



Dissemination Plan



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ACRONYM LIST

Acronym	Definition
CPD	Continuing Professional Development.
EAS	Easy-Accessible Short (courses).
EC	European Commission.
EU	European Union.
HEI	Higher Education Institution.
KA220-HED	Erasmus+ action code: Cooperation Partnerships in Higher Education.
PRP	Erasmus+ Project Results Platform.
SEO	Search Engine Optimisation.
SMART	Specific, Measurable, Achievable, Relevant, Time-bound.
UPV	Universitat Politècnica de València.
UTM	Urchin Tracking Module (analytics campaign parameters).
WCAG	Web Content Accessibility Guidelines.
WP	Work Package.
WP1	Work Package 1 — Project management
WP3	Work Package 3 — Easy-Accessible Short (EAS) courses.
WP4	Work Package 4 — E-simulation tool.
WP5	Work Package 5 — Teacher Guidebook.

Executive summary

The RESPRO project aims to enhance project management education by developing people skills and focusing on responsible leadership and well-being at work. With the rise of international projects and the increasing complexity of team dynamics, the need for project managers to possess strong leadership and interpersonal skills has become more critical. The project addresses these needs by creating innovative learning tools: easy-access short courses and an e-simulation game focusing on responsible leadership components. These tools promote team well-being with proactive leadership, and using job crafting, responding to Europe's growing demand for soft skills in project management education. Led by a consortium of four higher education institutions from Spain, Finland, Latvia, and Austria, RESPRO leverages interdisciplinary expertise to ensure the relevance and sustainability of its outcomes. Through transnational collaboration and integrating innovative pedagogical approaches, RESPRO aims to strengthen project managers' ability to lead effectively in diverse and complex environments, fostering a more resilient and people-focused approach to project management.

Introduction

About the project

Mission

The mission of the RESPRO project is to reinforce the people skills in project management education across European HEIs by analysing best practices in responsible leadership, integrating these principles into curricula, and delivering Easy-Accessible Short (EAS) courses, an e-simulation game, and a Teacher Guidebook that can help HEIs institutions to create these skills in their students.

Vision

The vision that guides the project is create a higher-education ecosystem where responsible leadership and well-being at work are embedded as core competences of every project manager; where educators and students use job crafting as a method to achieve this ecosystem; and where RESPRO's open resources are used as a model of tools to use.

Values

The RESPRO project is guided by a series of values that must be followed to ensure a framework of understanding that is both caring and efficient. These values are as follows:

- Responsibility & Ethics. We consider responsibility as the knowledge of the consequences of decisions.
- Well-being & Psychological Safety – We foreground team well-being as a driver of progress.
- Openness – We commit to open access for results and materials, enabling broad adoption and reuse.
- Inclusion & Accessibility – We design for diverse learners and contexts, ensuring activities and outputs are accessible to all.
- Evidence-based Improvement – We ground decisions in research and evidence to refine processes and outputs.
- Co-creation – We build with and for our communities: students, teachers, practitioners, and associated partners.

- Digital Readiness – We deliver practical, user-friendly digital solutions that enhance teaching and learning.
- Impact Orientation – We focus on measurable value for learners, educators, institutions, and the labour market, and on the transferability of results.

About this document

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Purpose, Scope & Alignment

The Dissemination Plan sets out how RESPRO will make its results visible, usable and used by those who can benefit from them (teachers, HEI programme directors, students, professional bodies, policy stakeholders). It ensures every publishable result is packaged for users, made visible through the right channels, and traceable for reporting (website + Erasmus+ Project Results Platform), in line with the project’s quality system (and grant obligations).

All RESPRO public- cover facing activities and products across the lifecycle: website & social media, events, publications, the EAS courses (WP3), the e-simulation tool (WP4), and the Teacher Guidebook (WP5), including evidence collection (analytics, attendance, clippings). Every partner contributes; WP1 (UPV) holds overall governance for this Dissemination Plan and Webpage & Social Media. WP leads coordinate result-specific dissemination within their WPs. Out of scope of this plan is the internal project communication that has no dissemination purpose as minutes, raw drafts, and so on.

