Competence overview
for the Communications programme

The Communications programme is a unique and comprehensive communications programme that educates students to be communications professionals.

Communications professionals
think from the perspective of organisation and brand, analyse the environment on that basis and translate the results into strategic communications advice that uses message, tools and media in an innovative and creative way. They can manage this process from beginning to end, the ultimate aim being to achieve the corporate and brand objectives.

The five CO competences are:
1. Analysis and research
2. Development of and advising on communications policy
3. Planning and organisation
4. Creation and implementation
5. Representation

Each competence is defined and broken down as follows:

Description of competence	
Intermediate level: after 1.5 years	**Exit level: after 4 years**
Behavioural indicators	

THE FOLLOWING IS DEFINED FOR EACH LEVEL:

Description: What do I do and what do I know?
Professional products: What do I create?
Body of knowledge and skills: What have I mastered?

CO competence 1	# Analysis and research
Description of competence	Communications professionals proactively draw the attention of their organisation or client to developments in the internal and external environment. They draw attention to relevant developments in the political, social, economic, technological, intercultural and specialist environment, and convert this information into knowledge that is relevant to the organisation. They initiate and implement research and analysis, and rank and evaluate the associated results. They establish the relevance of the reported trends, behavioural changes and developments at national (international) level and place them in a short, medium and long-term perspective. They produce results that can be used in strategic policymaking and translate them into conclusions and recommendations.

Intermediate level: after 1.5 years	**Exit level**: after 4 years
Description: **What do I do and what do I know?** I make thorough preparations for my research. I process results from an analysis or from qualitative and quantitative research into clear overviews. In this context, I interpret non-complex data flows and research data in a simple way and can manage this data. I can select and organise data as instructed and process it in a simple way.	*Description:* **What do I do and what do I know?** I initiate and supervise research, and carry out analyses and applied research where required. I monitor an organisation's environment from the organisation's perspective on an ongoing basis. I can manage this process and assess its relevance. I can interpret and evaluate the data provided. On the basis of these interpretations and evaluations, I can provide advice, both upon request and unprompted, on communications and brand policy at a tactical and strategic level. I can also outline possible future developments and scenarios. I can present conclusions from research convincingly to internal and external clients, both verbally and in writing.
Professional products: **What do I create?** • Simple graphs, tables and/or visualisation of data sets; • Reports and/or presentations with tactical advice based on research and analyses.	*Professional products:* **What do I create?** • Research and analysis reports in various fields and sub-fields of communications. For example, qualitative research around the impact of communication tools (e.g. pre-testing), issue analysis, media analysis, trend analysis, stakeholder analysis etc.
Body of knowledge and skills: **What have I mastered?** *Knowledge***:** • Basic knowledge of research methods (qualitative and quantitative) and simple processing of data; • A number of analysis models; • Basic knowledge of trendwatching and social developments. *Skills:* • Desk and field research; • Reporting techniques; • Processing of research using common methods; • Drawing up a topic list; • Adequate verbal and written communication in Dutch –	*Body of knowledge and skills:* **What have I mastered?** *Knowledge:* • Research methods (qualitative and quantitative) and processing of data; • Analysis models; • Information management techniques; • Trendwatching. *Skills:* • Interviewing. • Desk research. • Monitoring trends and issues, including, amongst others, social developments, administrative and political developments, macroeconomic developments, (inter) cultural developments, multimedia and cross-media developments (Web 2.0/Web 3.0). • Designing a simple survey. • Separating and interpreting information. • Reporting/processing of research (various processing programs). • Adequate verbal and written communication in Dutch.

level 3F.	

Behavioural indicators for this competence: **How do I demonstrate this in my attitude and behaviour?**

Analytical capabilities:
- I consider an issue from the perspective of the key (internal and external) stakeholders and their interests.
- I extract the essence and relevance from (statistical) data.
- I separate facts from opinions and interpretations.
- I can distinguish between primary and secondary issues.
- I understand cause and effect.

Development mindset, ability to reflect:
- I ask for feedback on my approach and results.
- I identify my strengths and weaknesses and I know myself.

