UNIVERSITY
OF TWENTE.

THIS IS COMMUNICATION SCIENCE

INFORMATION BOOKLET FOR **COM STUDENTS** AND **STAFF** - ACADEMIC YEAR 2025-2026

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Bachelor, Premaster and Master COM
Information about all our programmes

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For more information about the bachelor, premaster, and master COM go to our website: **www.utwente.nl/com**.

Here you will find detailed information about:

1. the contents of the programmes;
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3. international affairs;
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UNIVERSITY
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BACHELOR
COMMUNICATION SCIENCE
2025-2026

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Croho code	56615
Orientation and level	WO, Bachelor of Science
Number of credits	180 EC
Specializations	No
Location(s)	Enschede
Variant	Full-time
Joint programme	No
Instruction language	English

CONTENTS OF THE **COM BACHELOR** PROGRAMME

We often think we know exactly why we do what we do, and that our behaviour is rational. However, only 5% of our behaviour is conscious, and the rest is unconsciously influenced by the interactions we have with others and our increasingly high-tech environments. Think of social media, filter bubbles, games or even the layout of a store – that subconsciously influence our behaviour.

The bachelor programme Communication Science in Twente studies human behaviour and the interactions we have with others (human communication), organisations (organisational communication), our surroundings (design and persuasive communication) and the 'things' around us (human-technology communication).

At UT, we not only focus on theory, our students also tackle practical challenges. We familiarise students with the bigger challenges of today and tomorrow, and explore the important, widespread role of communication in solving these issues. After study, this expertise in is highly valuable across various industries including business and management, marketing, media, education, social work, and healthcare.

MISSION AND VISION

In a rapidly changing world, there is need for communication professionals with strong problem-solving skills. The University of Twente (UT) offers a modern Communication Science (COM) programme which firmly places communication in the context of how people and organisations interact with tech and what this means for society. It equips students with all the required 21st century skills to become the communication engineer of tomorrow: the linking pin between people, organisations and the innovations of tomorrow.

OUR VISION: Communication is everywhere; we are constantly connected. This results in new ways of communication between people and between people and machines. We study the impact of technology, how to improve technology and how technology can support and strengthen interactions.

OUR MISSION: Empowering humans and organisations in our high-tech digital society. We focus on research and education that connects people through technology and people with technology in order to bring forth a resilient, sustainable and inclusive society.

APPROACH: Societal issues are the starting point for our education. The role of tech and non-tech solutions are key.

OUR FOCUS

In a rapidly changing world, there is need for communication professionals. Students in our programme engage with human-technology interactions from different perspectives that reflect relevant challenges for the communication professionals of the future. We streamline these perspectives in the following 3 contemporary themes: Digital society, Changing organisations, and Persuasive tech.

The **Digital society** theme addresses important technological developments and what they mean for society. Tech innovations may bring along second order effects which are less desirable for society, including for example polarization, social isolation, filter bubbles, fake news, online privacy violation and digital inequality. Students learn about the extent to which our society has become dependent on technology. But also, what does it take to align technology with people's values and needs, so that we can ensure a resilient, sustainable and inclusive society for all?

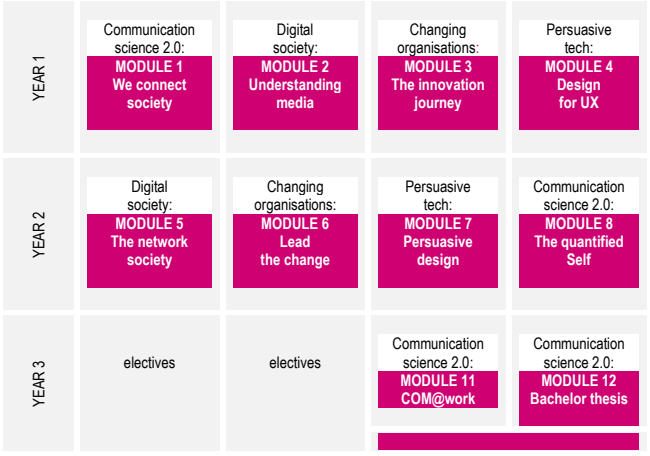
The **Changing organisations** theme takes the perspective of organisation-technology interaction. Communication Science students need to appreciate the unpredictable organisational landscape of tomorrow. Organisational forms and employment relationships are changing and becoming more flexible, innovations are disrupting companies and markets, and social media are forcing organisations to increase their transparency as participants in growing international, intercultural networks. Students learn all about how new technologies affect organisational communication, both within the organisation (e.g., new ways of working) and outside the organisation (e.g., stakeholders and reputation management and corporate social responsibility).

The **Persuasive tech** theme focuses on human-technology interactions. How do we affect technology and how does technology affect us? Students become well-versed in visual communication and the interplay of the senses, supported by new technological advancements such as virtual and augmented reality, serious gaming, and nudging.

Next to these 3 themes the programme has an overarching theme called the **Communication science 2.0** theme. This theme serves as the academic platform of the programme (in which the 3 other themes are embedded as well).

