Competence overview for the Media, Information and Communications programme (MIC)
General criteria for the assessment of competence

The Media, Information and Communications programme is a unique and comprehensive media programme that educates students to be media professionals.

Media professionals
Media professionals have good information skills, take a cross-media perspective, can produce, organise, render accessible, communicate and publish content aimed at a specific target group and can devise and market media formats.

The five MIC competences are:
1. **Analysis and research** 2. **Business and publishing** 3. **Aggregation, organisation and curation of content** 4. **Design and creation of media formats and content** 5. **Professional performance**

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?

THE FOLLOWING IS DEFINED FOR THE COMPETENCE AS A WHOLE:
How do I demonstrate this in my attitude and behaviour?

MIC Competence 1	Analysis and research
Description of final competence Media professionals proactively draw the attention of his organisation or client to developments in the internal and external environment. They draw attention to relevant developments in the organisation, sector and market and the demographic, economic, sociocultural, technological, environmental, legal and political/administrative environment, and convert this information into knowledge that is relevant to the organisation. They initiate and implement research, and rank and evaluate research results, analyses and databases in terms of their practical application and value for strategic policymaking. They determine the relevance of the reported trends, behavioural changes and developments at national (or international) level and place them in a short, medium and long-term perspective.	

Intermediate level: after 1.5 years	**Exit level**: after 4 years
Description: **What do I do and what do I know?** I conduct research under supervision. I define research objectives and questions on the basis of case studies. I collect data under supervision and assess it in terms of its practical application. I highlight relevant developments in sectors and the market. I can perform a DESTEP analysis. On the basis of research results, I can provide appropriate and well-informed advice at an operational and tactical level in respect of a media product, service or business.	*Description:* **What do I do and what do I know?** I proactively draw my organisation's or my client's attention to relevant developments in the organisation, sector and market and the demographic, economic, sociocultural, technological, environmental, legal and political/administrative environment (DESTEP), and convert this information into knowledge that is relevant to the organisation. I initiate research, define research objectives and questions, conduct research on this basis, manage and interpret information flows, and rank and evaluate research results, analyses and databases in terms of their practical application and value for strategic policymaking. I 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. I describe future developments and scenarios. As a conversational partner, I advise on policy at strategic level, based on research and analysis, both upon request and unprompted.
Professional products: **What do I create?** • (Media) advice report; • Analysis report, e.g.: internal analysis, market analysis, competitor analysis, target group analysis, product analysis; • Research reports; • Management summary.	*Professional products:* **What do I create?** • (Media) advice report; • Analysis report, e.g.: internal analysis, market analysis, competitor analysis, target group analysis, product analysis, trend analysis; • Research reports, surveys; • Management summary; • Future scenarios; • Risk analysis.
Body of knowledge and skills: **What have I mastered?** ***Knowledge:*** • Research methods (qualitative and quantitative) and processing of data; • Trendwatching, including demographic, economic, legal, sociocultural, technological, environmental, political/administrative, multimedia and cross-media developments. ***Skills:*** • Interview techniques; • Desk research;	*Body of knowledge and skills:* **What have I mastered?** ***Knowledge:*** • Research methods (qualitative and quantitative) and processing of data; • Trendwatching and interpretation, including demographic, economic, legal, sociocultural, technological, environmental, political/administrative, multimedia and cross-media developments; • Analysis models; • Information management techniques. ***Skills:*** • Interview techniques;

• Data analysis; • Designing a survey; Processing research results (various processing programs).	• Desk research; • Data analysis; • Designing a survey; • Processing research results (various processing programs); • Reporting; • Scenario thinking.

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.

