



Workplace-based e-Assessment Technology for Competency-based Higher Multi-professional Education

## Deliverable 7.2: Dissemination and Exploitation Plan

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Workplace-based e-Assessment Technology for Competency-based Higher Multi-professional Education

Deliverable 7.2: Dissemination and Exploitation Plan (D&E Plan)

## Executive Summary

This is deliverable D7.2 Dissemination and Exploitation Plan (D&E Plan) of the FP7 project WATCHME (ICT-2013-11). This work was carried out as part of WP7 Dissemination and Exploitation.

An important goal of the WATCHME project is to ensure the far-reaching Dissemination and Exploitation (D&E) of the project's results and outcomes. D&E activities will be carried out throughout the project and will continue after it finishes to facilitate sustainability. The D&E plan for the WATCHME project sets the frame and scope for the WATCHME D&E activities. The activities are listed in detail and are incorporated into an outline schedule.

## 1. Introduction

This is deliverable D7.2 Dissemination and Exploitation Plan (D&E Plan) of the FP7 project WATCHME (ICT-2013-11) and was produced as part of WP7 Dissemination and Exploitation.

The purpose of the WATCHME D&E plan is to provide guidelines to the consortium partners. The plan provides details for the D&E actions to be undertaken during the project, as well as after it finishes and aims at harmonizing and synchronizing the individual plans by the consortium partners for the WATCHME dissemination and exploitation.

### Dissemination

To disseminate simply means to “spread widely”. Dissemination is a planned process of providing information on results and outcomes of the project to key stakeholders. In this sense, dissemination occurs as and when the results of the project become available.

### Exploitation

In WATCHME, exploitation is considered in its general meaning as making use of and deriving benefit from a resource. In this sense, exploitation is associated with using the WATCHME outcomes at different levels, during the project and after its end.

### WATCHME Project Summary

The WATCHME project aims to improve workplace-based feedback and assessment and professional development by means of learning analytics. It solves the efficiency and quality problems of workplace-based feedback and assessment by means of an electronic portfolio system that is enhanced with:

- student models that monitor the learners’ competency development;
- a just-in-time feedback module; and
- visualisation tools that inform learners, teachers and institutes just in time as well as on an analytical level.

In competency-based workplace education, there is continuous need to decide when to trust learners with critical professional activities and responsibilities, at which level of supervision. Learning Analytics may serve to better ground such entrustment decisions.

WATCHME brings together educational researchers from different professional environments (human medicine, veterinary medicine, teacher training and information computer technology). Performance in the workplace in these fields will be linked to the concept of Entrustable Professional Activities (EPAs), i.e., tasks or responsibilities to be entrusted to the unsupervised execution by a trainee once sufficient specific competence is obtained.

## 2. Dissemination and Exploitation Management

The position of the Dissemination and Exploitation Manager (D&E Manager) was allocated to Prof. Dr. Harm Peters (Charité - Universitätsmedizin Berlin, Germany). He is the head of the Dieter Scheffner Center for Medical Education and Educational Research and is qualified to fill this position as to his profound experience in the scientific community.

The D&E Manager is responsible for coordination the dissemination and exploitation of all WATCHME work package results and outcomes. He works in close collaboration with the WATCHME project coordinators. The D&E's overall mission will be to keep track of the project's achievements and to ensure its aims, in terms of dissemination and exploitation, are reached. With respect to the start-up campaign, the D&E manager has been in charge of managing the establishment of dissemination channels and the production of dissemination materials. With regards to the subsequent project period, he manages that the WATCHME dissemination channels and material are maintained, quarterly and annuals WATCHME D&E reports are generated and submitted and WATCHME D&E activities are continuously harmonized and synchronized. The D&E manager supports high level dissemination of project results, deals with intellectual property rights ensuring each partner's claims and monitors the achievement of WATCHME project milestones and their dissemination.