PROGRAMME OVERVIEW

In the programme, the 3 themes are represented by means of two different modules: one in year 1 and one in year 2. These two modules are clearly connected: The first theme-module establishes the outline and relevant topics of the theme after which the second theme-module provides an in-depth investigation of a current tech development. Further, the Communication Science 2.0 theme is represented by means of four modules in all three years: in the first year (Module 1), second year (Module 8), and third year (Modules 11 and 12). In the Table below it can be seen how all the themes are spread over the bachelor programme.



On the next pages the modules per theme are explained. For the full contents of all modules, see pages 9-13.

Overarching theme: Communication science 2.0

This theme serves as the academic platform of the programme in which students get acquainted with both the theory and practice of the communication science discipline. Starting with a strong academic base in which an overview and state of the art of the communication discipline are presented, in this overarching theme students gradually work towards a more reflective attitude and identify their own interests when it comes to research and work related to communication science. In line with the vision of our programme, the essential communication theories will be discussed in the light of emerging technologies in order to strongly ensure students come to see and understand how communication processes play a role in the development and diffusion of new innovations. Secondly, regarding the practice of communication we follow an engineering approach in order to broaden the horizon of the students. The communication science professional of the future is not only equipped with a sharp mind and great ideas, he or she is also someone who can engineer and create in order to make things happen. The Communication science 2.0 theme is represented by means of four modules in the programme (a more elaborate description of all bachelor modules can be found on page 9):

MODULE 1 We connect society The first module of the Communication Science bachelor programme provides an introduction to the field of communication science. It covers the basic theories, models and concepts that explain how and why people connect, which provides a strong academic base for the following modules. Next to this canon of communication theories, students will be introduced to social science research. Furthermore, students will acquire important professional skills, such as writing skills, design skills, and skills to collaborate in an international project group.

MODULE 8 The quantified self The second year of the bachelor ends with a reflection module in which students are to experience and reflect on the meaning of data in our highly digitized society by means of the quantification of their everyday selves. Students explore the tensions inherent to datafication in relation to health, sustainability and productivity. Students engage with real-world dilemmas to get acquainted with important philosophical concepts and positions as well as rhetorical techniques. Students explore the difference between their physical and quantified self and those of their classmates and reflect on what is gained or lost when our lives are turned into data.

MODULE 11 COM@work We believe it is important that our students orient themselves on their professional lives after graduation. In this module students explore trends, societal developments and dynamics within the professional field, do company visits and interview master COM alumni. Next, students gain insight in their own abilities and skills and finally create a podcast about their views on the professional field of communication science. Module 11 is a so-called “stretch module”, which means it is scheduled parallel to the Bachelor thesis (module 12).

MODULE 12 Bachelor thesis The COM programme ends with an individual Bachelor’s thesis in which the knowledge and skills obtained in all previous modules need to be integrated to address a societal, organisational and/or technical challenge. The Bachelor’s thesis is practice-oriented and should focus on a theme that fits one of the 3 tech themes. The research must show that the student masters relevant theories, can design and conduct adequate research, and translate the findings into well-considered conclusions and recommendations.

Theme 1: Digital society

Societies, organisations and individuals have become increasingly interconnected due to the emergence of technologies. The unprecedented potential of these networks and technologies for society and personal wellbeing notwithstanding, several challenges arise. Examples are increasing polarization, loneliness and social isolation, dealing with fake news, privacy issues with shared information on social media, or the increasing dependency on technology. Next to that, too often technologies are introduced into society without a clear understanding of (1) the needs and concerns of its intended users and (2) how the innovation at stake might affect other behaviours as well, so called ‘second order’ effects. In the Digital society theme, there is much attention for how people live in an emerging tech and digitalized society. Questions around adoption, security, trust, ethics, and autonomy are put central and we investigate how emerging technologies radically transform the ways in which people behave and interact with each other, with companies, with (social) media, with (online) information, with (collaborative) robots, etc, and how these rich and ever more pervasive interactions generate meaning. Communication professionals play to the strengths of technological advancements, aid in their development and maximize their positive influence in the world. The digital society theme is covered by two modules, one in the first year and one in the second year:

MODULE 2 Understanding media In this module, students dive into the small-scale effects of digitized media on individuals and explore motivations and uses of communicative, social, and entertainment media. While learning about the most important theories in media psychology, they will form groups based around research topics such as social media and happiness, persuasiveness of influencer marketing, and motivations to play games.

MODULE 5 The network society As a follow-up on module 2, in this module, we dive into the role of new media in our society as a whole. Not only do we discuss the characteristics of the networked society and explore how the digital world is shaped by social, economic, and political forces, students also come to understand the effects of the digital media landscape on our society. Students will explore who is in contact with who behind the scenes and with what social, political, economic and epistemological ramifications?