Objectives of the Dissemination Plan

We will deliver the following SMART objectives.

- Coverage. 100% of publishable results recorded in the Erasmus+ Project Results Platform with complete metadata, links and language fields, and updated at final stage. Evidence: PRP dashboard.
- Website as the canonical hub. All public products/deliverables hosted or linked from the RESPRO website (UPV), with news/blog updates.
- EU visibility compliance. 100% of public assets and events display the EU emblem + “Co-funded by the European Union” statement per EC rules.
- Audience reaches for the e-game. Achieve ≥500 users of the RESPRO e-simulation during the project via targeted actions (guides, trainings, media)
- Scholarly/sector presence. Each partner presents RESPRO results at ≥1 international event; total ≥4 conference contributions across the consortium.
- All public products meet basic accessibility (alt text, captions) and avoid unnecessary personal data; any processing follows project data practices.

Scope

We will publish in the project website as the canonical hub, and the Erasmus+ Project Results Platform for European-level discoverability and reporting.

Communication vs dissemination vs exploitation

We understand communication as the project-wide outreach that raises awareness of the project and EU support (logo + funding statement) to broad audiences (public, media). It’s about visibility of the

project and its activities. Examples: website news, social posts, press notes, event announcements. Dissemination, as this plan propose, is understood as a proactive sharing of results through appropriate channels, audiences and timing so that people who can benefit find and use them (e.g., teachers adopting course packs; HEI leaders referencing briefs). The Erasmus+ Guide frames it as a clear plan with targets, activities, tools and timing.

Exploitation is the use of results. How partners and stakeholders use outcomes during and after the project (e.g., embed EAS courses in curricula; apply the game in classes; incorporate guidance into training or policy). Proposals—and our plan—must explain means to measure exploitation during and post-project.

Audiences & Stakeholders

Primary audiences

At the centre of RESPRO's dissemination effort stand higher education teaching staff who deliver project management and adjacent modules in engineering and business schools. These require ready-to-teach materials, frictionless onboarding to the web-based e-simulation, and evidence-based content that aligns with contemporary people-skills frameworks. The plan addresses these needs by positioning the project website as the canonical hub for open-access materials and by ensuring that each release is accompanied by concise briefing notes, quick-start resources, and clear adoption pathways. Visibility for this group is achieved through partner university channels, internal teaching forums, and presentations at disciplinary conferences; effectiveness is expected to be observable through course adoptions, participation in pilots and trainings, and sustained downloads and views of teaching assets over time.

Students constitute the second pillar of the primary audience. Their learning needs centre on engaging, practice-oriented experiences that translate the abstractions of “soft skills” into realistic scenarios with formative feedback. The e-simulation, supported by short guides and demo sessions, is the principal vehicle for this engagement. Dissemination to students is routed through virtual learning environments, lecturer announcements, student ambassadors, and social media micro-campaigns tied to each release. The project anticipates measurable uptake during implementation—aiming for at least five hundred users during the project—alongside completion rates and positive satisfaction scores gathered through lightweight feedback instruments.

A further primary group encompasses curriculum designers; programme heads charged with curricular coherence and assessment alignment. Their decision-making depends on clarity about learning outcomes, assessment models, workload and credit implications, and the sustainability of resources beyond project funding. The Teacher Guidebook is framed as the adoption playbook for this audience: it synthesises pedagogy, assessment guidance, and practical integration of the e-simulation into modules.

Secondary audiences

Professional associations and bodies serve as amplifiers and validators. For these organisations, RESPRO offers content that can enrich member events, newsletters, and continuing-education activities while aligning with standards-oriented practice. Co-branded webinars, chapter talks, and cross-posting arrangements are used to translate project assets into practitioner-facing narratives, with impact reflected in mentions across association channels, subsequent downloads, and follow-up requests from member organisations.