MIC Competence 2	**Business and publishing**

Description of final competence

Media professionals can define the mission and vision of a business. On the basis of the wishes and requirements of a target group and relevant trends, they can assess whether a media product or service can be successfully deployed. They advise on and develop a strategy that helps to ensure optimum achievement of the marketing, brand and corporate objectives. They can make a well-informed decision regarding the 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?**	*Description:* **What do I do and what do I know?**
On the basis of information concerning the wishes and requirements of a target group and relevant trends, I can provide advice at operational level around media products or services that will help ensure optimum achievement of the marketing, brand and corporate objectives. I suggest which tools should be deployed, taking into account objectives, target group(s), stakeholders, players, financial consequences, social and ethical factors. I can prepare and evaluate a quotation and a budget, and monitor a budget.	I can define the mission and vision of a business. On the basis of information concerning the wishes and requirements of a target group and relevant trends, I can develop media formats and content, and assess whether a media product or service can be successfully deployed. I can provide advice on and develop a strategy for media products or services that will help ensure optimum achievement of the marketing, brand and corporate objectives. I can also make a well-informed decision regarding the tools to be deployed, taking into account objectives, target group(s), stakeholders and players. I consider the financial and budgetary consequences of my choices and also take social and ethical factors into account during this process. I can present proposals convincingly to internal and external clients, both verbally and in writing. I can position myself convincingly as a freelancer and I can acquire projects.
Professional products: **What do I create?** • Operational marketing plan; • Simple advice reports, e.g. around positioning, communications; • Cost calculations.	*Professional products:* **What do I create?** • Business plan • Publishing strategy • Marketing plan • Communication plan • Social media strategy • Positioning advice • Project plan • Advice report • Media plan • Cost calculations • Contribution to annual report • Brief • Debrief.
Body of knowledge and skills: **What have I mastered?** *Knowledge:* • Mission and vision; • Marketing planning; • Market segmentation and positioning; • Pricing policy and setting of prices; • Distribution policy; • Business models; • Types of organisation and legal status; • Operating budget; • Briefing and debriefing; • Analysis of information;	*Body of knowledge and skills:* **What have I mastered?** **Knowledge:** • Mission and vision; • Strategy development and marketing planning; • Market research and marketing information; • Market segmentation and positioning; • Brand management; • Product policy and service marketing; • Media and communication strategies; • Acquisition and sales management; • Pricing policy and setting of prices;

- Media landscape; - Cross-media publishing; - Media mix. *Skills:* - Reasoning skills (verbal and written); - Creative thinking; - Managing resistance and obstacles; - Switching roles; - Interpreting financial and statistical information; - Reporting techniques; - Adequate verbal and written communication skills in Dutch and English.	- Distribution policy; - Business models; - Customer relationship management; - Types of organisation and legal status; - Investment budget and financial plan; - Financial reporting; - Operating budget; - Briefing and debriefing; - Media landscape; - Cross-media publishing; - Media mix. *Skills:* - Conversational techniques; - Management skills; - Reasoning skills (verbal and written); - Creative thinking; - Managing resistance and obstacles; - Switching roles; - Interpreting financial and statistical information; - Strategic thinking; - Reporting techniques; - Adequate verbal and written communication skills in Dutch and English.

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 and the strategy of the business.
- I can indicate the potential and the consequences of a proposal in the short and long term.
- I focus more on future opportunities than on current limitations.

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 persevere until the result is achieved.
- I take factors such as costs and returns into account in the objectives (accountability).

Focus on results, solution oriented:
- I propose workable solutions.
- I check whether solutions have actually solved the problem.
- I take action if I find that things are not going according to plan.
- I anticipate potential problems.

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.

MIC Competence 3	Aggregation, organisation and curation of content

Description of final competence

Media professionals collect, access, rank, aggregate and curate (manage) content, and organise, review and provide advice on a client's or an organisation's information policy. In this context, media professionals operate on all levels of the DIKW pyramid (data, information, knowledge and wisdom) within the information chain.

Intermediate level: after 1.5 years	**Exit level**: after 4 years
Description: **What do I do and what do I know?** I can search on my client's behalf in specified sources for simple data that is relevant to the client and target groups. I can aggregate, organise and curate this data, thereby creating renewed/new content that meets the specified information requirements. I can process metadata to give context to (digital) text, images and sound and to make them locatable. I can manage a content management system and keep it up to date, and I can do so in a group context and under supervision.	*Description:* **What do I do and what do I know?** As a media professional, I can collect, access, rank, aggregate and curate (manage) content. I organise, review and provide advice on a client's and/or an organisation's information policy. In this context, I operate as a media professional on all levels of the DIKW pyramid (data, information, knowledge and wisdom) within the information chain.
Professional products: **What do I create?** • Data visualisations; • Web and social media content; • Aggregated media products.	*Professional products:* **What do I create?** • Data visualisations; • Web and social media content; • Aggregated media products; • Research data based media products; • The design and management of content management processes; • The configuration, management and use of content management/information systems; • The design and management of metadata structure.
Body of knowledge and skills: **What have I mastered?** ***Knowledge:*** • Research methods (qualitative and quantitative) and processing of data at operational/tactical level; • Trendwatching of demographic, economic, sociocultural, social, technological, environmental, political/administrative, multimedia and cross-media developments; • Provisions of information and media law; • Critical reflection on the interaction between media and society. ***Skills:*** • Interview techniques; • Aggregating (combining/collecting) and curating (managing and editing) content (text and audiovisual material); • Desk research; • Simple data analysis; • Processing research results; • Reporting; • Content management skills.	*Body of knowledge and skills:* **What have I mastered?** ***Knowledge:*** • Research methods (qualitative and quantitative) and processing of data at operational, tactical and strategic level; • Information management techniques; • Trendwatching of demographic, economic, sociocultural, social, technological, environmental, political/administrative, multimedia and cross-media developments; • Provisions of information and media law; • Critical reflection on the interaction between media and society; • Analysis models. ***Skills:*** • Interview techniques; • Aggregating (combining/collecting) and curating (managing and editing) content (text and audiovisual material); • Desk research; • Data analysis; • Processing research results; • Reporting; • Content management skills.

