

NEWSLETTER
CALL FOR PROJECTS UNDER ERASMUS+
incl. CHAIN5 and members

Content

1	Introduction	1
2	What kind of actions	1
3	Explanation and topics per action	2
3.1	Small Scale Partnerships	2
3.2	Centres of Vocational Excellence	3
4	Contact about possibilities for cooperation under the Erasmus+ programme	4
5	Parts of the manual	4
5.1	Small Scale Partnerships	4
5.2	Centres of Vocational Excellence	5
6	Extra: The Turing Scheme – in the UK	8

1 Introduction

It is certainly possible that you have already been able to familiarize yourself with the new Erasmus+ programme in your position or within your organization. A lot of money will be available in the coming years, especially for exchanging students, collaborating on programmes and having networks based on internationalization.

As CHAIN5, it seems interesting enough to see how our European community of practice for level 5 qualifications can be involved in this. We believe that the following possibilities arise, given the explanation provided by the European Agency on behalf of the European Commission:

- There are members within CHAIN5 who want to apply for a project or other activity and are of the opinion that CHAIN5 can be a partner. This can mainly concern the use of the community, for the dissemination of (interim) results, the organization of seminars and webinars or the use of the conferences to provide workshops and presentations.
- There are subjects that lend themselves to an application by a number of CHAIN5 members, in view of the associated objectives. In that case, a working group can be formed within CHAIN5 to prepare and submit the application, having one of the members for the 'project management'. Experts within CHAIN5 can also contribute to this, to prepare the documents and to provide additional information. Also in this case CHAIN5 can be a partner, given the possibilities that the community offers, as a broad network.

2 What kind of actions

All kinds of actions are possible within Erasmus+. That means that we have made a choice, especially looking at the objectives of CHAIN5. Naturally, all members are also free to approach us for other actions and projects, to see whether and in what way CHAIN5 can be a partner or possibly be added to the list of organizations that are willing to play a role in the implementation.

It concerns the following two actions:

1. Small Scale Partnerships (submission before November 3, 2021)
2. Centers of Vocational Excellence (to be submitted before September 7, 2021).

3 Explanation and topics per action

For these actions, we list a number of things that can be included in this, in view of the subjects that are seen as spearheads by the European Commission. These should actually be included in a project and the relevant application, otherwise a considerable risk is taken, with the chance that a rejection will take place.

In section 5 below, we provide the most relevant passages from the manual associated with Erasmus+ for both actions. Of course we will soon consider together what role we can play as CHAIN5, when it comes to the application, filling in the forms, providing the necessary texts and substantiating the organizational and financial matters.

Obviously, this role has to do with our position, but as said, if it is clear who is taking the lead or who wants to sit with us in a working group, we will have an online meeting will discuss which agreements are possible.

3.1 Small Scale Partnerships

It must be possible to establish at least a partnership in conjunction with CHAIN5. Maybe it could be more than one, but that also depends on the interest from the members of CHAIN5 to be part of a partnership. It should be noted, however, that an SSP must already be started before submitting the application and asking for a budget for the upcoming activities. That is why we will examine with the group that will be working on the application how the partnership can already be given shape after the summer holidays (although the membership of CHAIN5 can of course already form a good basis).

To indicate the possibilities for such a partnership, we are thinking about using one or more of the following aspects and goals:

- It concerns cooperation between organizations (institutions) involved in offering qualifications at level 5 of the EQF.
- It may concern qualifications that fit into horizontal learning pathways, i.e. at level 5, with the use of Higher Education, Higher Vocational-Profession Education (Higher VET) and Business Education and Training (Business Diplomas and Certificates - non-formal education), to look at permeability, progression routes and the use of 'recognition of prior learning'.
- It is also interesting to look at the use of learning trajectories as mentioned above, but in a vertical context. This means that it concerns learning pathways that can run from level 4 to level 6, via the use of qualifications at level 5, and across the HE, HVPE and BET sectors. This involves examining which target groups make use of it and how this is linked to the world of work.
- In this context, it is important to highlight the role of institutes that offer VET qualifications up to and including level 4 and now also specifically at level 5 within the national context.
- Aspects of the learning pathways that must certainly be included is the use of dual education (work-based learning and apprenticeships) and recognition and validation of prior learning.
- Given the focus of Erasmus+ on 'greener education', it is an option to consider whether within a region, cooperation between HE, HVPE and BET institutions can be achieved in such a way that travel for students using those learning pathways can be limited. This can be done by working with each other's licenses, coordinating the programmes and using online learning.
- The development of systems that make use of units of training, diplomas and certificates, to be classified under what we now call 'micro-credentials', should make it possible to arrive at regional projects for people who now make virtually no use of education, training and education. This can be done by involving students in level 5 courses (formal and funded by the government) by using parts of a programme to work in groups with people who have no money for education or who are more distant from the labour market. They can participate under the supervision of those students, which leads to a certificate (a micro-credential).
- Dissemination can take place via digital platforms, national and European, by providing a series of publications etc. every month.