Theme 2: Changing organisations

Innovation drives the modern organisation. We are entering a new industrial revolution and automation is starting to take over cognitive tasks as well. Therefore, much like in the first industrial revolution, the role of humans is again being rapidly redefined. Furthermore, as organisations become more digital, they face a growing imperative to redesign themselves to move faster, adapt more quickly, facilitate rapid learning, and embrace the dynamic career demands of their people. The ‘Changing organisations’ theme teaches students how organisations (both private and public) can use innovative technologies to interact and connect with their (1) internal and (2) external environments. Regarding the first, our interest goes towards how innovations can change organisations from within (e.g., social robots as colleagues, new ways of working). Regarding the latter, communication towards and between relevant stakeholders is of our interest. This includes how new media technologies can be used to communicate with key audiences (for example during crisis situations) as well as how media technologies play a role in shaping an organisation’s image in the public’s eye. In all these processes, communication professionals and strategic communication are essential as both can facilitate an increase in ‘the potential for

change' in complex dynamical settings. The Changing organisations theme tackles practices and questions in two modules, one in the first year and one in the second year:

MODULE 3 The innovation journey Technological innovations are developed faster than ever, but they are often met with resistance and doubts regarding their effectiveness and societal relevance. This is especially because innovators do not take into account the many possible forces that influence the success of their innovation. In this module, students learn about the success and failures of the development and implementation of innovations focusing on the role of stakeholder-, reputation-, and crisis communication.

MODULE 6 Lead the change This module addresses the question of how communication processes can be optimized in organisations and what the organisation of the future may look like. In this module, students get acquainted with the influences of technological changes on organisations. They learn a variety of perspectives and processes regarding organisational communication, as these continue to develop and evolve. Furthermore, students offer managers advice on such topics, based on both literature and empirical qualitative data.

Theme 3: Persuasive tech

As technology becomes ever more integrated within our daily lives, the products and services surrounding us become smarter as well. For example, embedded in our clothes and environments with sensors and connectivity modules, they are increasingly capable of registering facial expressions, bodily states and expressive behaviours such as movements, intonation and body language. Using these data, they may in turn provide feedback or stimulate specific behaviours. As these examples show, design and multi-sensory elements such as sound and light play an important role when designing for behaviour change. In other words, 'every-thing' communicates and students learn how to take full advantage of this. At the same time, smart technologies increasingly raise ethical questions regarding privacy, freedom and choice. Do we want to live in a world where smart billboards can read our minds by applying ever more advanced algorithms? Is it OK to induce behaviour change when people are not consciously aware of what is happening? And should we protect consumers from technologies which prompt purchases they cannot afford? The Persuasive theme is represented by means of two modules, one in the first year and one in the second year:

MODULE 4 Design for UX In this final module of the first year, students are challenged to design a prototype of an app that will contribute to solving a societal problem. Theories on the relations between humans and technology, and more specifically on how technology can be used to influence human behaviour, will inspire them to come up with the best design. Further, they are trained to communicate with companies that may be interested in collaborating with their team to further develop the prototype of their persuasive app.

MODULE 7 Persuasive design In this module, students learn about the roles that design can play in 'design for behaviour change' programs and learn about the underlying dynamics and processes (e.g., conscious versus unconscious processes and the role of social influences) involved in behaviour change. Based on these insights, students come up with a design for a behaviour change intervention in a real setting and test effects of design elements/nudges in a simulated (virtual reality or augmented reality) environment.

ELECTIVES

After two years of coherent modules, in the first semester of the third year students can choose between a 30 EC study abroad, internship or a 30 EC minor or equivalent at the UT.

More information about spending (a part of) a semester abroad can be found on the Faculty BMS study abroad website: https://www.utwente.nl/en/bms/education/study-abroad/.

More information about internships is available via: https://www.utwente.nl/en/com/graduation-web/.

Students who opt to stay at the UT to fill their elective space, can choose from a number of High-Tech Human-Touch minors, the Crossing Borders minor, and a number of "join-in minors" and "in-depth minors".

More information about the minors that are being offered can be found on https://www.utwente.nl/en/education/electives/minor/.

Students that choose to study abroad can select a partner university in or outside Europe. Further, the minor Crossing Borders offers another opportunity to students who are eager to gain international experience.

More information on the minor Crossing Borders, see https://www.utwente.nl/en/education/electives/minor/offer/crossing-borders-educative-minor/.

LABOUR MARKET

For the Communication Science programme at the University of Twente, the connection between our bachelor programme and the professional field is important. We believe that our students should know what is out there once graduated. That they know what to expect when entering the labour market and what are the typical positions communication practitioners perform. But also what part of the professional field is of interest to the student, and how to prepare for a smooth start of a professional career.

The COM@work line in the Communication Science programme is the tool for preparing students for life after study. The eight modules in the first two years of the programme are designed in a way that the eight most important areas of the professional field of communication practitioners are covered as each module is clearly connected to some specific professions. This ranges from online media content manager to marketing analysist and from crisis manager to public relations officer. In the table on the next page some typical professions that are put central per module are presented.

MODULE 1	MODULE 2	MODULE 3	MODULE 4
• Content strategist • Digital marketing manager • Copywriter • SEO marketer	• Media designer • Social media agent • Media researcher	• Public relations manager • Innovation manager • Crisis manager / spokesperson	• UX (user experience) manager • Content manager • Freelancer
MODULE 5	**MODULE 6**	**MODULE 7**	**MODULE 8**
• Online privacy officer • Big data analyst • Network manager	• Consultant • Issue manager • Change manager	• Marketing manager • Communication adviser • Sustainability manager	• Big data, search & conversion marketer • Trend watcher

In addition, several other activities are organized to ensure a clear connection with the labour market. In the first two years, in modules 1 to 8, theory is always connected to a project that addresses questions from the field, regularly showcased by means of guest lecturers from that field. Often this involves our alumni, who understand the position of being a student and who can tell about their journey of becoming a professional within a particular sub-domain of communication science. Furthermore, site visits are organized and symposia with guests from the labour market take place. In year 3, in the elective space (modules 9 and 10) students can choose to do an internship and in the bachelor thesis (module 12), students perform a research in a domain that suits their interest. Parallel to this bachelor thesis, the COM@work module (module 11) takes place. In this module, students will systematically test what domain of the professional field suits their interest and personality best. Based on this evaluation a job application procedure is offered in which student present themselves to the market in a professional and engaging way. This module aims to help students to make an informed decision on their future career after a master's degree in communication science.

