

## COMMENTS SET A: QUALITY OF PROJECT DESIGN

Clear planning, selection, delivery, evaluation and promotion activities are outlined, each providing the required level of detail at the application stage.

The type, number and duration of mobilities is appropriate with positive arguments provided in favour of each, confirming both institutional capacity and the benefits of delivery. A short induction plan covers all expected needs, and positively includes a session on cultural immersion.

Internal resources are adequately detailed and programme delivery will build positively on past mobility experiences. Transnational collaboration and communication is convincingly described and builds on past mobility successes.

Learning outcomes will be developed for each of the two groups and ultimate participation and achievement expects to be recognised as a part of existing staff review and progression practices for all participants.

## COMMENTS SET B: QUALITY OF PROJECT DESIGN

Whilst it might be positive to have a single vision for European mobility, through involving all 24 teaching staff, it is important to additionally confirm whether all staff will participate at the same time and for the same duration, advising if and how this will impact on lesson delivery.

Much of the required planning is foreseen to take place in the early months of the project yet greater detail would make it easier to confirm the depth of planned programme delivery. In particular, there is a need for additional detail on the programme of activities that staff will follow, the duration, and the targeted learning outcomes that will, in time, contribute to improvements in teaching delivery.

Course preparation would also benefit from additional insight and detail, including in terms of cultural and linguistic preparation, as would any plans for recognising the participation of teaching staff.

## COMMENTS SET C: QUALITY OF PROJECT DESIGN

With plans to involve the “whole cohort” of 24 teaching staff, it is important to confirm whether all staff will participate at the same time and for the same duration - this is currently not clear - and, where so, how this expects to impact on continued lesson delivery at the school.

There has been limited planning yet undertaken, with much of this expected to take place at the outset of the project. However, without greater detail at the point of application, the potential for successful programme delivery is difficult to confirm. As it stands, there is a need for much greater detail on the programme and type of activities that staff will follow, the programme duration, the related learning outcomes, and the importance of these learning outcomes for improving and enhancing future teaching delivery.

Course preparation plans also require much greater explanation, as do plans for evaluating and recognising the participation of teaching staff.