3.2 Centres of Vocational Excellence (CoVEs)

Further on in this newsletter you will find a number of passages from the manual when it comes to setting up a platform for CoVEs. We would therefore like to refer you to that. But just as with the SSP, we would like to provide a number of possible issues that can play a role in setting up such a network, given the support from CHAIN5, where relevant and possible.

Firstly, we can say that what has been stated with regard to the option for a SSP (above) can also be used to assess whether there are sufficient institutions that see the provision of qualifications at level 5 as an excellent opportunity for providing learning paths that would otherwise would not be possible.

Level 5 is relatively new in higher education (formally introduced and recognized in 2018), not being a compulsory cycle (degree) in a national system and mainly used in countries with a binary system or where the government offers the opportunity to specific institutions to generate a more professional offer in addition to universities.

Within the VET sector, growing to a higher level is also not an automatic process, certainly not if it leads to an addition to the education system with qualifications that fall under Higher Vocational-Professional Education (often still referred to as Higher VET, but that name is too restrictive). In particular, coordination with progression to higher education, at the various levels, is of vital importance when it comes to the positioning of HVPE.

Subsequently, in the entire tertiary system (so no longer talking about 'post-secondary' in the future), more and more interest in the context of flexibilization and lifelong learning will turn to what we see as Business Education and Training.

This concerns non-formal qualifications, with diplomas, certificates, units, micro-credentials, badges and other forms of naming a set of learning outcomes, for supporting a profession (and the required competences) and being able to bring them into a more formal training programme and degree qualifications.

The above classification is therefore certainly important when it comes to 'excellence at level 5'.

Secondly, the following aspects can be added, not exhaustively, and whereby a member who sees itself as a CoVE and therefore wants to participate in this application for a platform (also as a partner from the world of work), can consider what its own strong developments and unique selling points are.

- Positioning level 5 within the system as an excellence programme for students at level 4, workers and employees who aspire to a job at 5 and other target groups for which study at a higher level would otherwise not be possible.
- Demonstrate that attending and obtaining a level 5 diploma offers more job opportunities, compared to other learning pathways.
- Collaboration with the world of work on dual training at level 5, in combination with offering certificates that are relevant to a job.
- Identify comparable success factors for level 5 qualifications within the network, with a view to improving programmes in countries where their position is not yet clear.
- Role of the business community when it comes to the involvement in the setting up of the programmes, the monitoring of the quality and the level, the provision of teachers and counselors and other matters that clearly demonstrate that employers are willing to invest in level 5 qualifications.
- Continuously search within the platform for the use of common forms of cooperation at level 5 for HE, HVPE and BET.
- Together with national organizations, scan the developments in the labour market, for the near future in terms of required competences, to see how these can be translated into updating programs.
- Developing specific tools for level 5, in line with what is used within the EHEA (Bologna Process) and the private offer of tailor-made education and training for workers.
- Using online studying where relevant and possible.
- Developing standards and guidelines for internationalization, within the network of CoVEs, looking at joint programmes, exchange of staff members (teachers, experts, coordinators...) and projects for students in a hybrid format.

4 Contact about possibilities for cooperation under the Erasmus+ programme

You may already have plans for an application in the context of (one of) both actions. You may also think that CHAIN5 is a possible channel to get in touch with other institutions and organizations by forwarding a call to the members. But maybe CHAIN5 is also an interesting partner in one or more projects, so as an opportunity for disseminating outcomes, organizing meetings, contributing to the conferences of CHAIN5 and its partners in HE and VET (incl. HVPE), publishing reports, and introducing recommendations in studies conducted within Europe (i.e. in the role of intermediary).