Development mindset, ability to work independently:
- I formulate development goals and learning requirements on the basis of reflection.
- I adapt my behaviour where necessary on the basis of feedback and insights.
- I work independently on my own academic career.

CO competence 2	**Development of and advising on communications policy**[1]
Description of competence	Communications professionals advise on and develop a communications policy that helps to ensure optimum achievement of the brand and corporate objectives and brand and corporate strategy. They are aware of the correlation between communications policy and other policy areas. On the basis of the communications policy defined, they can then determine the best strategy for achieving the communications objectives. They can provide well-considered advice on the communication tools to be deployed, taking into account objectives, target group(s), stakeholders and players. They consider the financial and budgetary consequences of their choices and also take social and ethical factors into account during this process.

Intermediate level: after 1.5 years	**Exit level**: after 4 years
Description: **What do I do and what do I know?** I collect data for advice-related documents. I interpret simple research and analysis data. I can order facts, understand the task. I select the relevant issues.	*Description:* **What do I do and what do I know?** I interpret research and analysis data. I can organise facts and select the relevant issues and use this as input for strategic communications and brand advice and strategic communications and brand policy. I can advise clients on communications (policy), both upon request and unprompted. I can be held accountable for the results and intentions of my advice. I can manage the various perspectives and interests of the client and other stakeholders and can take their interests into account when formulating policy or advice. I can facilitate, support and supervise the process of strategic policymaking in an organisation by offering strategic communications advice. I can present proposals convincingly to internal and external clients, both verbally and in writing, thereby generating support. I can consider the budgetary and financial consequences of advice and explain them to others.
Professional products: **What do I create?** • Simple tactical communications or brand advice for a number of target groups in different sub-areas, e.g. marketing communications, internal communications and corporate communications.	*Professional products:* **What do I create?** • Strategic communications or brand policy and related advice for a company or organisation for several target groups and/or stakeholders in the different sub-areas individually (marketing communications, internal communications and corporate communications) and jointly for all the sub-areas.
Body of knowledge and skills: **What have I mastered?** **Knowledge:** • Individual theories around information processing and the creation of meaning;	*Body of knowledge and skills:* **What have I mastered?** **Knowledge:** • Multiple theories around information processing and the creation of meaning;

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[1] The competence of *Development of and advising on communications policy* is related to three levels: operational, technical and strategical.

- Individual communication theories and models;
- Individual behavioural models;
- Individual brand theories and models;
- Individual theories around the communications process;
- Basic knowledge of the corporate, internal and marketing communications sub-areas;
- Corporate and communications aspects of an organisation (vision, mission and structure);
- Briefing and debriefing;
- Analysis of information;
- Accountability.

Skills:

- Individual communication skills;
- Basic reasoning skills (verbal and written 3F);
- Managing resistance and obstacles in non-complex situations;
- Monitoring your own position as (independent) adviser in non-complex situations;
- Reporting techniques;
- Adequate verbal and written communication in Dutch – level 3F.

- Multiple communication theories and models (including the communications process);
- Various behavioural models;
- Briefing and debriefing;
- Analysis of information;
- Various advice models;
- Knowledge of the various communication disciplines and the relationship between them;
- Knowledge of CSR and ethics in a communications context;
- Knowledge of the process of accountability in the context of communications advice;
- Basic knowledge of policy areas such as M&O, Marketing, Finance and HRM;
- Basic knowledge of business management;
- Issue management;
- Knowledge of Interactive policymaking;
- Theories around brand management (models etc.);
- Communication strategies;
- Online strategies;
- Cross-media strategies;
- Knowledge of the communications process;
- (Online) media landscape.

Skills:

- Multiple conversation techniques;
- Reasoning skills (verbal and written 4F);
- Managing resistance and obstacles in complex processes and situations;
- Monitoring your own position as (independent) adviser in complex processes and situations;
- The ability to switch roles in complex processes and situations;
- Reporting techniques;
- Brainstorming techniques;
- Strategic thinking and action;
- Adequate verbal and written communication in Dutch – level 4F.