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.

MIC Competence 4	**Design and creation of media formats and content**
Description of final competence Media professionals can devise, design, create and improve media formats and content, and manage the process of devising, creating, producing and improving formats and content. The formats and content can be used to meet profit targets or to achieve communications objectives for different target groups. Both periodical and non-periodical formats and content may be involved.	

Intermediate level: after 1.5 years	**Exit level**: after 4 years
Description: **What do I do and what do I know?** I design, create and improve media formats. I supply them with multimedia or cross-media content*. I do this under supervision, independently or in a group context, within given parameters. I can assess the client's requirements and translate them into a product for a specific target group, for-profit and non-profit organisations and for the information sector or the entertainment industry. *content: text, images, moving images, audio, data visualisation	*Description:* **What do I do and what do I know?** As a media professional, I can devise, design, create and improve creative and innovative media formats and content*, and manage the process of devising, creating, producing and improving formats and content. I can use formats and content to meet profit targets or to achieve communications objectives for different target groups. This may be both periodical and non-periodical formats and content for the information, infotainment and entertainment industry and for other sectors of society. I can devise and implement this entire process independently as a freelancer or in a team context. *content: text, images, moving images, audio, data visualisation
Professional products: **What do I create?** - Description of media formats (audiovisual, print, online); - Online and offline media products (audiovisual, print, digital, experience, both separately and together). In the first instance as a one-off edition; - Sketches, concepts, mood boards.	*Professional products:* **What do I create?** - Description of media formats (audiovisual, print, online, experience); - Online and offline media products (audiovisual, print, digital, experience, both separately and together); Periodical and non-periodical; - Sketches, concepts, mood boards; - Strategically configured communication platforms for different sectors.
Body of knowledge and skills: **What have I mastered?** ***Knowledge:*** - Theories around concept development, proposition and message; - The communication-related, technical, financial and legal potential and limitations of media formats and different types of content; - The terminology, impact and application of media formats and different types of content for a wide variety of organisations, both commercial and non-profit; - Theories around information processing and the creation of meaning, as well as ethical factors; - Media and communication theories and models; - Editorial workflow;	*Body of knowledge and skills:* **What have I mastered?** ***Knowledge:*** - Theories around concept development, proposition and message; - The communication-related, technical, financial and legal potential and limitations of media formats and different types of content; - The terminology, impact and application of media formats and different types of content for a wide variety of organisations and sectors, both commercial and non-profit; - Theories around information processing and the creation of meaning, as well as ethical factors; - Media and communication theories and models; - Editorial workflow;

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- Graphic design, product design and environment design (visual identity/image production);
- The production of audiovisual content;
- Theories around visual and symbolic language, types of text, writing styles;
- Content management systems;
- New media and cross-media communications;
- Storytelling;
- Visual communication.

Skills:
- Focus on target group;
- Creative skills (designing, brainstorming, sketching);
- Writing skills (different genres for all media platforms);
- Writing an English summary of a research project;
- Design skills;
- Digital skills;
- Audiovisual skills (items, photos).

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- Graphic design, product design and environment design (visual identity/image production);
- The production of audiovisual content;
- Theories around visual and symbolic language, the history of style, types of text, writing styles and semiotics;
- Design software;
- Content management systems;
- New media and cross-media communications;
- Storytelling;
- Visual communication;
- Types of co-creation techniques and strategies;
- Reasoning theories;
- Briefing and debriefing;
- Review techniques.

Skills:
- Focus on target group;
- Creative skills (designing, brainstorming, sketching);
- Writing skills (different genres for all media platforms);
- Writing an English summary of research project;
- Design skills;
- Digital skills;
- Audiovisual skills (items, photos);
- Pitching of media formats in Dutch and English.