## 3. WATCHME Dissemination Plans

### 3.1 Dissemination Goals

The WATCHME D&E plan comprises the necessary and likely key points in the dissemination and exploitation of the project. The aim is to ensure that:

- institutions, companies, authorities and people potentially related to the project get to know and are continuously informed about WATCHME, its content, goals and consortium partners
- WATCHME is established in the field of education as a kind of keyword/brand for electronically facilitated workplace-based assessment and professional development as well as for the development and implementation of Entrustable Professional Activities (EPAs)
- the WATCHME impact goes beyond the project funding period; i.e. its results and products are further used and marketed.

### 3.2 Dissemination target Groups

The WATCHME project aims to improve workplace-based feedback and assessment and professional development by means of learning analytics. The project brings to-

gether educational researchers from human medicine, veterinary medicine, teacher training, and information computer technology. Performance in the workplace will be linked to the concept of Entrustable Professional Activities (EPAs). The WATCHME EPAs to be developed in the various educational fields and the technologies to be developed are of importance in various scientific and economic fields and fit different applications.

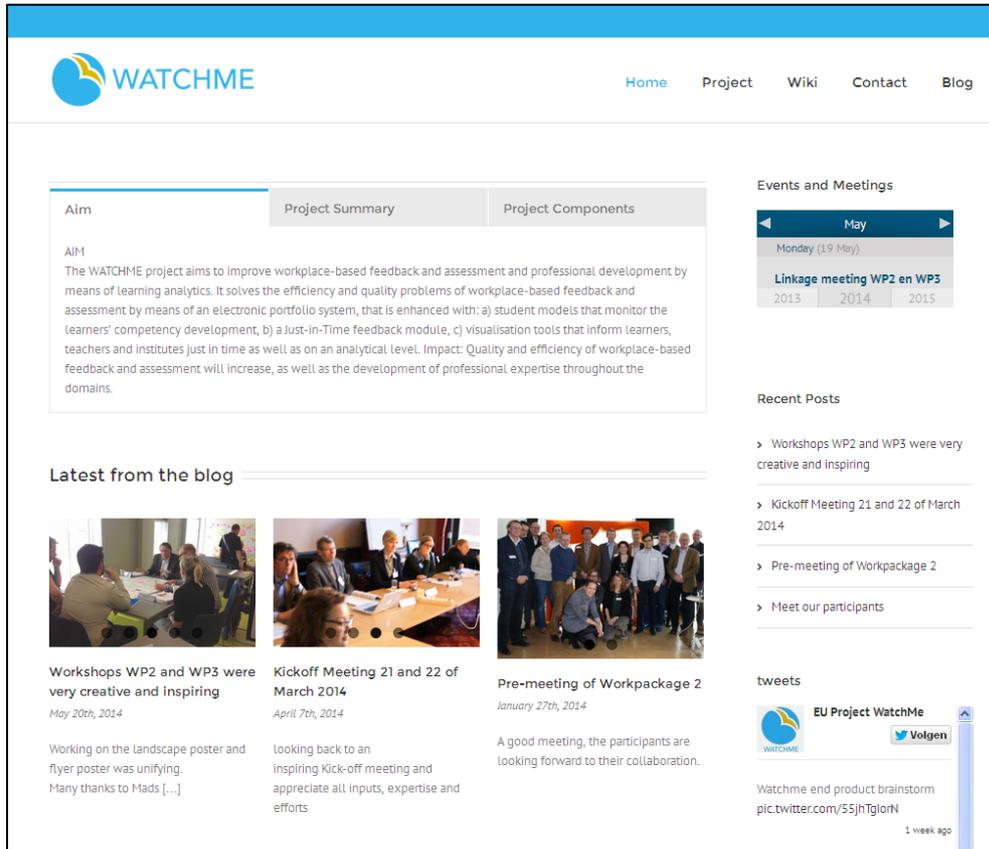
The key audiences are defined and expanded as the project develops. The starting points include medical schools, schools for veterinary education and institutes for teacher education and their scientific national and international societies, soft- and hardware developers and providers as well as the scientific community and companies dealing with learning, technology enhanced learning and learning analytics. The educational and technical developments will be made known to the scientific community and the resulting technology products will be introduced to the community as the project progresses.