INTERNATIONALIZATION

Knowledge, by its very nature, does not respect borders. Universities operate in an international arena where they compete for talent, resources, funding and a position within promising networks. Furthermore, current and future students will work in a rapidly changing world. Because of globalization, the growing number of international schools, and the increasing mobility of students and teachers all over the globe, internationalization is an important topic for university programmes in the Netherlands. Themes like global citizenship, the global workforce and cross-national interactions have an impact on the attitudes, knowledge and skills of both domestic and international students. Such learning only takes place when there are cross-cultural interactions, which is not a natural consequence of having students from different nationalities in the classroom. Therefore, effective intercultural interactions are organized. It will engage students with internationally informed research and cultural and linguistic diversity and develop their international and intercultural perspectives as global professionals and citizens. The bachelor COM is designed in such a way that international, intercultural and/ or global dimensions are incorporated into the curriculum, for example by means of international project groups.

EXCELLENCE PROGRAMMES

For students obtaining excellent results there are two options for doing something extra up and above the standard programme: the Star Programme within the bachelor COM and the UT's Bachelor Honours programme.

The COM Star Programme
Based on their individual exam grades in the previous quarter/module, the top 10% of the students are invited to participate. A Star Programme is offered in five out of the eight core modules of the programme (in module 2, 3, 4, 7 and 8). Participation in a Star Programme implies that the selected students will do an individual assignment that focuses on more in-depth knowledge or skills related to the module's content. If this assignment is finished successfully (to be decided by the module coordinator), the student receives an excellence Star. Successful participation in this programme, including the total number of excellence Stars obtained, will be mentioned on the diploma supplement. Successful participation in the Star programme of at least three modules may result in graduating with distinction.

The UT's Bachelor Honours programme
This programme starts every year in February and is for the top 5% of first year students of each study only. In nearly one and a half year students follow a programme of 30 EC. Three variants are offered, in science, design and mathematics. Students work in interdisciplinary groups and learn about great scientists or designs, learn to ask questions about everyday scientific situations, will learn how to write their own research proposal and make a joint final work.

> More information can be found on the website: https://www.utwente.nl/en/excellence/.

TEST SUBJECT ARRANGEMENT

The COM programme finds it important that her bachelor students experience empirical research also in the role of being a test subject. In this way students get acquainted with different types of research and it is an extra way to prepare for students own research activities in the context of their study. The so-called Test Subject (TS) hours are an obligatory and official part of the Bachelor COM. For the complete bachelor programme it comprises 15 hours, of which 10 hours belong to the first academic year. The 10 TS-hours of the first year do not play any role in determining the Binding Study Recommendation (see below). However, to formally complete the whole first academic year it is necessary to obtain 10 TS-hours in the first year, next to the four first year modules (60 EC).

> More information about this can be found on the website: https://www.utwente.nl/en/com/bachelor/.

BINDING STUDY RECOMMENDATION

The UT enforces a binding recommendation for all bachelor programmes. At the end of the first, introductory year all students get a binding study recommendation (In Dutch: BSA, Bindend Studie Advies) as to whether or not to proceed with the programme. Students will get a positive recommendation if they have completed at least 45 ECs of the first year's required 60 ECs. For the bachelor COM this can be accomplished by:

1. Completing at least three complete modules (45 EC); OR
2. Completing at least 75% of the first-year study load (300 out of 400 percentage points module component weighting factors, as registered in OSIRIS); provided that students have no more than one insufficient grade in each study unit (the four study units in the first year are: Project, Theory, Research Methodology and Skills).

Not meeting this norm means that the student cannot re-enrol in the programme for the next year, save situations in which personal circumstances played an important role.

> Specific procedural information on this regulation can be found on: https://www.utwente.nl/en/sgw/regulations/binding-study-recommendation/.

THE STUDY UNITS OF A MODULE: **PROJECT**, **THEORY**, **RESEARCH**, AND **SKILLS**

The education bachelor COM students receive is challenging and project-based education. From the very first year, students will be encouraged to actively, critically, and creatively work with concepts, theories, and methods, and to combine strategic thinking with the development of strong personal communication skills.

Each academic year is made up of four modules. Every module has a duration of 10 weeks and is worth 15 European credits. Further, the modules consist of four or five study units: **Project (P)**, **Theory (T)**, **Research (R)** and **Academic skills (S)** and/or **Professional Skills (S)**. These study units are clearly connected in a module. The core of the modules is a Project which reflects a contemporary challenge. To solve this challenge, students get input from the other study units. This means that they get acquainted with the theoretical underpinnings of the specific issues at stake (Theory), they know how to study the topic at hand and conduct own research (Research) and how to effectively communicate (Academic skills and Professional Skills). In every module students are supervised and coached by a group of enthusiastic counsellors / mentors. Assessment methods vary from individual written tests, individual and group assignments to oral tests and individual and group presentations.