Policymakers and National Agencies, together with university communications units, represent another important secondary constituency. They require credible, compliant stories of EU-funded impact that can be integrated into thematic newsletters, info days, and institutional press cycles. RESPRO provides a media kit and short case narratives highlighting student well-being, responsible leadership, and employability, each carrying the required EU visibility elements. Inclusion in National Agency communications and referrals from institutional press offices are treated as markers of resonance and public value.

Finally, specialist and university media broaden the project's reach beyond academic departments. Interviews with work-package leads, op-eds on the role of people-skills in engineering and business curricula, and campus podcasts translate project outputs into accessible narratives. Coverage in these outlets is expected to produce discernible spikes in website traffic and social engagement around key milestones.

Stakeholders

RESPRO prioritises effort through an interest–influence perspective. Programme heads and quality-assurance leaders sit in the high-influence, high-interest quadrant. Lecturers, tutors, and student ambassadors typically exhibit strong interest with moderate formal influence; their enthusiasm is cultivated with hands-on trainings kits. University communications officers and deans may wield significant institutional influence while holding more general interest; to support them, the plan provides compliance-ready visuals, templated statements, and succinct impact stories.

Benefits & value propositions

For faculty, RESPRO's principal value lies in the immediacy of adoption: three EAS courses, a web-based e-simulation, and accompanying guides are available as open resources, reducing preparation overhead while enriching pedagogy with evidence-informed content. For students, the benefit is experiential—responsible leadership and team well-being are practised in realistic scenarios that provide formative feedback, support reflection, and strengthen employability narratives. For curriculum designers and programme heads, the Teacher Guidebook and long-term availability of the public website create a low-risk integration pathway that respects assessment frameworks and sustainability commitments. Associations and professional bodies gain quality content for member engagement and continuing-education agendas, while reinforcing alignment with professional standards. Policymakers, National Agencies, and media receive well-packaged, compliance-ready stories that demonstrate the societal value of EU co-funding.

Across all groups, discoverability and accountability are secured by using the project website as the canonical access point and by maintaining accurate entries in the Erasmus+ Project Results Platform. These two anchors ensure that outputs remain visible during the project and for the years that follow, and that their uptake can be evidenced through traffic, engagement, and documented instances of curricular or professional adoption.

Key Messages

The section begins by situating messages within the dissemination–exploitation continuum. Communication builds general awareness of the EU-funded initiative; dissemination ensures that audiences encounter the results in usable formats; exploitation describes the intended use of those results during and after the project. Key messages therefore do not merely describe outputs; they point recipients to adoption pathways.

Project narrative

RESPRO advances an integrated account of people-centred project education in which responsible leadership, well-being, and job crafting operate as a mutually reinforcing triad. Responsible leadership is framed as a situated, learnable practice that shapes inclusive climates and ethical decision-making in student teams; well-being is treated as both a precondition for deep learning and an outcome of healthy collaboration; and job crafting provides the mechanism by which learners translate values into day-to-day behaviours by tailoring tasks, relationships, and meanings. Designed together in courses and the e-simulation, these concepts create a virtuous cycle: leadership practices cultivate psychological safety, well-being expands capacity for adaptive role-shaping, and effective crafting diffuses leadership across the team, stabilising productive norms and enabling durable learning. Below are examples of slogans that can be used for each project concept.

- **Responsible leadership**
 - Responsible leadership is an accountable practice that weighs stakeholder claims, distributional effects, and long-term consequences—not a synonym for authority.
 - It is exercised through transparent judgment under uncertainty, inclusion of diverse voices, and care for people, organisations, and society.
 - Responsible leadership equips learners to balance short-term efficiency with long-term consequences by clarifying purpose and surfacing stakeholder perspectives.
 - In our learning design, responsible leadership is rehearsed through realistic dilemmas that require accountability, inclusion, and care.
- **Well-being at work**
 - Well-being is a precondition for quality: psychological safety, manageable cognitive load, and restorative rhythms sustain attention, learning, and collaboration.
 - Teams that protect psychosocial health report errors earlier, coordinate better, and maintain humane productivity over a project’s life cycle.
 - Psychological safety, manageable pacing, and structured reflection enable cognitive stretch without harm and sustain engagement over time.
 - Teams that invest in well-being share information more freely, take interpersonal risks, and persist through uncertainty.
- **Job crafting**
 - Job crafting is the proactive reshaping of tasks, relationships, and meaning so that work fits contexts and strengths while serving shared goals.
 - Through small, transparent adjustments—reframing deliverables, renegotiating interfaces, creating feedback loops—teams convert intent into adaptive execution.
 - Students are encouraged to personalise roles—within agreed constraints—to build ownership, demonstrate strengths, and develop new competencies.
 - Structured autonomy and choice in assessment make job crafting visible, coachable, and transferable beyond the course.