Send an e-mail...

If this is the case, please send an email to info@chain5.net with further details about your plans. Let us agree that we will take stock of the situation on 1 May, and then have a number of online meetings in the following period in order to achieve further coordination (regardless of the correspondence that can of course take place by e-mail).

5 Parts of the manual

Below you will find a number of parts from the handbook for applications under Erasmus+, concerning the two possible activities. If a number of members have indicated that they want to participate, and in what role, we will organize online meetings in May to discuss further planning. If you would like more information in advance, we refer you to the Erasmus+ website. But of course you can also send an email to info@chain5.net and we will see what can be done best.

https://ec.europa.eu/programmes/erasmus-plus/resources/programme-guide_en

5.1 Small-scale Partnership

When to apply?

For Small-scale Partnerships in the fields of vocational education and training, school education, adult education and youth submitted by any organization in these fields.

Applicants have to submit their grant application by 3 November at 12:00:00 (midday Brussels time) **for projects starting between 1 March and 31 May** of the following year.

Setting up a project

A Small-scale Partnership project consists of four stages, which start even before the project proposal is selected for funding: planning, preparation, implementation and follow-up.

Participating organisations and participants involved in the activities should take an active role in all those stages enhancing thus their learning experience.

- Planning (define the needs, objectives, project and learning outcomes, activity formats, schedule etc.).
- preparation (planning of the activities, development of work programme, practical arrangements, confirmation of the target group(s) of envisaged activities, set up of agreements with partners etc.).
- implementation of activities.
- follow-up (evaluation of the activities and their impact at different levels, sharing and use of the project's results).

Horizontal aspects to be considered when designing your project

In addition to complying with the formal criteria and setting up sustainable cooperation arrangement with all project partners, the following elements can contribute to increasing the impact and qualitative implementation of cooperation partnerships. Applicants are encouraged to take these opportunities and dimensions into account when designing Small-scale Partnerships projects.

Environmental sustainability

Projects should be designed in an eco-friendly way and should incorporate green practices in all its facets. Organisations and participants should have an environmental-friendly approach when designing the project, which will encourage everyone involved in the project to discuss and learn about environmental issues, reflecting about what can be done at different levels and help organisations and participants come up with alternative, greener ways of implementing project activities.

Inclusion and Diversity

The Erasmus+ Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy has been devised to support a better outreach to participants from more diverse backgrounds, in particular those with fewer opportunities facing obstacles to participate in European Projects.

Organisations should design accessible and inclusive project activities, taking into account the views of participants with fewer opportunities and involving them in decision making throughout the whole process.

Digital dimension

Virtual cooperation and experimentation with virtual and blended learning opportunities are key to successful Small-scale Partnerships. In particular, projects in the field of school education and adult education are strongly encouraged to use the eTwinning, the School Education Gateway and EPAL Platforms to work together before, during and after the project activities. Projects in the field of youth are strongly encouraged to use the European Youth Portal and the European Youth Strategy.

5.2 Centres of Vocational Excellence

The initiative on Centres of Vocational Excellence (CoVEs) defines a *bottom-up approach to excellence* where institutions for vocational education and training (VET) are capable of rapidly adapting skills provision to evolving economic and social needs. It aims to foster transnational collaborative platforms, which would be difficult for isolated member states to establish in the absence of EU incentives, technical support, and mutual learning opportunities.

The concept of vocational excellence that is proposed is characterised by a *learner-centred* holistic approach in which Vocational Education and Training:

- Is an integrative part of *skills ecosystems*, contributing to regional development, innovation, inclusion, and smart specialisation strategies;
- Is part of *knowledge triangles*, working closely with other education and training sectors, the scientific community, and business;
- Enables learners to acquire vocational and key competences through *high-quality provision* that is underpinned by quality assurance, builds innovative forms of partnerships with the world of work, and is supported by the continuous professional development of teaching and training staff, innovative and inclusive pedagogies, mobility and internationalisation strategies.

Objectives of the Action

This action supports the gradual establishment and development of European platforms of *Centres of Vocational Excellence*, contributing to regional development, innovation, and smart specialisation strategies as well as to international collaborative platforms.