PROJECT A project reflects a contemporary challenge involving the themes Digital society, Changing organisations, Persuasive tech or Communication Science 2.0. For example, students may find themselves performing a Twitter analysis to find out what is being said about a certain topic, assist an organisation that deals with a crisis situation, design an app that promotes healthy food choices, or helping a specific group of people to optimally use a new media platform. In each project they work with other students. Our aim is to encourage students to take an active approach to learning, to discover where their own strengths lie and to put them to work.

THEORY In this study unit, students familiarize themselves with the theoretical foundations underlying the specific issues at stake. This means that they learn about various traditional and new theories and models in the discipline of Communication Science and sub disciplines and adjacent areas that are relevant to the various modules. Theories they learn about represent different domains, for example communication technology, corporate communication, public relations, leadership, science communication, marketing communication, visual communication, multisensory design, persuasive communication, ethics, philosophy, and social psychology.

RESEARCH In this study unit, students develop insight in the nature of social-scientific research. They learn how to design, conduct, evaluate, and interpret research. Depending on the module, this may range from qualitative research designs (aimed at gathering in-depth knowledge about communication processes or audiences) to quantitative methods (aimed at reaching quantifiable and statistically supported conclusions). Data collection methods and data analysis are discussed in connection to each other. Research methods for example include big data analytics, social network analysis, media analysis, survey research, interview, and focus groups.

SKILLS In this study unit, students not only learn the skills needed to function as an academic researcher (academic skills including for example: literature and information search, and academic writing and presenting), but also the skills needed to function as a communication professional (professional skills including for example visual identity design, lay out and visuals, mock up app design, infographics, film making, design-based interventions, writing a press release, popularizing and framing, persuasive pitches and presentations, rhetoric and debating, negotiating, workshop design, and podcast production.

In the tables below all study units are presented per module:

THE FIRST YEAR:

STUDY UNITS	MODULE 1: WE CONNECT SOCIETY	MODULE 2: UNDER-STANDING MEDIA	MODULE 3: THE INNOVATION JOURNEY	MODULE 4: DESIGN FOR USER EXPERIENCE
PROJECT	Popularizing global challenges	Effects of media use	Stakeholder & reputation management	User-centered design
THEORY	Introduction communication science	Media psychology	Public relations of innovations	Human-technology interaction
RESEARCH	Research methods & statistics	Survey analysis	Big data & text mining	Usability testing & interviewing
ACADEMIC SKILLS	Professional writing	Theoretical framework	Media framing	
PROFESSIONAL SKILLS	Design skills	Presenting	Crisis response	Business case

THE SECOND YEAR:

STUDY UNITS	MODULE 5: THE NETWORK SOCIETY	MODULE 6: LEAD THE CHANGE	MODULE 7: PERSUASIVE DESIGN	MODULE 8: THE QUANTIFIED SELF
PROJECT	The media influencers	Changing organisations	Persuasive environment	Autoethno-graphy of datafication
THEORY	The digital society	Organisational communication	Social psychology & interactive tech	Ethics & philosophy
RESEARCH	Big data & network analysis	In-depth interview	Experimental design & analysis	Deep data & predictive modelling
ACADEMIC SKILLS	Storytelling	Literature review	Scientific publication	Rhetoric's
PROFESSIONAL SKILLS	Audio-visual design	Consultancy	Animation design	Debate

THE THIRD YEAR:

	ELECTIVES	ELECTIVES	MODULE 11 COM@ WORK	MODULE 12 BACHELOR THESIS

On the next pages we present the contents of all modules per study unit.

CONTENTS OF **ALL MODULES** PER STUDY UNIT

Note: The complete and most up-to-date module descriptions can be found in Osiris and on the Canvas site of the module.

MODULE 1: WE CONNECT SOCIETY

1 PROJECT: Popularizing global challenges (202500258)

In the Project study unit of the first bachelor COM module, students take the role of a content strategist and develop a popular content strategy in small project groups. The topic of this content strategy is related to one of the UN global sustainable development goals. Students learn how to manage their own projects, as well as collaborating in intercultural teams. Students will apply the insights they acquired in the Theory study unit by analysing one of the global challenges from different theoretical perspectives, and they will use the communication theories to tackle the challenge and create a group content strategy. This content strategy, next to the skills learned in the Skills study unit, forms the input for the second group assignment: a professional blog that popularises the content strategy.

1 THEORY: Introduction communication science (202000267)

The Theory in the first module develops the students' knowledge and understanding of (1) the basic theories in communication science and (2) leading theories related to the three COM tech themes: digital society, changing organisation and persuasive tech. This canon of communication and technology theories covers theories of for example information processing, interactional models of communication, marketing communication, influencer marketing, social media and organisational and corporate communication.