### 3.3 Dissemination Channels

#### 3.3.1 Website and Online Media

The WATCHME website and logo was developed, tested and placed online in March 2014 (<http://www.project-watchme.eu/>) with the main contribution by the consortium partner Jayway. The website represents the main interface for dissemination of WATCHME project objectives, progress and results. It provides access for the wider public and experts in the field. The website provides key information on the aims of the WATCHME project, including project summary, project components and a detailed description of every work package. The consortium members are introduced and a link of each member's websites was established. Additionally, actual news on the progress of the project and its results are presented and updated continuously. A regularly updated blog has been included to provide information on actual project-related activities such as consortium meetings, national and international conferences and trade shows related to the dissemination and exploitation of the WATCHME project. A Wiki was established on the WATCHME web site by the University of Maastricht to facilitate internal communication among the consortium partners. The Wiki provides a platform for internal exchange of information, documents and data files and for documentation of the WATCHME meeting and project progress. The management of the WATCHME website is provided by the University of Utrecht.

In the subsequent project phase, the WATCHME website will be further developed and updated in order to provide the public and topic-related community with a continuous access to project results and dissemination materials according to Annex I. All consortium partners are providing a summary of the WATCHME project and a link to the main WATCHME website on their local institution webpage.



The screenshot shows the WATCHME website interface. At the top, there is a navigation menu with links for Home, Project, Wiki, Contact, and Blog. The main content area is divided into several sections:

- Aim:** A section with tabs for 'Project Summary' and 'Project Components'. The 'Aim' text describes the project's goal to improve workplace-based feedback and assessment through learning analytics and an electronic portfolio system.
- Events and Meetings:** A calendar view for May, highlighting a 'Linkage meeting WP2 en WP3' in 2014.
- Recent Posts:** A list of blog posts with titles like 'Workshops WP2 and WP3 were very creative and inspiring', 'Kickoff Meeting 21 and 22 of March 2014', and 'Pre-meeting of Workpackage 2'.
- Latest from the blog:** A section featuring three blog post thumbnails with titles and dates: 'Workshops WP2 and WP3 were very creative and inspiring' (May 20th, 2014), 'Kickoff Meeting 21 and 22 of March 2014' (April 7th, 2014), and 'Pre-meeting of Workpackage 2' (January 27th, 2014).
- tweets:** A section showing a tweet from 'EU Project WatchMe' with a 'Volgen' button and a link to a Twitter image.

A Twitter account, Facebook and LinkedIn groups have been established for WATCHME to facilitate project dissemination and exploitation. The WATCHME website has been linked to WATCHME Twitter account and the Facebook and LinkedIn groups. The Twitter account became active in March 2014 and reports on the up-to-date activities of the project. The Facebook and LinkedIn group were established in May 2014 and are providing information on the project. This infrastructure will be used in the subsequent WATCHME project as a platform to provide up-to-date information on the project progress to the community.

### 3.3.2 Dissemination Materials

The logo of the WATCHME project was developed in March 2014. Project business cards were printed and distributed in March 2014 as well.

Throughout the WATCHME project, 2 to 3 different flyers will be created reflecting the current state and goals of the project. The initial WATCHME folder and flyer are summarizing central information about the objectives of the project and its partners were developed in May 2014 and were made available to each consortium member. The dissemination materials will be used to direct the audience to the WATCHME project website, as well as to the corresponding Facebook, LinkedIn and Twitter accounts.

A generic poster (A0 size) about the WATCHME project was prepared and distributed to all consortium partners in July 2014. The poster will be used and adapted for specific exhibitions and events and will facilitate a harmonized visibility of the WATCHME results.

### 3.3.3 Scientific Conferences and Tradeshows

The participation in national international scientific conferences, tradeshows and fairs will be the basis to bring WATCHME closer to a wide expert public, but above all in the research and development area. Here, WATCHME folders, flyers and business cards will be continuously distributed to the interested and targeted audience by the consortium partners. In addition, lectures, workshops, oral presentation and poster will bring the idea and results of WATCHME closer to these interested people. All activities and dates will be collected on the project wiki website.