Centres of Vocational Excellence will operate at two levels:

1. *At national level* in a given local context, by embedding CoVEs closely in the local innovation ecosystems, and connecting them at European level.
2. *At transnational level* through platforms of Centres of Vocational Excellence to establish world-class reference points for vocational training by bringing together CoVEs that share:
 - a *common interest in specific sectors* (e.g. aeronautics, e-mobility, green and circular technologies, ICT, healthcare, etc.) or
 - *innovative approaches to tackle societal challenges* (e.g. climate change, resource depletion and scarcity, digitalisation, artificial intelligence, Sustainable Development Goals, integration of migrants, upskilling people with low qualification levels, etc.).

The platforms aim for "*upward convergence*" of VET excellence. They will be open for the involvement of countries with well-developed vocational excellence systems, as well as those in the process of developing similar approaches, aimed at exploring the full potential of VET institutions to play a proactive role in support of growth and innovation.

CoVEs are intended for organisations providing vocational education and training, at any EQF levels from 3 to 8, including the upper-secondary level, the post-secondary non-tertiary level as well as the tertiary level (e.g. Universities of applied sciences, Polytechnic institutes, etc.).

However, applications cannot include only activities that target learners at tertiary level; applications that focus on VET at tertiary level (EQF levels 6 to 8) must include at least one other VET qualification level between EQF levels 3 to 5, as well as a strong work-based learning component¹

Eligibility criteria

In order to be eligible for an Erasmus grant, project proposals for Centres for Vocational Education must comply with the following criteria:

Who can apply?

Any participating organisation legally established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.

What types of organisations are eligible to participate in the project?

Any public or private organisation active in the field of vocational education and training, or in the world of work and legally established in a Programme country or in any Partner Country (see section "Eligible Countries" in Part A of this Guide) can be involved as full partner, affiliated entity or associated partner.

For example, such organisations can be (non-exhaustive list):

- VET providers
- Companies, industry or sector representative organisations
- National/regional qualification authorities
- Research institutes
- Innovation agencies
- Regional development authorities.

Number and profile of participating organisations

The partnership must include at least *8 full partners* from a minimum of *4 Erasmus+ Programme countries* (including at least 2 EU Member States) involving:

- a) at least 1 enterprise, industry or sector representative organisation, and
- b) at least 1 vocational education and training provider (at secondary and/or tertiary level).

Further composition of the partnership should reflect the specific nature of the proposal.

Duration of project

4 years

Where to apply?

To the European Education and Culture Executive Agency (EACEA). Call ID: ERASMUS-EDU-2021-PEX-COVE.

When to apply?

Applicants have to submit their grant application by *7 September at 17:00:00 (Brussels time)*.

Setting up a project

Centres of Vocational Excellence are characterized by adopting a *systemic approach*. They are expected to go far beyond the simple provision of a quality vocational qualification. Features that characterise transnational cooperation platforms include a set of various activities grouped under the three clusters mentioned below:

- *Teaching and learning* – including providing people with skills relevant to the labour market, in a lifelong learning continuum approach; developing innovative learner-centred teaching and

¹ According to Cedefop, work-based learning refers to knowledge and skills acquired through carrying out – and reflecting on – tasks in a vocational context, either at the workplace [...] or in a VET institution. For IVET, according to the Commission report from 2013 (Work-based learning in Europe: Practices and Policy pointers), there are three forms of work-based learning: 1) alternance schemes or apprenticeships typically known as the "dual system", 2) work-based learning as school-based VET which includes on-the-job training periods in companies and 3) work-based learning integrated in a school-based programme, through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry project assignments.

For all VET terminology including work-based learning, please use the official Cedefop publication: <https://www.cedefop.europa.eu/en/publications-and-resources/publications...>

learning methodologies including distance learning resources developing modular and learner-centred transnational VET learning provision (curricula and/or qualifications) thus facilitating the mobility (including virtual mobility) of learners and staff, as well as the recognition at regional and/or national levels.

- *Cooperation and partnerships* – including contributing to the creation and dissemination of new knowledge in partnership with other stakeholders; and establishing business-education partnerships for apprenticeships, internships, sharing of equipment, including resources for distance learning, exchanges of staff and teachers between companies and VET centres, etc.
- *Governance and funding* – including ensuring effective governance at all levels involving relevant stakeholders; and making full use of EU financial instruments and funds.

A non-exhaustive list of activities corresponding to each cluster is presented in the Application Form.

