



Call: 2013
Leonardo da Vinci - Transfer of Innovation

Project title:

The QPA method: new ways to support and motivate iVET students at particular risk of ESL, including students with migrant or Roma backgrounds

Grant agreement code: 2013-1-IT1-LEO05-04004 – CUP: G63D13000400006

RISK ASSESSMENT TABLE

October 2013

Applicant name: INTESA SANPAOLO FORMAZIONE SCPA

OUTSIDE RISKS

Risk assessment	Impact area	Probability	Solutions
Delays in the signing of the convention to approve the project. This would create obstacles for our school partners in carrying out the project as per what concerns the schedule in carrying out both experimentation and definitive transfer. Such activities are in fact tied to the length of the school year in the various States.	WP 4 – WP 6.	The probability is to be set within the average.	The work plan of the project will be partly reformulated in relation to the various project phases. The WP 4 will anyhow be set at the end of the 2013/2014 school year, and the WP 6 will cover the 2014/2015 school year.

ORGANIZATIONAL RISKS

Risk assessment	Impact area	Probability	Solutions
<u>Instability of the Consortium</u> : one or more partners could step out.	All the project WPs.	Low.	The members of the Consortium are school organizations for each State involved: FIDAE and USR Lazio (supporting organization): Italy; ASSEDIL: Spain, France and Belgium. Such organizations are able to involve other school partners in a short time.
<u>Litigation among core partners</u>	All the project WPs.	Very low.	Litigation is extremely low because all project partners share an homogeneous cultural identity. The partners work within in the Education and are all associated to second level organizations, such as FIDAE, USR Lazio, ASSEDIL, Escuelas Católicas, absolutely able to dial any dispute should arise in the implementation of the project.
<u>Partners' inexperience</u> in the organization, administration and in the drafting of reports for the project's managed resources.	WP 1.	The probability is within the average.	The leader partner of the Consortium, Intesa Sanpaolo Formazione, will offer continuous support on administrative and financial questions in the management of the resources, through a private forum to

<p><u>Too wide net</u>: the risk relies in the partners' inefficient coordination with negative effects in the carrying out of the project phases.</p>	<p>All the project WPs.</p>	<p>The probability is within the average.</p>	<p>each project partner.</p> <p>The Consortium has been organized in activities for core and associated partners, each has a specific role.</p> <p>Core partners have been instructed to collaborate, they are also responsible for the activities of the Scientific and Coordination Committee (SCC). Communication has been organized in a way that it will be transparent, on time and efficient. This said, it is right within the SCC that the supervision of all project activities of the associated partners will be distributed. Each core partner will individually supervise the activities of the associate partners, especially those involved in the WPs 4 and 6.</p> <p>Under the profile of the activities, since we have foreseen for almost all the project WPs a project manager who has to relate to the SCC through the project leader. Assumptions have been set to monitor and guarantee the right performance of each WP with the guarantee that it will be performed on time and by following the way it has been planned. The WPs 4 and 6 executive coordination will be carried out by the coordinators, members of the SCC; each one will be entrusted the organizational responsibility to grant the positive outcome of one or more teaching courses.</p>
<p>Scarse translation service.</p>	<p>All the project WPs.</p>	<p>The probability is within the average.</p>	<p>As per what regards the translation service, the consortium is very strong. Both core and associated partners have at least two foreign language teachers, mainly mother tongue who can also offer simultaneous translations. In the case in which the distribution of the roles for the translations is not adequate, we will proceed to a re-assignment of the tasks,</p>

			and, it should be the case, we will re-draw the budget.
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PROJECT RISKS

Description of the risk	Impact area	Probability	Solutions
Ex ante analysis of possible unsatisfactory remarks by the recipients	WPs 2, 4, 5, 6, 8.	Low.	The project is promoted by the sector representative associations: : FIDAE (IT), CES (EN), SGEC (FR). There is the possibility that the ex ante analysis of the project is not perfectly suited to the needs of the final recipients. A very first answer will be given by the WP 4. Should we notice that some requirements have not been fulfilled, we have to underline that the actual transfer takes place after the product experimentation in the WP 6. Experimentation outcomes will be assessed by the SCC. It will be possible to reformulate the transfer product until the beginning of the WP 8; until then, the product can be adapted according to the specific needs of the final users: teachers and trainers, students and schools.
Technological obstacles tied to the Learning Management System (LMS) and the Virtual Learning Environment (VLE): technological incompetence of the users during the online teaching course, bad functioning of the LMS, complexity of the LMS. One of the greatest risks resides in the possibility for the technological tool used as a support of the online teaching course, to show glitches and problems. It would undoubtedly result in a lack of motivations on the side of the users. Motivation at this point	WPs 1, 3, 5, 6, 8, 9.	The probability is within the average.	Within the users' competences, partners have committed themselves and at their own expenses, to detect – for the partaking of the online teaching course – personnel who is familiar with the use of computers. Should it be needed, introductory courses of 8 to 12 hours will be started for beginners. As per the Learning Management System, used for the project, a Moodle platform has been chosen. Such platform has been selected since it is a friendly and welcoming Learning Management System. The Moodle platform has been