Use these sentences as the stable backbone of RESPRO messaging wherever a concise, evidence-aware statement of purpose is needed: website “About” sections, course pages, repository abstracts, slide intros, and media notes. Keep each concept’s pair together, when possible, to preserve distinction, adapt vocabulary to local disciplinary conventions, and pair the narrative with result-specific calls to action (EAS modules to adopt, simulation sessions to run, guidebook chapters to follow). Maintain an academic, human-centred tone; avoid generic “soft skills” clichés; and update examples over time with data and testimonies from RESPRO’s results.

Result-specific messages

Result-specific messages translate RESPRO's project narrative into concise, audience-ready lines for each public output. The EAS courses operationalise the three concepts through structured learning outcomes and assessment; the e-simulation provides a safe, experiential arena where those concepts are rehearsed under realistic pressure; the Teacher Guidebook converts them into facilitation moves, rubrics, and adoption guidance; and the Best Practices collection anchors the suite in transferable evidence. Read together, these messages make clear what each output contributes to responsible leadership, how it protects and advances well-being, and where job crafting becomes visible and coachable in everyday academic practice. Below are examples of slogans that can be used for each project concept.

- Best practices
 - Responsible leadership: "Documented cases demonstrate how accountability to people, organisations and society improves project learning outcomes."
 - Well-being: "Evidence summaries link psychosocial quality to earlier error reporting, better coordination and sustained engagement."
 - Job crafting: "Transferable patterns show how micro-redesigns of roles and workflows enable adaptive execution across contexts."
- EAS courses
 - Responsible leadership: "Each EAS course cultivates accountable decision-making by situating project choices within stakeholder claims and long-term consequences."
 - Well-being: "The courses model psychologically safe learning—manageable cognitive load, reflective pauses, and feedback that sustains humane performance."
 - Job crafting: "Learners practise small, transparent adjustments to tasks and roles, turning course concepts into adaptive project behaviours."
- E-simulation
 - Responsible leadership: "The simulation is a safe arena for rehearsing ethically charged judgments under uncertainty and making reasons for action explicit."
 - Well-being: "Scenario design makes psychosocial dynamics visible, showing how safety, workload and recovery shape coordination and learning."
 - Job crafting: "Players reframe deliverables and renegotiate interfaces in real time, converting intent into practical, team-aligned micro-changes."
- Teacher Guidebook
 - Responsible leadership: "The guidebook embeds responsible leadership in pedagogy through assessment rubrics; discussion prompts and stakeholder-aware cases."
 - Well-being: "It provides concrete practices for inclusive climate, workload transparency and restorative rhythms in project courses."
 - Job crafting: "Implementation checklists help teachers redesign tasks, interactions and meaning so modules fit local curricula without losing integrity."

Use these sentences verbatim or lightly adapted wherever succinct, result-anchored messaging is needed: project website sections, ERP abstracts, syllabus fronts, slide openings, media notes and event descriptions. Keep each trio together to preserve conceptual balance, and pair them with clear calls to action (download, adopt, schedule a simulation session, consult the guidebook, cite a case). Localise terminology to disciplinary norms, ensure EU visibility elements accompany public materials, and refresh examples periodically with data and testimonies emerging from RESPRO's evaluation and quality routines.