Behavioural indicators for this competence: **How do I demonstrate this in my attitude and behaviour?**

Vision and Strategy:
- I relate solutions and advice to trends, recent and future developments, analyses (research) and to the strategy of the business or organisation.
- I can indicate the potential and consequences of a proposal in the short and long term.
- I focus more on future opportunities than on current limitations.

Communication:
- I actively listen (let others have their say, ask open-ended questions, ask more questions and check I've understood correctly).
- I underpin my views and choices with detailed arguments.
- I reason in a consistent and detailed way.
- Verbal:
a) My body language is consistent with what I am saying.
b) I show that I am personally committed to what I am saying.
c) I deal with any objections, do not react defensively, ask for counterarguments and refute these where appropriate.
d) I am tactful and adapt my behaviour to others.
e) I don't hesitate to provide answers.
- Written:

a) I write in a style that is consistent with the content.
b) I write in correct Dutch (spelling and grammar).
   c) I make sure my layout is clear.

Ethics:
- I talk to and about others with respect.
- I act with integrity.
- I take business ethics into consideration in my solutions and advice.

Creativity:
- I readily come up with new, innovative ideas.
- I use existing solutions in new applications.

Development mindset, *ability to reflect:*
- I ask for feedback on my approach and results.
- I identify my strengths and weaknesses and I know myself.

Development mindset, *ability to work independently*
- I formulate development goals and learning requirements on the basis of reflection.
- I adapt my behaviour where necessary on the basis of feedback and insights.
- I work independently on my own academic career.

CO competence 3	**Planning and organisation**
Description of competence	Communications professionals organise and plan the implementation of the organisation's communications policy and of the communication tools, taking into account the policy cycle. They generate support for brand and communications projects of various sizes and with varying degrees of complexity, manage and coordinate these projects and report to the (internal) client on the results obtained.
Intermediate level: after 1.5 years	**Exit level**: after 4 years
Description: **What do I do and what do I know?** With some guidance, I manage, support and supervise the organisation and logistics of various aspects of a communications project or event, meeting etc. I keep to plans and deadlines as instructed. I can work within a given quality system.	*Description:* **What do I do and what do I know?** I draw up project plans for large and small communications projects. I supervise them and monitor their quality. I review progress and consider the financial consequences. I organise project reviews and interpret the results. I also liaise with internal and external stakeholders in order to generate support for the project and its implementation. Being accountable to others is a natural part of the way I work.
Professional products: **What do I create?** • Task lists and checklists; • Sub-plans around simple organisation issues, finance, quality, communications etc.; • A simple quotation and budget.	*Professional products:* **What do I create?** • Project plans and scrums, together with interim reviews, final reviews and financial consequences.
Body of knowledge and skills: **What have I mastered?** **Knowledge:** • Project management; • Calculations, budgets, invoices, quotations and budget management; • Review techniques. **Skills:** • Methodical approach; • Understanding of common ICT systems in the office environment; • Generating support through effective communication skills and effective collaboration with internal and external stakeholders; • Being accountable for your own individual responsibilities.	*Body of knowledge and skills:* **What have I mastered?** **Knowledge:** • Project management; • Calculations, budgets and quotations; • Technical, financial and legal aspects around the deployment of communication tools (print, audio, visual, digital); • Review techniques; • Scrum technique; • Accountability. **Skills:** • Methodical approach; • Understanding of common ICT systems in the office environment; • Generating support through effective communication skills and effective collaboration with internal and external stakeholders; • Being accountable for your own individual responsibilities; • Management and coordination; • Delegation.

Behavioural indicators for this competence: **How do I demonstrate this in my attitude and behaviour?**

Focus on results, goal-oriented approach:
- I set objectives in the form of steps and (measurable) results.
- I make it clear what is required to achieve these objectives.
- I draw up budgets in which money is translated into activities.
- I persevere until the result is achieved.
- I make sure that solutions are actually implemented.
- I check whether solutions have actually solved the problem.
- I take factors such as costs and returns into account in the objectives (accountability).