Examples of key dissemination events and their scope for WATCHME are:

- European Association for Research on Learning and Instruction: [www.earli.org](http://www.earli.org) (biennial conference, international audience)
- American Educational Research Association (AERA): [www.aera.net](http://www.aera.net) (annual meeting, international audience)
- Association for Computing Machinery's Special Interest Group (SIG) on the Design of Communication (DOC): [www.sigdoc.acm.org](http://www.sigdoc.acm.org) (annual conference, international audience)
- Association for Medical Education in Europe: [www.amee.org](http://www.amee.org) (annual conference, international audience)
- Computer Assisted Assessment (CAA) conference: [www.caaconference.co.uk](http://www.caaconference.co.uk) (annual conference, international audience)
- Faculty of Veterinarian Medicine of the University of Utrecht Conference on Education (annual conference, national Dutch audience)
- German Society of Medical Education: [www.gesellschaft-medizinische-ausbildung.org](http://www.gesellschaft-medizinische-ausbildung.org) (annual conference, national German audience)
- Modernising Medische Vervolgopleidingen Congres: [www.knmg.artsennet.nl](http://www.knmg.artsennet.nl) (annual congress, national Dutch audience)
- Netherlands Association for Medical Education: [www.en.nvmo.nl](http://www.en.nvmo.nl) (annual congress, national Dutch audience)
- LEARNTEC: [www.learntec.de](http://www.learntec.de) (annual conference, international audience)
- Oredev: [www.oredev.org](http://www.oredev.org) (annual developer conference, international audience)
- Ottawa Conference, Assessment of Competence in Medicine and the Healthcare Professions: [www.ottawaconference.org](http://www.ottawaconference.org) (biennial conference, international audience)

- SURF - Special interest group on Learning analytics: [www.surf.nl](http://www.surf.nl) (annual conference, national Dutch audience)

The participation in scientific conferences by WATCHME consortium members will also yield a number of conference publications.

### 3.3.4 Scientific Journals

An important way to disseminate WATCHME project results is through scientific publications. This will be led by the academic and research WATCHME partners and will be strongly supported by the industrial partners. The WATCHME consortium will target high impact factor journals as well as international scientific conferences. The Consortium is committed to produce at least two joint journal publications per year plus a number of conference publications. In addition, members of the WATCHME Consortium are actively involved as members of the Program Committees of several conferences and are well positioned to organize future workshops and conference sessions that support dissemination of WATCHME project results.

Target scientific journals for dissemination of WATCHME results are:

- Academic Medicine (<http://journals.lww.com/AcademicMedicine>)
- British Medical Journal ([www.bmj.com](http://www.bmj.com))
- Computers in Education ([www.journals.elsevier.com/computers-and-education](http://www.journals.elsevier.com/computers-and-education))
- Educational Technology Research & Development ([www.link.springer.com/journal/11423](http://www.link.springer.com/journal/11423))
- Journal of Graduate Medical Education ([www.jgme.org](http://www.jgme.org))
- Journal of Veterinary Medical Education ([www.jvmeonline.metapress.com/content/122153](http://www.jvmeonline.metapress.com/content/122153))
- Medical Education ([www.onlinelibrary.wiley.com](http://www.onlinelibrary.wiley.com))
- Medical Teacher ([www.medicalteacher.org](http://www.medicalteacher.org))
- Learning and Instruction ([www.journals.elsevier.com/learning-and-instruction](http://www.journals.elsevier.com/learning-and-instruction))
- Teaching and Learning in Medicine (<http://www.siumed.edu>)
- Teaching and Teacher Education ([www.journals.elsevier.com/teaching-and-teacher-education](http://www.journals.elsevier.com/teaching-and-teacher-education))