Channels & Tools

This chapter specifies how RESPRO will move from message to measurable uptake by selecting media and instruments that are audience-fit, accessible, and proportionate. It articulates a deliberate mix of owned spaces (project website, partner repositories, the Erasmus+ Project Results Platform), earned fora (academic conferences, and journals), and shared environments (institutional and project social media, communities of practice), with paid boosting used only when justified by adoption goals. Each channel is justified by clear criteria, reach within target segments, credibility for pedagogical content, inclusivity, and the ability to generate evidence. Tools operationalise quality and compliance: a visual identity kit with EU visibility elements, editorial templates and an events workflow, consent and data-protection forms, accessibility checklists, and media kits to support partners. By linking channels to the lifecycle of each result and by standardising the toolset, the chapter enables all partners to act coherently: messages are consistent, materials remain compliant and accessible, and every action leaves a trace that can feed quality assurance and reporting.

Project website

The project website serves as the authoritative, permanent source of truth for RESPRO. It consolidates the project narrative, hosts and signposts all public results, and provides stable, citable URLs for the Erasmus+ Project Results Platform and for institutional repositories. Its information architecture privileges adoption over promotion: results pages foreground “how to use” guidance, licensing, accessibility notes, and version/date stamps; news and events provide time-bound context; and a concise “About” section anchors the three pillars—responsible leadership, well-being, and job crafting—in an academically credible storyline. Mandatory EU visibility elements (emblem and funding statement) are integrated consistently across templates without eclipsing substantive content, and a standard disclaimer is present wherever interpretation or opinion may be inferred.

Quality and compliance are operationalised through an editorial workflow linked to WP governance. Drafts of result pages and news items undergo partner review for accuracy, a quality gate checks accessibility and metadata, and publication is logged with evidence (URLs, screenshots, analytics). Accessibility tries to obtain. alt text for images, tagged PDFs, captioned audiovisuals, readable contrast and typography—so that materials are usable by diverse audiences. Multilingual practice is pragmatic: core pages and result abstracts are available at least in English and partner languages most relevant to adoption; localised versions keep the same canonical links to ensure coherence and search visibility.

The website is instrumented for evidence and learning. Privacy-respecting analytics and UTM conventions allow the consortium to attribute traffic from campaigns and partner posts, while download and click tracking document the uptake of specific resources. Basic SEO hygiene—descriptive titles, structured metadata for educational resources, and social preview tags—helps stakeholders find and share results. Legal pages (privacy, cookies, imprint) reflect data minimisation, and contact forms route enquiries to the appropriate WP leads.

Sustainability beyond the grant is planned from the outset. Public outputs are deposited in partner repositories with persistent identifiers and are deep-linked from the website; the site itself is hosted on an institutional domain with a light technology stack to reduce maintenance risk. At project close, an archival snapshot and redirects preserve link integrity for ERP entries, publications, and citations, ensuring that educators and policy actors can continue to access resources.

Partner webpages extend reach and legitimacy by contextualising RESPRO for local audiences. Each partner maintains a concise landing or news page that mirrors key messages, highlights how the



partner is using the results, and deep-links to the authoritative pages on the project site or to the partner's own repository records where appropriate. Posts are coordinated with the editorial calendar to avoid duplication and to capture analytics via shared UTMs; translations and examples are adapted to institutional context while preserving core meaning and EU visibility elements. This distributed model enables amplification without fragmentation: the project site remains the canonical reference, and partner webpages provide credible, audience-specific on-ramps that convert interest into adoption.

Publications

Publications translate RESPRO's results into durable, citable artefacts that can be discovered, scrutinised, adopted and re-used. Two sequential streams work: project reports and academic outputs. Reports provide comprehensive, practice-oriented documentation of methods, results and tools; academic papers position findings within scholarly debates and subject them to peer review. Across all streams, materials observe EU visibility requirements (emblem and funding acknowledgement), use accessible formats, and include clear licensing and citation guidance so that reuse is frictionless and compliant.