<p>would be difficult to recover, as experience has shown.</p>			<p>usually chosen by the project applicant coordinator to update working personnel. At the beginning of the present project application, the E-learning Getronics platform was used. Because of its rigidity and complexity, it has brought significant conceptual and technological barriers to the correct use of the contents and of the distance work.</p> <p>The use of the Moodle platform, correctly suited to the specific needs, will zero all critical points faced with the E-learning Getronics platform.</p>
<p><u>Didactic Methodology.</u> From the original project's experience, two critical points have emerged:</p> <ul style="list-style-type: none"> - The partners have expressed the wish to reduce the hours in Online/Distance Learning (DL), and to be more assisted in class in the learning of methodologies and contents. The course foresaw 48 hours, 23 of which in DIY, 23 in class, and 2 of self-assessment. - The under-evaluation of a tool centered on the methodology of online teaching to be applied "on the day after the course" to the working experience. 	<p>WPs 5, 6, and 8.</p>	<p>The probability is within the average.</p>	<p>From an ex ante analysis the following has been noticed, i.e. to set the present proposal on two levels:</p> <ul style="list-style-type: none"> - Length of the online teaching course: 40 hours, 32 hours in class and 8 DL. Use of the E-learning platform both in class and for the DL. - A specialized Vocational Learning Environment in English in Business and Tourism to be introduced with other teaching material in class with the students, and the immediate application of the skills acquired during the course.
<p>Untimeliness of duties.</p>	<p>All project WPs.</p>	<p>The probability is within the average.</p>	<p>The possibility of this risk has influenced the transfer proposal plan. We have foreseen the function of the PM for a set of WPs, who should directly follow the activities to acquire skills related to the other functions with the SCC, and the monitoring group.</p> <p>A monitoring and assessment WP with the duty of following step by step the developments of the project with its phases, according to the modalities as shown on the introductory form, will</p>

			<p>allow for a timely intervention should times and activities not enter within the work plan as it has been set.</p> <p>Time and making of the WPs 4, 5, and 7 can be moderately tolerated, but the WPs 6 and 8 have to fit the planned dates because of the school calendars of the partner schools.</p> <p>Therefore, should the timing of the WPs 6 and 8 be at risk, the SCC will intervene as needed on human and material resources, so that any delay is absorbed.</p>
<p>Inefficacy of communication among partners and towards subjects outside the project.</p> <p>Possible difficulties in the present context could be:</p> <ul style="list-style-type: none"> - unavailability of the employed human resources; - obstacles due to the communication tools used; - incapacity of involving outside realities into the project (the final seminar could be a possibility). 	All the project WPs.	Low.	<p>The project's coordination and administration action (WP 1), especially in its beginning phase, will be centered on the motivation of the operators through problem sharing, choices, and the making responsible while managing resources.</p> <p>It is not a case that, especially for core partners, a double role is foreseen within the coordination area: organization and administration, in the project proposal.</p> <p>In connection with possible technological obstacles in the kind of communication contemplated within the project frame, we have to highlight that this danger is quite limited since dialogue channels and sharing among partners, as well as others, have been defined and structured under the form of duties, that is, actions to be carried out within the foreseen schedule.</p> <p>As a matter of fact, besides the usual means of communication: E-mails, telephone, Skype, video-meetings, chat, Wiki, other two important tools of sharing and partaking will be used:</p> <ul style="list-style-type: none"> - Newsletters; - Work plans on the Moodle platform through the modality of a 'course' for each WP. <p>Practically, a protected area is created and</p>

			<p>shared through the setting of a hidden category of courses, to which only partners have access. Within this protected area, various courses that reflect the project WPs will be created. Forums will act as tools for discussion, Wiki for collaborative writing, the uploading of files and/or duties to allow for the sharing of documents, and finally other tools of instant messaging which are already available. We will practically work on new profiles and roles given to the various subjects in connection to the objects they will be using and based on their position within the system.</p> <p>Finally, in terms of the use of communication tools towards other potentially interested subjects, politicians, local, regional and national institutions, and other potential users of the innovation - object of the transfer, and other productive sectors interested in the innovation, we will use those tools that have been consolidated thanks to the use of the partners, already credited as reference knots at the different levels as already taken into consideration: local (the single schools), regional and national (FIDAE, CES and SGEC).</p> <p>The tools are:</p> <ul style="list-style-type: none"> -E-mails of the mailing lists already owned by the partners; -sites of all the project partner subjects or of organizations and institutions of which the partners are members (i.e. the superior Council for public education of which FIDAE is a member); -printed documents sent by snail mail.
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