### 3.3.5 Societies and Organizations

WATCHME aligns well with international initiatives in postgraduate medical training that seek ways to validate competency-based training and to justify potential decrease of training time. During and after the project's lifetime dissemination strategies are carried out in different professional fields:

### Medical education

Within the community of medical education worldwide, a high interest in the outcomes of this project is expected. Many programs eagerly seek possibilities for improvement of competency-based medical training with feedback and assessment. An important forum for dissemination will be the Association for Medical Education in Europe AMEE, including its annual conference, its website Mededworld and its journal Medical Teacher. A second important meeting is the bi-annual meeting “Ottawa conference” that is fully focused assessment in medical education. The third major meeting is that of the Association of American Medical Colleges AAMC hosting the annual Research in Medical Education conference RIME. The annual Internal Conference on Residency Education ICRE is another suitable meeting. Important journals that will be considered for dissemination of research results next to Medical Teacher will be Medical Education, Advances in Health Sciences Education, Academic Medicine and the Journal of Graduate Medical Education. The practical use of instruments in medical training will be promoted on a national level, such as, in the Netherlands, through the Netherlands association for Medical Education NVMO and its journal Perspectives on Medical Education and the Royal Dutch Medical Association, and in Germany the Gesellschaft für Medizinische Ausbildung GMA with its journal Zeitschrift für Medizinische Ausbildung.

### Veterinary education

The results will be exploited for veterinary medicine at European level by disseminating the results of the learning analytics in relation to development of competencies during workplace learning via NOVICE (Network of Veterinarians In Continuing Education) in which learning communities of veterinarians from within and outside Europe are participating in formal and informal learning. The results will have a major impact on the veterinary profession due to the fact that veterinary associations (e.g. the Royal Netherlands Veterinary Association) will implement competency-based learning as the foundation for their mandatory quality system for lifelong learning of veterinarians. Furthermore, the results will be exploited within the yearly EAEVE (European Association of Establishments of Veterinary Education) meetings and within FVE (Federation of Veterinarians in Europe) meetings and journals. In the Consortium Veterinary Education Worldwide (ViEW) the developments of workplace learning, and the added value of learning analytics will be shared with colleagues from within Europe, North America, Australia and South Africa. ViEW organises a yearly pre-conference workshop to the AMEE conferences and a variety of ViEW groups are active on the NOVICE platform, among these a ViEW group on Assessment. These are both excellent platforms for exploitation of the results.

### Teacher education

Workplace-based assessment is key in European institutes for teacher education and most institutes are working in a competency-based manner. In Western European countries it is common to work with (electronic) portfolios. At European level an im-

portant forum for dissemination is the European Association for Research on Learning and Instruction (Earli), including its special interest groups (SIGs) concerning Assessment and Evaluation and Teacher professionalisation. The educational Partners of WATCHME are active within this association. Earli's journal is Learning and Instruction, which is an important journal to be considered for dissemination of project results. A second important forum is the Association for Teacher education in Europe. This association organises annual conferences and edits the European Journal of Teacher Education. The practical deliverables will also be promoted at national levels, such as, in the Netherlands, through the Dutch/Flemish Organization of Educational Research and in their SSCI journal *Pedagogische Studien*. In Estonian WATCHME's Partner Tartu University is a leading organisation that will expand results at their Partner schools.

### 3.3.6 Collaborations with Organizations and Synergies with other Projects

At a concertation meeting on EU FP7 project in February 2014, WATCHME was introduced to a large panel of TEL projects, ranging from small 4-partner STREP projects to consortia with 53 partners. Among those, the following EU FP7 projects are of special interest for collaborative dissemination and expansion.