Focus on results, solution oriented:
- I take action if I find that things are not going according to plan and if I anticipate problems.
- I propose workable solutions and underpin solutions with a credible feasibility and risk analysis.
- I take action if objectives/plans are not being achieved.

Focus on results, process-oriented approach:
- I set priorities and divide the available time efficiently between tasks.
- I monitor the progress and quality of the (interim) results.
- I take action if I find that things are not going according to plan.

Collaboration, task oriented:
- I actively contribute to the structuring of the work (make suggestions and/or make arrangements regarding objectives, results, approach, deadlines etc.).
- I come to meetings well-prepared.
- I keep to what has been agreed.
- I endeavour to resolve a problem (I don't get put off by complaints or difficulties, or hide behind other people).

Collaboration, team oriented:
- I help create a positive atmosphere, work well with others, uphold the usual standards, am tactful and show interest.
- I support team members and offer assistance, both upon request and unprompted.
- I (proactively) share my knowledge with others.
- I am open to suggestions and criticism from others and make it clear that I take such suggestions/criticism seriously.
- I give constructive criticism.
- I respect and take advantage of differences of opinion and allow everyone to have their say.
- I raise conflicts and the division of a process or roles in an open and solution-oriented way.

Collaboration, leadership:
- I take the lead in management of the work.
- I adapt my management style to the situation.
- I delegate tasks.
- I analyse the team's performance and make suggestions as to how it could be improved.
- I lead meetings in an effective and efficient way.
- I encourage and motivate team members in the performance of their work.

Development mindset, ability to reflect:
- I ask for feedback on my approach and results.
- I identify my strengths and weaknesses and I know myself.

Development mindset, ability to work independently:
- I formulate development goals and learning requirements on the basis of reflection.
- I adapt my behaviour on the basis of feedback and insights where necessary.
- I work independently on my own academic career.

CO competence 4	**Creation and implementation**
Description of competence	In order to achieve communications objectives for different target groups, communication tools must be created. This may involve both periodical and non-periodical activities for internal or external target groups. The communications professional manages the design, implementation and production of communication tools (concepts, tools and content).

Intermediate level: after 1.5 years	**Exit level**: after 4 years
Description: **What do I do and what do I know?** I deliver, with some supervision, aspects of communications concepts such as communication tools (advertising text, forms, content for sites, simple articles for brochures or newspapers/magazines, virals, apps etc.) in different sub-areas (e.g. marketing communications, internal communications, corporate communications) and for different target groups. In this context, I collaborate with experts from different creative disciplines. I can convert information into a simple (de)brief. I support pretesting and formative reviews.	*Description:* **What do I do and what do I know?** On the basis of communications strategies, I can develop creative communications concepts and translate them into unique and/or innovative tools and media (multimedia and cross-media). In this context, I can collaborate with experts from different creative disciplines. Of course, my concepts, tools and media are linked to stakeholders and/or specific target groups. Briefs, debriefs and reviews are a natural part of the way I work.
Professional products: **What do I create?** (De)briefs; (Aspects of) communication tools: audiovisual, print, online; - Aspects of the setup (or concept) for events, for example; - Mood boards, simple concepts (or concept sketches) etc.	*Professional products:* **What do I create?** - Communications concepts - Communication tools.
Body of knowledge and skills: **What have I mastered?** ***Knowledge:*** - Theories around proposition and message; - Simple operation and application of communication tools; - Basic knowledge of graphic design; - Individual theories around visual language and semiotics; - Basic knowledge of design software; - Basic knowledge of media landscape, new media and cross-media communications; - Basic knowledge of reasoning theories and rhetoric. ***Skills:*** - Goal and target group oriented writing; - The writing of an effective (de)brief; - Digital skills: basic design software skills.	Body of knowledge and skills: **What have I mastered?** ***Knowledge:*** - Theories around concept development, positioning, proposition and message; - Storytelling techniques and formulation of co-creation techniques and strategies; - The terminology, operation and application of different communication tools; - The theories around visual and symbolic language, the history of style, types of text, writing styles and semiotics; - New media and cross-media communications; - Reasoning theories; - Knowledge of graphic design, product design and environment design (visual identity/image production); - Basic knowledge of specific design software; - The legal potential and limitations of various communication tools. ***Skills:*** - Focus on target group; - Understanding of different creative techniques; - Writing skills;

| | • Design skills; |
| | • Digital skills; |

Behavioural indicators for this competence: **How do I demonstrate this in my attitude and behaviour?**