Reports are the canonical record of each public result and are written for educators, curriculum designers and practitioners. They follow the project's visual identity and a common structure (context and rationale; methodology; findings; implications for teaching; implementation guidance; limitations). Each report is produced with accessibility in mind (tagged PDFs, alt text, readable typography) and versioned with dates and DOIs or institutional handles. Executive summaries and bilingual abstracts support rapid uptake across audiences, while annexes host rubrics, checklists and datasets where appropriate. Upon approval, reports are deposited in partner repositories and deep-linked from the project website and the Erasmus+ Project Results Platform to maximise discoverability and persistence.

Academic papers target reputable journals and conferences in project management, higher-education pedagogy, organisation, and applied psychology. Their function is both epistemic and translational: to test claims against peer scrutiny and to render insights comparable beyond the consortium. Authorship follows the institutional policies; data and instruments are shared in line with ethics approvals and privacy law. Open-access routes (institutional agreements, repositories, preprints where journal policies permit) are preferred so that teachers can read without paywalls. Conference papers and symposium contributions are coordinated with the dissemination calendar to avoid duplication and to channel interest toward adoptable materials.

Erasmus+ Results Platform

The Erasmus+ Results Platform is the EU's public directory for Erasmus+ projects and their outputs. It is where stakeholders find authoritative descriptions, participating organisations and—once validated—project results. For RESPRO, ERP+ acts as the canonical EU listing that complements our website and repositories, ensuring that results are discoverable, citable and comparable across programmes.

Social media

In RESPRO, social media is positioned as an auxiliary amplifier rather than a primary dissemination channel. This choice reflects the project's adoption goals and audience profile: the stakeholders who ultimately adopt and embed our results—faculty, curriculum designers, programme boards, and policy actors—tend to act on durable, citable resources hosted on institutional websites, repositories,



and the Erasmus+ Project Results Platform. Social feeds, by contrast, privilege currency over persistence; their algorithmic volatility and short half-life make them ill-suited to the careful, evidence-led uptake we seek. Moreover, Erasmus+ reporting requires verifiable traces of use (stable links, downloads, repository records, citations) that social metrics cannot reliably substitute. For reasons of accessibility, privacy, and proportional use of resources, the consortium prioritises producing high-quality materials in owned, archivable spaces and uses social media sparingly to point audiences to those canonical locations.

Accordingly, RESPRO does not maintain standalone project social accounts. When appropriate, partners may publish short, milestone-bound notices through their existing institutional channels (e.g., a release announcement or event recap), each post deep-linking to the authoritative web page or repository record. Posts follow the project’s message architecture and visibility requirements, include concise alt text for any visuals, and avoid sharing personal data or unconsented images. No paid promotion is planned. This “lightweight amplification” approach minimises moderation and compliance burdens, reduces language-segmentation overhead, and avoids creating abandoned accounts after project close, while still enabling partners to reach local communities that already trust their institutional feeds.

Dissemination Timeline by Project Phase

This chapter explains when and why we communicate and disseminate: sequencing actions so that interest reliably converts into adoption and documented use. The timeline is organised around project phases (design, development, pilot, release, exploitation, closure, and post-project) and ties each phase to concrete events: quality gates and acceptance criteria, visibility checks, repository deposit with persistent identifiers, and (when eligible) Erasmus+ Results Platform submissions. By aligning the editorial calendar with WP milestones, academic rhythms and partner events, the plan avoids premature promotion, dead links, or duplicated effort, and concentrates effort where educators and decision-makers are most receptive. Because RESPRO privileges durable, owned channels over short-lived social streams, the timeline emphasises releases on the project website and repositories, followed by targeted amplification through partners and publications at moments that matter for curricular decisions. In short, the chapter justifies cadence as a quality and impact mechanism: we announce only what is ready to use, we onboard users when support is available, and we gather proof of uptake in time to inform reporting and continuous improvement.