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

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

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 critically review my own contribution and ask myself how it could be better.
- 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.

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.

MIC Competence 5	**Professional performance**
Description of final competence	

Media professionals think and act in a multidisciplinary way in accordance with a professional or business code, communicate excellently in Dutch and adequately in English in different contexts, both verbally and in writing, are proactive and collaborate constructively with others. They take into account ethical, legal, social and historical parameters, and developments in the sector, and can work effectively in an international/intercultural work environment.

Intermediate level: after 1.5 years	**Exit level**: after 4 years
Description: **What do I do and what do I know?** I think and act in accordance with a professional or business code. I communicate excellently in Dutch and adequately in written English. I am proactive and collaborate constructively with others. I take into account ethical, legal, social and historical parameters, and developments in the sector. I can function effectively in a work environment. I participate in projects and processes. I can draw up a plan under supervision and set priorities for different activities. I can present proposals convincingly to internal and external customers and clients, both verbally and in writing. I can prepare a meeting. I can obtain input from people both within and outside the organisation. I can communicate about developments both within and outside the organisation.	*Description:* **What do I do and what do I know?** I think and act in a multidisciplinary way in accordance with a professional or business code. I communicate excellently in Dutch and adequately in English in different contexts, both verbally and in writing. I am proactive, I collaborate constructively with others and I generate support. I take into account ethical, legal, social and historical parameters, and developments in the sector. I can function effectively in a work environment. I supervise and coordinate projects and processes. I represent the department and the organisation in a professional manner. I advise management on policy if requested. I can consider and manage different perspectives and interests of the client and internal and external stakeholders. I can present proposals convincingly to internal and external customers and clients, both verbally and in writing. I can prepare and lead meetings. I generate input from internal and external parties. I can communicate about developments both within and outside the organisation.
Professional products: **What do I create?** - Personal development plan; - Project plan - Agenda; - Minutes; - Pitch; - Product presentation; - Customer mailing.	*Professional products:* **What do I create?** - Personal development plan; - Project plan - Agenda; - Minutes; - Pitch; - Product presentation; - Customer meeting; - Advisory meeting; - Customer mailing; - Opinion pieces.
Body of knowledge and skills: **What have I mastered?** ***Knowledge***: - Social and economic relations; - Administrative and political relations; - Technological trends and developments; - Cultural traditions and developments; - Media landscape (national, international); - Corporate cultures; - Legal and ethical parameters; - Communication and media theories. ***Skills***: - Conversational skills in Dutch;	*Body of knowledge and skills:* **What have I mastered?** ***Knowledge***: - Social and economic relations; - Administrative and political relations; - Technological trends and developments; - Cultural traditions and developments; - Media landscape (national, international); - Corporate cultures; - Management skills; - Legal and ethical parameters; - Communication and media theories. ***Skills***:

• Writing skills in Dutch and English; • Meeting skills; • Presentation skills; • Corporate skills; • Reasoning skills; • Review skills; • 'Online' representation skills; • Advisory skills; • Methodical approach.	• Conversational skills in Dutch and English; • Writing skills in Dutch and English; • Meeting skills; • Presentation skills; • Corporate skills; • Interview skills; • Reasoning skills; • Review skills; • 'Online' representation skills; • Advisory skills; • Methodical approach.

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

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 issues, do not react defensively, ask for evidence and refute it 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.

***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 for the Media, Information and Communications programme (MIC)
General criteria for the assessment of competence

The Media, Information and Communications programme is a unique and comprehensive media programme that educates students to be media professionals.

Basic principles:

- The competences are based on the three levels of the MIC competence overview (KvV, LA, SdK), Version 6, 31 May 2012; the LOCO competences; adapted and supplemented for the MIC programme, which has had a new curriculum since the 2013/2014 academic year. Some of the competences correspond to those of the Communications programme.
- The competences are gradually built on over the course of the programme.
- Products always means professional products.
- The competences are documented in a portfolio.
- The student plans his own learning and development process in part on the basis of his portfolio.

There are five 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, the Dublin descriptors and the Dutch qualifications framework (NLQF)1.

1. Analysis and research
2. Business and publishing
3. Aggregation, organisation and curation of content
4. Design and creation of media formats and content
5. Professional performance

The competences can be determined at different levels. The MIC 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. At this level, the student performs activities independently and in a group context within specific parameters.
The level 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 (graduation level):

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 MIC competences are, according to the MIC programme, the key indicators for the intermediate level of this particular MIC competence. The student is free to create different combinations of competences and behavioural indicators for the intermediate level, and the exit level in particular.