Creativity:

- I come up with new, innovative and original solutions.
- I look at solutions from original perspectives.
- I readily come up with ideas.
- I use existing solutions in new applications.

Focus on results, goal-oriented approach:
- I set objectives in the form of steps and (measurable) results.
- I make it clear what is required to achieve these objectives.
- I draw up budgets in which money is translated into activities.
- I persevere until the result is achieved.
- I make sure that solutions are actually implemented.
- I check whether solutions have actually solved the problem.
- I take factors such as costs and returns into account in the objectives (accountability).

Focus on results, solution oriented:
- I take action if I find that things are not going according to plan and if I anticipate problems.
- I propose workable solutions and underpin solutions with a credible feasibility and risk analysis.
- I take action if objectives/plans are not being achieved.

Focus on results, process-oriented approach:
- I set priorities and divide the time available efficiently between tasks.
- I monitor the progress and quality of the (interim) results.
- I take action if I find that things are not going according to plan.

Development mindset, ability to reflect:
- I ask for feedback on my approach and results.
- I identify my strengths and weaknesses and I know myself.

Development mindset, ability to work independently
- I formulate development goals and learning requirements on the basis of reflection.
- I adapt my behaviour where necessary on the basis of feedback and insights.
- I work independently on my own academic career.

CO competence 5	**Representation**
Description of competence	Communications professionals are familiar with the organisation and demonstrate that they have sufficient understanding of the environment to act as ambassadors for the company both internally and externally. This is evident if the organisation intentionally or unintentionally enters the public eye, where they act as spokespersons, but also if they represent both client and agency in the role of adviser or if they fulfil a management role. They can assess the value of issues and information to different target groups and stakeholders and can communicate in such a way that the organisation's interests and reputation are upheld.

Intermediate level: after 1.5 years	**Exit level**: after 4 years
Description: **What do I do and what do I know?** I provide support as instructed and with supervision for representational duties of and for the organisation or client. I take action as instructed in response to intentional and unintentional publicity. I supervise and support colleagues in their dealings with customers, the press, employees etc. I can provide support for the management and maintenance of partner management and networks. I can represent the organisation both internally and externally in discussions around non-complex issues.	*Description:* **What do I do and what do I know?** I am familiar with the organisation (own organisation or that of the client) and demonstrate that I have sufficient understanding of the environment to act as an ambassador for that organisation both internally and externally. This will primarily be evident if the organisation intentionally or unintentionally enters the public eye. In that event, I will be spokesperson or I will act as adviser around how the organisation portrays itself to the public. I can assess the value of issues and information to different target groups and stakeholders and can communicate and lobby in such a way that the organisation's reputation is upheld.
Professional products: **What do I create?** • The facilities (organise physical space and resources, issue invitations) for the activities; • Resources such as press folders and promotional gifts; • Webcare texts; • Online newsroom, darksite (for crisis communications) and social media press releases;	*Professional products:* **What do I create?** • Online reputation management strategy; • Communications strategy for issue management; • Training and coaching in the tasks of a spokesperson and other 'public appearances'.
Body of knowledge and skills: **What have I mastered?** **Knowledge:** • Basic knowledge of press and media, media landscape (including social media, community management, Web 2.0/3.0 etc.) and reputation management. **Skills:** • Communication skills • Meeting skills • Presentation skills • Interview skills.	*Body of knowledge and skills:* **What have I mastered?** **Knowledge:** • Social and economic relations; • Administrative and political relations; • Press and media; • Media landscape (including social media, Web 3.0 etc.); • (Online) reputation management; • Partner management; • Issue management; • Risk and crisis communications; • Public relations; • Public affairs. **Skills:** • Communication skills • Meeting techniques; • Presentation skills • Interview skills; • Reasoning skills; • Review skills; • Liaising with the press;

	'Online' representation skills; - Advisory skills.