1 RESEARCH: Research methods & statistics 1 (202500272)

In Research, the role of asking and systematically answering empirical research questions is discussed. Students learn how to identify and formulate descriptive and explanatory research questions, for example in the context of design and decision making. Answering empirical questions requires careful conceptualization and operationalization of units and variables in the context of various data collection techniques. It will be explained which role the criteria reliability and validity play in assessing the operationalization of variables. In addition, an introduction to the statistical software 'R' and data visualization and descriptive statistics is given. Finally, we discuss the issue of sampling and the idea of inferential statistics.

1 SKILLS: Professional writing (202300071) & Design skills (202300072)

In Skills, students are introduced to professional writing and design skills. First, students get introduced to information searching skills and develop the competence to critically evaluate scientific and non-scientific materials. Second, these skills will be directly applied in a writing assignment, where students will develop the skill to write a short text. Third, students learn how to effectively communicate through images and visualizations, by means of an infographic.

MODULE 2: UNDERSTANDING MEDIA

2P: Effects of media use (202000271)

In the Project in module 2, students take the role of media researchers working to provide input for a policy debate through a quantitative study. Following a research theme of their interest, students perform each of the basic steps of the scientific process: gathering literature and composing a theoretical framework, designing and performing a (survey) study, analysing quantitative data, and reporting on the study and implications for policy in written and oral forms. The themes for this project are related to the Theory study unit of the module, including different facets of media psychology.

2T: Media psychology (202000272)

In the Theory study unit, students will learn about the development of media psychological theories. These theories describe how individuals choose, use, and react to different kinds of media. This will give students an understanding of how media research has been performed in the past, as well as point to the future of the field. Topics that will be discussed include, among others, how media research has developed, cultivation of beliefs, media choice and selective exposure, media, identity, and the self, social media, and advertising effects.

2R: Survey analysis (202000273)

In Research, students will get familiar with multiple data collection methods, but the focus will be on the survey instrument. To deepen the understanding of this particular method, classical test theory and scale construction will be introduced. Additionally, the construction of data collection protocols and procedures will be discussed. Further, students practice using R. Second, students will be lectured on various statistical techniques related to regression and correlation analyses.

2S: Theoretical framework (202300074) & Presenting (202300075)

Before any data are collected, academic researchers need to know what to study. They do this by reviewing the existing literature on the topic. In this study unit, students learn how to compile a theoretical framework that enables them to identify gaps in the research. After performing their studies, they will present and discuss their findings in a policy-oriented meeting. First, students from several groups with adjacent topics pitch their theoretical framework and study findings. Next, students discuss their research together with an external think-tank party relating to policy.

MODULE 3: THE INNOVATION JOURNEY

3P: Stakeholder & reputation management (202000276)

Preparing students on the possible future role of consultant or public relations officer, in the Project of module 3, students (in a group) will first set up their own communication agency while paying attention to identity management principles including mission, vision, strategy and core values. Then, their agency is competing to be hired by a tech company as their primary PR consultant. By means of a large-scale big data media analysis students investigate the sentiment among relevant stakeholders in the public discourse regarding the tech innovation of the client. This media analysis is then the input for a Public Relations plan.

3T: Public relations of innovations (202000277)

In Theory in module 3 students gain insight into the relevant theories in the fields of corporate communication and innovation systems as insights from both fields are required by communication professionals to facilitate technological innovations. Corporate communication topics that will be addressed include identity, image and reputation management; stakeholder management; and corporate social responsibility. The technological innovation system perspective covers the key processes of innovation, including knowledge development, resource mobilization, legitimization, entrepreneurial experimentation, market formation, the influence of the direction of search and the development of positive externalities.

3R: Big data & text mining (202000278)

A wealth of information is available from websites, forums, and social media. Big data media analyses and text mining analyses are increasingly being applied to combine data from various sources, to represent the outcomes graphically, and to generate new knowledge about individuals based on information that is publicly available. Students will be introduced to the field of big data analytics. They will study the methods and the software that are available for analysing online information. Examples of the use of big data analytics will be studied and the strengths and weaknesses of the methods used will be discussed.

3S: Media framing & crisis response (202000279)

Dealing with the news media is an important task for public relations professionals. An organisation can proactively approach the news, for instance to inform about an innovation or certain recent developments, or it can be unwantedly subject to news coverage because of a crisis. As a crisis can seriously impact the organisation's performance, effective crisis communication and damage control are essential. This study unit introduces the basic academic and professional skills for a public relations professional. Students will be asked to take the lead in a crisis situation, by means of writing a press release; an interview with a professional journalist in a talk show setting in which the students act as a spokesperson; and a reflection on the student's own media performance.

MODULE 4: UX DESIGN

4P: User-centred design (202000281)

To prepare students for the possible future role of being involved in a design team as a communication expert, students are asked to design a prototype of an app that aims to positively change the target group's behaviour. First, students elicit and analyse user requirements by applying appropriate research methods. Based on this, and on theoretical insights from the fields of social psychology and human-technology interaction learned in the Theory study unit, students design a mock-up of a persuasive app. This app is subject of a formative evaluation with prospective users as students test the prototype against the formulated requirements with the goal to detect possible improvements for the design of the app.