- Eagle ([www.eagle-project.eu](http://www.eagle-project.eu)): government learning
- Intuitel ([www.intuitel.eu](http://www.intuitel.eu)): automatic reasoning and pedagogic models as add-on to existing LMS, semantic technology (ontology)
- Lea's Box ([www.leas-box.eu](http://www.leas-box.eu)): tools for competence-centered multi-source learning analytics
- LACE ([www.laceproject.eu](http://www.laceproject.eu)): learning analytics community exchange
- MIRROR ([www.mirror-project.eu](http://www.mirror-project.eu)): platform for reflective learning at the workplace
- EmployID (<https://employide.eu>): facilitation of professional identity transformation in public employment services

## 3.4 Dissemination Plan

### 3.4.1 First Year Dissemination Activities

Dissemination activities carried out in the first year of the project will include:

- designing the WATCHME logo
- setting up the WATCHME project website
- setting up WATCHME face book, twitter and linkedIn accounts
- designing and distribution WATCHME folders, flyers and business cards in every suitable context (by all partners)
- designing a WATCHME poster templates
- first WATCHME conference contributions and submitting manuscripts to academic journals for publication

### 3.4.2 Second Year Dissemination Activities

Dissemination activities carried out in the second year of the project will include:

- extending the WATCHME website
- promoting WATCHME on conferences and events, placement of first exploitable results
- submitting manuscripts on WATCHME results to academic journals

### 3.4.3 Third Year Dissemination Activities

Dissemination activities carried out in the third year of the project will include:

- further extending the WATCHME website
- promoting the WATCHME project on conferences and events, focusing on exploitable results
- submitting manuscripts on WATCHME results to academic journals
- creating a WATCHME online manual that summarizes the project results and outcomes and is accessible through the WATCHME website

### 3.4.4 Dissemination Activities after the Project End

Dissemination WATCHME results and outcomes in term of contribution to scientific conferences and publications in academic journals will continue by all consortium partners after the end of the project. Key to the post-end-of-project dissemination strategy will be an online WATCHME manual that provides a summary of the project results and experiences and includes online available tools and training videos. The manual will contain key information on pedagogical strategies, technical implementation, user evaluations, exploitations routes and scientific publications. The latter will be the main stay for scientific dissemination and targeted for high-ranking educational journals. The WATCHME manual will be available online through the WATCHME website. The website will also include detailed information on future technical dissemination and exploitation activities that follow the WATCHME project phases. The project website will remain online for at least 3 years afterwards and the project partners can individually update about further developments resulting from the project's work.

## 4. WATCHME Exploitation Plan

Exploitation implies strategies to successfully involve target groups, end-users, stakeholders and transferring the results/products for the WATCHME project into their professional domains.

The key objectives for the exploitation of the WATCHME results are:

- make the technical developments known to the scientific community

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- promote the resulting WATCHME electronic portfolio system within the educational community as an innovation in work place-based assessment and implementation of Entrustable Professional Activities (EPAs)
- make the WATCHME results and benefits of the developed outputs attractive and known to the wider public and learning community

This will be achieved by concentrating on the key benefits of the research, marketing the project results and creating the basis for further research, development and implementation.

#### 4.1 Intellectual Property Rights

An Intellectual Property and Resources management plan (IPR plan, see deliverable D1.5) was developed at the start of the project by the project coordinator (PC). The IPR management strategy was also part of the Consortium Agreement (CA).

The IPR management strategy focuses on rapid dissemination and exploitation to maximise the potential for benefit realisation to all stakeholders. WATCHME is based on open source as much as possible. The Parties have agreed to distribute the Software resulting from the Project under MIT licence(s). In each licence, all Parties that are actively involved in the development of the licenced software will be mentioned as copyright holders. The project builds upon the electronic portfolio system EPASS. EPASS contracts are designed and administered by the SME Mateum, playing a handling fee per electronic portfolio. The management of EPASS within the project will be provided by Mateum as well: they offer the service, they do the design and management and they will manage the helpdesk. The server needed for the student models is hosted by Mateum as well on their regular provider. The student model software and visualisation models (WP 5) will be open-source, licensed under MIT. All source codes are hosted under a source server (SVN server), where all source code is securely stored. Furthermore this server takes care of versioning and availability of the source code. This will all be arranged by UM.