Behavioural indicators for this competence: **How do I demonstrate this in my attitude and behaviour?**

Ethics:
- I talk to and about others with respect.
- I act with integrity.
- I take business ethics into consideration in my solutions and advice.

Communication:
- I actively listen (let others have their say, ask open-ended questions, ask further questions and check on my interpretations).
- I underpin opinions and choices with detailed arguments.
- I reason in a consistent and detailed way.
- Verbal:
- My body language is consistent with what I am saying.
- I show that I am personally committed to what I am saying.
- I deal with any issues, do not react defensively, ask for evidence and refute it where appropriate.
- I am tactful and adapt my behaviour to others.
- I don't hesitate to provide answers.
- Written:
- I write in a style that is consistent with the content.
- I write in correct Dutch (spelling and grammar).
- I make sure my layout is clear.

Communication, sensitivity:
- I effectively maintain a network of people and organisations.
- I let others have their say.
- I check whether the message has been conveyed, by summarising, asking questions, inviting responses.
- I take into account different cultural standards and values in the organisation, among clients and stakeholders.
- I talk with respect about colleagues, clients and organisations.

Communication, accessibility:
- I adopt a clear and logical structure. The structure of my communication is logical, there is a consistent thread running throughout and the core message is clear.
- I use (specialist) language correctly and aim it at the target group.
- I am to the point and do not digress unnecessarily.

Development mindset, ability to reflect:
- I ask for feedback on my approach and results.
- I identify my strengths and weaknesses and I know myself.

Development mindset, ability to work independently:
- I formulate development goals and learning requirements on the basis of reflection.
- I adapt my behaviour where necessary on the basis of feedback and insights.
- I work independently on my own academic career.

APPENDIX

Explanation
Competence overview – Intermediate level of Communications programme
General criteria for the assessment of competence

The Communications programme is a unique and comprehensive communications programme that educates students to be communications experts.

Basic principles:

– The competences are based on the LOCO competences (which have been updated and supplemented).
– The competences are gradually built on over the course of the programme.
– Products always means communications products.
– The competences are documented in a portfolio.
– The student plans his own learning and development process based on his portfolio.

There are five CO Competences with associated professional actions, professional products, the relevant aspects of the Body of knowledge and skills (knowledge/methods/techniques, and skills) and associated attitudes. Finally, a link is made with the HBO core qualifications and the Dublin descriptors.

1. Analysis and research
2. Development of and advising on communications policy
3. Planning and organisation
4. Creation and implementation
5. Representation

The competences can be determined at different levels. The Communications programme determines the level at two different points: graduation level (exit level) and intermediate level (after 1.5 years of the programme).

Intermediate level: the student must have reached this level by the end of Semester 1 of Year 2. The levels will be determined on the basis of **the six professional levels defined by Logeion.**
The intermediate level corresponds to level 2 of Logeion's professional level profiles:
      1. Support level: performs tasks under supervision having been given instructions.
      2. Instruction level: works independently within specific parameters (is accountable for the quality of the work).
The exit level corresponds to level 3 of Logeion's professional level profiles:
      3. Task level: implementing solution.
See http://www.logeion.nl/beroepsniveauprofielen.

At this intermediate level, adequate verbal and written communication in Dutch means the level of language 3F, as specified in the guidelines issued by the Meijerink commission. At this intermediate level, we expect a minimum of B1 level for English (working towards B2).

Comments:
      1. The description of the intermediate level is formulated from the perspective of the student in order to offer guidance on how to approach the first part of the programme.
      2. The behavioural indicators (measurable indicators) associated with the CO competences are, according to the Communications programme, the key indicators for the intermediate level of this particular CO competence. The student is free to create different combinations of competences and behavioural indicators for the intermediate level, and the exit level in particular.