessary. Please see [payments section](#) for information on how actual costs are evidenced.

Higher Education

Participants on an HE placement meeting the disadvantaged background criteria outlined in [Annex A](#) will receive an additional £110 per month to their cost-of-living grant. As such, the total cost of living grant funding provided to students from disadvantaged backgrounds will be as follows:

For placements with a total duration of four to eight weeks:

- £655 per month (equal to £163.75 per week to Group 1 countries or territories)
- £590 per month (equal to £147.50 per week to Group 2 and 3 countries or territories).

For placements with a total duration of nine weeks to twelve months:

- £490 per month (equal to £122.50 per week to Group 1 countries or territories)
- £445 per month (equal to £111.25 per week to Group 2 and 3 countries or territories).

Please note that placements lasting nine weeks to twelve months will receive the rates identified for this category for the full duration of the mobility and not the higher rates for the initial period of eight weeks.

For HE students who do not meet the above criteria for additional support, there may be other grants available to cover some travel expenses, relevant to the student finance system relevant to the participant:

- **England** – Studying abroad: travel grants for students (England) www.gov.uk/travel-grants-students-england
- **Scotland** – [Guide to undergraduate funding – SAAS](#)
- **Wales** – www.studentfinancewales.co.uk/undergraduate-students/new-students/whatfinancial-support-is-available/travel-grant.aspx
- **Northern Ireland** – [Spending part of your degree course abroad | NI direct and How much full time undergraduate Travel Grant for NI students can I get? - Student Finance NI](#)
- participants from British Overseas Territories should check with their government's education department for the details of support available to them.

Linguistic support – FE/VET Only

Linguistic support refers to language preparation for placements over 19 days, undertaken by learners before their placement starts. Linguistic support is provided in form of a financial grant to FE/VET participants (£135 per participant) to cover expenses such as classroom courses or learning materials for the language used within the host organisation, as well as day-to-day vocabulary in the language of the host country/territory, to ensure learners will be ready to live and work in a different environment and in a different country/territory. Linguistic preparation plans must be relevant and appropriate to the participant's FE or VET qualification, as well as proportional to the length of their placement.

Additional support for those with special educational needs (SEN) and/or disabilities

To enable students with special educational needs (SEN) and/or disabilities to access the Turing Scheme, such participants can have up to 100% of their actual costs met for support that directly relates to their additional needs and the mobility. Please see [payments section](#) for information on how actual costs are evidenced.

One such example is pre-mobility visits by the sending organisations: these can be carried out and funded by the Turing Scheme, provided that funding for this is not already available. These can be done to carry out risk assessments and ensure participants will be able to equally access and take part in all elements of a placement. Funded 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.

Participants should not be in receipt of this funding if they have already received funding for the same purpose from another source. Please see the Double Funding section of the guide for further information.



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The Turing Scheme Delivery Partner [Capita.com](https://www.capita.com). For any questions on the Turing Scheme please email the Service Centre on Turing-scheme@capita.com.