IPR and licenses management are dealt with within the CA. The full IPR strategy is considered and specified by the consortium as a formally agreed framework set out within the CA; including the subscription and provision for EPASS. Any changes made to the EPASS code during the project will not be public domain, but remain under the aforementioned shared ownership; Assessment instruments and feedback tools that shall be developed under the WATCHME project; as the *foreground* owned by Mateum, MU or any of the other Partners, shall be integrated into the EPASS as open source.

#### 4.2 Exploitation Strategy

The exploitation strategy is based on user requirements, the technological objectives, goals and developments of the WATCHME project, as well as the business cases and objectives of the Partners in the WATCHME project.

The exploitation plan aims at synergizing the exploitation plans for partner-level exploitation as well as a plan for exploitation the results of the project as a whole. Key to the exploitation plan is the scientific and technological output of Work package 6 – implementation and evaluation that brings the developed ICT-based feedback and assessment tools into practice. The exploitation plan enables end users to try out and test the developed technological applications within their workplace-base according to the three main development cycles:

- i) Just-in-Time feedback at the work-place with ePortfolios on mobile devices,
- ii) integration of visualisation tools, and
- iii) summative evaluation in a quasi-experimental design. The project applications will be integrated and made accessible by community platforms as developed in Work Package 3.

The goal is to gather feedback about the use and deployment potential of the WATCHME applications by external stakeholders and to transfer this feedback into the methodological and technological further development of the project.

### 4.3 Market Analysis

A detailed market study forms the basis for the Exploitation Strategy in WATCHME and was already part of the WATCHME proposal application. The market study describes the benefits of the WATCHME electronic portfolio, the marked potential for tertiary education in Health, Veterinary and Teacher training in Europe, the training years in each field and the market potential projection over the longer term for demographic, societal and in particular sectorial developments. Further drive for the WATCHME project comes from that: 1) work in many professions is increasingly driven by reflection, feedback and collaboration; 2) the increasing use of mobile devices, especially the use of tablets and smart phones for assessment in the workplace and; 3) the recent growth in the use of portfolio systems and workplace-based assessment. The WATCHME business model is based on offering assessment tools tailored to individual training needs on a relatively modest institutional license annual fee. The initial marked study will be updated and extended in the third year of the WATCHME project.

## 5. Conclusion

This report details the D&E plan for the WATCHME project and forms deliverable D7.2 Dissemination and Exploitation Plan of the FP7 project ICT—2013-11. The WATCHME project aims to improve workplace-based feedback and assessment and professional development by means of learning analytics. It is based on an electronic, online portfolio system and the development and implementation of Entrustable Professional Activities (EPAs) in Health, Veterinary and Teacher training. WATCHME follows a targeted marketing strategy for the exploitation of the tools and software developed by the project in the global market place and within a range of disciplines.



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This D&E plan sets the frame for all future actions and provides guidelines to the consortium partners. The plan describes the D&E actions to be undertaken during the project, as well as after it finishes and aims at harmonizing and synchronizing the individual plans by the consortium partners for the WATCHME project dissemination and exploitation.

## 6. History of the document

### 6.1 Document history

Version	Author(s)	Date	Changes
1	Harm Peters & Ylva Holzhausen	25.07.2014	First full draft
2	Harm Peters, Ylva Holzhausen & Marieke van der Schaaf	06.09.2014	Changes in layout, minor text and spelling changes
3	Harm Peters, Ylva Holzhausen, Sylvia Walter & Marieke van der Schaaf	18.09.2014	Minor text and spelling changes
4	Harm Peters, Ylva Holzhausen	26.09.2014	Minor text and spelling changes. Finalization

### 6.2 Internal review history

Internal Reviewer	Date	Comments
Marieke van der Schaaf	16.08.2014	-layout -spelling / language style -addition to 3.3.3 ; 3.3.4 ; 3.3.5 ; 3.3.6 and 3.3.7
Marieke van der Schaaf	07.09.2014	-layout -spelling -addition to 4.1
Sylvia Walter	08.09.2014	-layout -spelling/language style
Marieke van der Schaaf	18.09.2014	-spelling
Sylvia Walter	24.09.2014	-layout