Start-up

In the start-up phase the objective is disciplined awareness, not volume. The consortium establishes the canonical information architecture—project website, partner repository stubs, template set, and visibility compliance—so that every early interaction points to stable, citable locations. Stakeholder mapping and message testing occur alongside technical set-up: brief, high-signal announcements on partner webpages and institutional newsletters explain the project narrative (responsible leadership, well-being, job crafting), the expected results, and the route for future updates. Social media is used sparingly, if at all, and only to deep link to authoritative pages. Evidence collection begins immediately (baseline analytics, repository handles reserved) so that subsequent engagement can be attributed and iterated. The guiding rule in this phase is “no dead links, no promises we cannot meet”: we announce the initiative and its purpose, signpost the first milestones, and ensure that every public element already meets accessibility and EU visibility requirements.

Implementation

During implementation, dissemination synchronises with development and piloting so that communication creates productive encounters with the results. As components reach quality gates, the website publishes release pages that foreground “how to use” guidance, licensing, and support materials; partner webpages contextualise adoption opportunities for local audiences (curriculum committees, teaching teams, student cohorts). Engagement is designed around authentic use—workshops, simulation demos embedded in courses, calls for pilot adopters—timed to academic rhythms (term starts, exam windows, conference cycles). Each action is instrumented: deep links carry, repositories provide persistent identifiers, and event forms capture consented evidence (attendance, feedback, testimonials). Messaging remains academically toned and user-oriented; rather than broadcasting general updates, we invite specific behaviours—download, adopt, schedule a session—while keeping the evidence stream audit-ready for reporting.

Final phase & follow-up (exploitation & sustainability)

In the final phase, the emphasis shifts from engagement to demonstrable use and long-term availability. Communications highlight adoption cases, evaluation findings, and transferability, linking directly to stable artefacts (reports with DOIs/handles, course packs, the guidebook, playable builds) and to “how we did it” materials that lower replication costs for new adopters. Sustainability measures are made visible: repository deposit with persistent identifiers, an archival snapshot of the website, maintenance notes for the e-simulation, and contact points for post-project queries. A modest set of follow-up activities—teaching packs, a closing webinar, targeted briefings to programme boards and professional bodies—supports integration into curricula and CPD offers beyond the grant period. Post-project, the consortium commits to light-touch stewardship: periodic link checks, minor errata updates in repositories, and curated signposting from partner webpages, ensuring that access and legitimacy persist without creating new channels that will be abandoned.

ERP+

ERP+ serves as the authoritative EU listing of the project and its results; our workflow treats it as the capstone, not the front line. Draft result records are prepared during implementation (title, abstract, categories, links to canonical pages), but formal submission is triggered only once results are final and quality-assured, and the project approaches closure. Each submitted record mirrors the website/repository pair: one concise attachment where appropriate, plus deep links to the most current, accessible files with proper EU visibility statements. Internally, a pre-submission checklist verifies metadata, categories, licensing, accessibility and evidence of use; after National Agency review and publication, records are treated as stable references. Any substantive update post-publication is handled by updating the linked canonical resources (website/repository) so that users always land on current materials, while ERP+ remains consistent with its review status. This sequencing—prepare early, submit when final, sustain via canonical links—maximises discoverability and comparability in the EU registry without compromising accuracy, accessibility or long-term stewardship.

Conclusions

This Dissemination Plan equips WP1 with a clear, executable framework to position RESPRO, reach priority audiences, and convert project outputs into measurable awareness and uptake. It aligns messages, channels, roles, timelines, and KPIs so that communication scales with project milestones and remains consistent across partners.

The plan is delivery ready. Governance is defined (Dissemination Lead, WP liaisons, approval flow), core assets are specified (visual identity, slide/factsheet templates, web/news updates, social media toolkit), and an editorial calendar links campaigns to milestones, demos, and events. A lightweight measurement system tracks leading and lagging indicators so performance can be compared across periods and adapted quickly.

In sum, the plan gives WP1 a pragmatic, data-driven toolkit to communicate RESPRO's value credibly and repeatedly. By institutionalizing PDCA and tying dissemination to milestones, governance, and risk control, WP1 is positioned to deliver timely, compliant, and high-impact outreach that supports adoption and enables a smooth transition to exploitation and long-term sustainability.