The proposed activities should bring an added value and will have a direct impact on the achievement of the project results.

The project must include relevant deliverables linked to:

- at least 3 activities listed under Cluster 1 - Teaching and learning,
- at least 3 activities listed under Cluster 2 - Cooperation and partnership, and
- at least 2 activities listed under Cluster 3 - Governance and funding.

The applicant can include activities that are not listed under the three clusters above. These must demonstrate that they are particularly appropriate to meet the objectives of the call and identified needs, and must be considered and presented as part of a coherent set of activities.

CoVEs are not intended to build new VET institutions and infrastructure from scratch (although they may also do so), but instead to bring together a set of local/regional partners, such as initial and continuing VET providers, tertiary education institutions including universities of applied sciences and polytechnics, research institutions, companies, chambers, social partners, national and regional authorities and development agencies, public employment services, etc.

Projects are required to apply EU wide instruments and tools whenever relevant.

Projects must include the design of a long-term action plan for the progressive roll-out of project deliverables after the project has finished. This plan shall be based on sustained partnerships between education and training providers and key industry stakeholders at the appropriate level. It should include the identification of appropriate governance structures, as well as plans for scalability and financial sustainability. It should also ensure the appropriate visibility and wide dissemination of the work of the platforms, including at EU and national political level and include details on how the roll-out will be implemented at European, national and/or regional levels with relevant partners.

The action plan shall also indicate how EU funding opportunities (e.g. European Structural Funds, European Fund for Strategic Investment, Erasmus+, COSME, sectoral programmes), and national and regional funding (as well as private funding), can support the roll-out of the project. This should take into account national and regional smart specialisation strategies.

Expected impact

The gradual establishment and development of European platforms of Centres of Vocational Excellence is expected to increase the attractiveness of vocational education and training and to ensure that it is at the forefront of providing solutions to the challenges posed by rapidly changing skills needs.

By forming an essential part of the “knowledge triangle” – the close collaboration between businesses, education and research – and playing a fundamental role in providing skills to support innovation and smart specialisation, the Centres of Vocational Excellence are expected to ensure high quality skills and competences that lead to quality employment and career-long opportunities, which meet the needs of an innovative, inclusive and sustainable economy.

This approach is expected to pave the way for VET to act within a more comprehensive and inclusive conceptualisation of skills provision, addressing innovation, pedagogy, social justice, life-long learning, transversal skills, organisational and continuing professional learning and community needs.

By being firmly anchored within regional/local contexts while at the same time operating at transnational level, the Centres of Vocational Excellence will form strong and enduring partnerships between the VET community and the world of work at national level and across borders. They will thereby ensure the continuous relevance of skills provision and achieve results that would be difficult to obtain without knowledge sharing and sustained cooperation.

Through the wide dissemination of project outcomes at transnational, national and/or regional levels and the development of a long term action plan for the progressive roll out of project deliverables, taking national and regional smart specialisation strategies into account, individual projects are expected to engage relevant stakeholders within and outside the participating organisations and ensure a lasting impact after the project lifetime.

What are the funding rules?

This action follows a lump sum funding model. The amount of the single lump sum contribution will be determined for each grant based on the estimated budget of the action proposed by the applicant. The granting authority will fix the lump sum of each grant based on the proposal, evaluation result, funding rates and the maximum grant amount set in the call.

The maximum EU grant per project is 4 million euros.

How is the project lump sum determined?

Applicants must fill in a detailed budget table according to the application form, taking into account the following points:

1. The budget should be detailed as necessary by beneficiary/-ies and organized in coherent work packages (for example divided into 'project management', 'training', 'organization of events', 'mobility preparation and implementation', 'communication and dissemination', 'quality assurance', etc.);
2. The proposal must describe the activities covered by each work package;
3. Applicants must provide in their proposal a breakdown of the lump sum showing the share per work package (and, within each work package, the share assigned to each beneficiary and affiliated entity);
4. Costs described can cover staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs (such as dissemination of information, publishing or translation).

6 Extra: The Turing Scheme for the UK

As is known, Brexit will no longer allow institutions and organizations within the UK to participate in actions, projects and other activities under Erasmus+. The government there has drawn up its own programme: The Turing Scheme.

Here's an article recently compiled and circulated by the BBC on the differences of this programme from Erasmus+. For your information.