4T: Human-technology interaction (202000282)

In Theory, the focus will be on general theories and models on the relations between humans and technology, and more specifically on how technology can be used to influence human behaviour. Topics that will be discussed include persuasion by communication, social psychological solutions for problems, communication goals and modalities, information processing and information design, usability and user experience, technology acceptance, adoption, appropriation and domestication, and accessibility of technology.

4R: Usability testing & interviewing (202000283)

In a user-centred design process of a new technology, several research methods must be applied. Prospective users and other stakeholders need to be consulted and observed at several moments to provide the designers with information about how to proceed in order to design an app that meets the expectations, and that results in good user experience. In Research, students get acquainted with a variety of qualitative data collection methods that are used in user-centred design processes, such as interviewing, observation and usability testing. Strengths and weaknesses of the methods will be discussed, so students can make informed decisions about which methods to use at which moment in a design process.

4S: Business case proposition (202000284)

In this unit, students are trained to communicate with investors that may be interested in collaborating with the student team to further develop the prototype of the persuasive app they designed in the Project. Students learn how to inform and convince potentially interested companies to invest in new technologies in general and in their business proposal in particular. At the beginning of the module, students define the goals of the app; for which behavioural change do they aim? After students have done this, they analyse different aspects of the context of use from a business point of view to be able to formulate a value proposition. At the end of the module, they will present their proposition in a Shark Tank presentation to investors that may be interested in collaboration.

MODULE 5: THE NETWORK SOCIETY

5P: The media influencers (202100029)

In the Project of module 5, students are trained as media influencers by creating a transmedia story by using several social media technologies to present their research results, based on input stemming from both the Theory and Research study units. Students learn to analyse (big) data through social network analysis and may, for example, investigate the relations and interactions between the groups behind a social phenomenon such as the coronavirus issue or the manipulation of national elections: who is in contact with who and about what? For this purpose, students will work together in small groups to produce a transmedia story (a combination of e.g., vlog, podcast, Instagram stories, live-stream and social network analysis) which is aimed at directly or indirectly influencing the target audience's awareness, knowledge, attitude and/or behaviour with regards to the selected theme.

5T: The digital society (202100030)

Theory will be about the development of the digitalized society, as well as the implications of new media on society and its individuals. The theories describe the forces that drive the development of the digital environment, social networks and technologies, and how the digital environment, social networks and technologies affect our society on a group, as well as on an individual level. Topics that will be discussed include, among others, the economy and politics as drivers of the digital society, effects of the digital society on the way we process information, and how the digital society influences individual privacy and autonomy.

5R: Big data & network analysis (202100031)

Social networks are one of the most important sources of big data. Processing this amount of data yields valuable knowledge for businesses, governments and society. For analysing social network data, we need to use specific approaches for processing networks. Students will first get acquainted with the basic concepts of social networks and understand how these networks evolve. Then they will learn a variety of methods for analysing these networks, such as computing the importance of nodes and paths, identifying communities, and predicting the future states of the network. Also, attention is given to introducing different information diffusion models on social networks and the approaches of finding influential users. They will use R to conduct various social network analyses, and they will get familiar with multiple network visualization techniques.

5S: Storytelling & audio-visual design (202100032)

The focus of this unit is on obtaining the necessary storytelling techniques and audio-visual design skills so as to produce short digital videos (or, social media content). Here, these are a form of 'non-fiction filmmaking' that has proliferated in recent years due to the ubiquity of palm-sized and mobile phone cameras and the rise of web-based platforms, such as YouTube, Instagram, and Tik Tok. Students individually build up a portfolio and assess their peers in creating a series of short videos meant to engage audiences in a topic, introduce them to new ideas, and/or persuade them.

MODULE 6: LEAD THE CHANGE

6P: Changing organisations (202300085)

In the Project, students learn how to provide consultation by means of a consultancy report and management summary. The overall focus is on how the world of work is changing by technology and what this means for managers and employees. First of all, based on the interviews that are conducted in the Research study unit, the first Project assignment concerns a consultancy report in which students demonstrate how a practical question arising from an unexplained organisational communication phenomenon can deepen our understanding of the changing work environment. Subsequently, each project group writes a management summary together with research highlights to show the essence of their project. Both the consultancy report and the management summary form the input for a professional workshop that is part of the Skills study unit.

6T: Organisational communication (202300086)

Theory is about how new technologies fundamentally change the businesses of organisations and their ways of organizing. Students study how both managers and employees make sense of technological changes, how they talk about these changes, and how they organize their responses (e.g., resistance to technological change or appropriation of technologies). Weick's organizing theory and structuration theory are two important theories in this sense. Next to that, students are introduced to how technology plays a pivotal role in several organisational processes like leadership, identification, decision-making, and change management.

6R: In-depth interview (202300087)

Students learn how to perform in-depth interviews, as well as how to analyse the qualitative data using the software package Atlas-ti and report the outcomes of these interviews in a professional manner. In the first weeks of the module, each project group creates one combined interview guide or topic list, as well as a sampling strategy. Subsequently, students perform in-depth interviews and analyse the outcomes.