Source: BBC
(thanks to Helen Corkill)

The government has begun inviting applications for the Turing scheme, which enables students to study in other countries. The scheme is named after the mathematician Alan Turing, and replaces Erasmus, a European Union (EU) programme which UK students can no longer take part in. The UK turned down the offer to continue participating in Erasmus after Brexit. Universities minister Michelle Donelan said the Turing scheme would "enable up to 35,000 students throughout the UK to work or study across the globe".

What is the Turing scheme?

The new scheme will provide funding "towards placements and exchanges" of students. Universities and other organisations in the UK can apply for grants to help cover travel expenses and costs of living as well as the administrative costs of running the scheme.

Applications have to be made by bodies such as universities, further education colleges and schools. If they are successful, these bodies can invite their own students to apply for individual funding.

How is it different to Erasmus?

The Turing scheme will provide placements across the world. Erasmus covers placements across the EU and some non-EU countries that pay to be part of the scheme. Both schemes are open not only to university students but also those in vocational training, apprentices or those who are retraining through a college or school.

Erasmus offers placements for teaching and college staff and youth workers as well, but the Turing scheme will not.

How much money is on offer?

The amount of **money you get under Erasmus** depends on where you are going and whether you are a student, apprentice, trainee or staff.

The Turing scheme will offer different amounts based on where you are going and for how long. For example, a university student going for six months to France would get £335 (€390) per month under the Turing scheme while the Erasmus scheme paid €370 (£317) in 2020-21.

UK students did not have to pay any tuition fees under Erasmus because the scheme was reciprocal - it allowed the EU students to come and study in the UK as well.

The government says that it "expect tuition fees to be waived by host universities" under the Turing scheme as well, although it will not allow students from other countries to study in the UK.

The government has allocated £110m for the first year of the scheme, but it is not currently funded after that.

What help is there for disadvantaged students ?

Both schemes offer support.

Erasmus pays an additional €120 (£103) per month - a total of €490 (£420) per month for a poorer student going to France for six months in the current academic year.

The Turing scheme would pay £445 (€519) per month to the same student, but also contribute to travel costs (the amount will depend on how far the student is travelling).

It will also provide poorer applicants with additional expenses, such as the costs of visas, passports, and health insurance.

What about students with special needs or disabilities?

Again, both Erasmus and Turing offer support.

The Turing scheme website says that, unlike Erasmus, it will "cover preparatory visits to carry out risk assessments and ensure participants will be able to equally access and take part in all elements of a placement".

Do any UK students still qualify for Erasmus?

Students at universities in Northern Ireland will be able to **participate in either scheme**, as part of an arrangement with the Irish government.

Students at universities in Great Britain will only be eligible for Turing.

Some UK students are still participating in Erasmus programmes using funding awarded before the end of 2020, which may allow them to continue until the end of the 2021-22 academic year, but no new funding will be available.

Will I need a visa?

Since Brexit, UK students have had to deal with immigration regulations in the EU.

UK nationals are only able to stay in an EU country for 90 out of every 180 days without a visa (except for Ireland, which will still have free movement with the UK).

The government has **published guidance** for UK nationals planning to study in the EU, and encourages students consider wider issues such as health and travel insurance.

You can find UK government **advice on countries around the world here**.

How many students benefited from Erasmus?

Although coronavirus is now affecting student mobility, figures from before the pandemic showed that about half of UK university students who studied abroad did so through Erasmus.

In 2017, 16,561 UK students participated in Erasmus, while 31,727 EU nationals came to the UK. "The Erasmus+ programme has delivered and continues to deliver significant benefits to the UK and we need to ensure the positives of the programme are not lost as we move into the next stage," Jane Racz, the director of the programme in the UK, told BBC News last year. "Since 2014, almost €1bn [£900m] of funding has been distributed to UK Erasmus+ projects, with over 930,000 participants involved."

What do critics say?

The National Union of Students has said the government's decision to replace Erasmus+ will "damage" the potential for many students to study abroad.

"Despite the claims of this government, they have not backed up the new Turing scheme with the funding required to support disadvantaged students to study abroad," Hillary Gyebi-Ababio, NUS vice-president for higher education, said. "This will harm the futures of thousands of students for years to come."

Kate Green MP, Labour's shadow education secretary, said government "rhetoric on the Turing Scheme does not live up to the reality".