6S: Literature review (202300088) & Consultancy (202300089)

In the Skills study unit, students learn how to write an academic literature review. A literature review is an objective and thorough overview of relevant and current research literature on a topic being studied. The literature that is discussed in the Theory study unit serves as relevant input for this writing assignment. Secondly, students will learn how to setup and give an engaging workshop to a particular audience. Here the question is how to translate academic findings into practical do's and don'ts for managers. The findings of the Project are interactively presented and participants (teachers and fellow students) practice with knowledge and skills regarding the topic of the research.

MODULE 7: PERSUASIVE DESIGN

7P: Persuasive environments (202100041)

The Project in module 7 prepares students for a job after study as for example a digital marketer or designer. The core of the project is testing the effects of a self-designed virtual reality (VR) intervention aimed at promoting a more healthy or sustainable lifestyle. Following the different stages in the process of designing a behavioural change intervention, the project consists of several parts. First, based on insights from literature, students, will set up their behavioural change intervention to enhance physical or mental health. Based on the skills gained in the Skills study unit, a VR environment will be created to test he intervention. VR is a useful tool for creating immersive, multisensory environments. What motivates (and de-motivates) people to be more sustainable? And which mental states are important for realizing behaviour change? In other words, how can we create a virtual (immersive) environment that enhances sustainable and healthy lifestyle choices. Second, students, based on the skills gained in the Research unit, will test the effectiveness of their intervention in an experimental design. To finalize the project, students report their findings in an academic journal article following all the steps of academic reporting, and present their work in poster-format at a scientific conference.

7T: Social psychology & persuasive tech (202100042)

By studying the theories as provided in this unit, students gain insight into the relevant theories in the fields of multisensory design, marketing and social and consumer psychology with a focus on the following topics: restorative environments., design for behaviour change, persuasion, marketing communication, persuasive technology, human-technology interaction, consumer psychology, and visual communication.

7R: Experimental design & analysis (202100043)

Following up on the Research skills learned in especially module 2, in module 7 students will become acquainted with the different types of statistical tests for multi-group comparisons (including ANOVA and regression analyses). These are quantitative experimental research tools which allow comparison between two or more groups. For instance, students may compare behaviours in a group of participants who are exposed to their design intervention with behaviours in a control group (in which no design intervention was present). Furthermore, students will learn how to control for variables not part of the research set-up. For instance, how to control for weather conditions when conducting research outside?

7S: Scientific publication & animation design (202100044)

In this unit, students work in project teams to configure a persuasive design intervention in a virtual reality supermarket environment, aimed at promoting a sustainable and healthy lifestyle and social connectedness. As a team, students will manage, plan and configure a virtual supermarket environment that will be used to test the behavioural change intervention.

MODULE 8: THE QUANTIFIED SELF

8P: Designing a student algorithm (202100047)

Autoethnography is a qualitative method in which the researcher engages in an experiment (in this case: downloading and analyzing data that corporations have gathered about oneself) while writing personal diary entries that are later analysed to answer a research question (for example, how has datafication impacted my physical and mental health?). Throughout the module, students will keep field notes that they will use to write autoethnography.

These field notes are at the heart of the autoethnographic report in which students reflect on how datafication influences their thoughts, feelings, and behaviours. The project unit works in close accordance with the research unit, in which students will engage in quantitative analysis of their own and their classmates' data.

8T: Ethics & philosophy (202100048)

The theory unit introduces students to essential concepts and the ethics and philosophy of the datafied society. Rather than putting these concepts central, real-world dilemmas concerning health, sustainability and productivity will guide students along the main philosophical concepts and positions.

The unit comprises two separate blocks: (1) the quantified self, that explores the meaning of being healthy, sustainable and productive in relation to datafication; and (2) the quantified society, that explores the hegemonic power structures behind datafication and implications thereof for societies claiming that they strive to be healthy, sustainable and productive.

8R: Deep data & predictive modelling (202100049)

The research unit will focus on time-series analysis – a set of statistical methods to analyse data at specific intervals to identify patterns– and predictive modelling – a set of approaches to extrapolate patterns to predict the future). During the research unit, students will download and analyse data that corporations have collected about them (i.e., the GDPR law enables users in EU to leverage this right). Students will share their data from platforms such as Fitbit, TikTok and their NS card via the D3I data donation platform – a platform that is set op specifically for this module to allow fully anonymous data donation. The platform will parse the data into comprehensive datasets that reflect the individual student (the self) as well as the class (society).

8S: Rhetoric and debate (202100050)

In this study unit, students will learn how to present a standpoint about a societal issue related to the 'quantified self' in a convincing way, using sound arguments and appropriate rhetorical instruments. Students will learn about reasoning schemes and different types of argumentation that may be used to explain and defend a standpoint, and about classic rhetorical theory and modern persuasion techniques.

MODULES 9 AND 10

Elective space, see page 6.

MODULE 11: COM@WORK

As a communication science student at the UT, you study human behaviour and human interaction in the context of our high-tech, digital society. Why are people doing what they are doing and how does their behaviour relate to communication and interactions? And what is the role of new technologies in this respect? As such, students are educated to be a resourceful connector in our high-tech, rapidly changing world that needs flexible problem solvers with the ability and drive to identify risks and opportunities, to connect and persuade. Sounds nice… But what does that mean in practice? To give students more insight in their own skills and interests, the professional field of communication science, and typical jobs communication science students perform, this module was set up. The module starts with an exploration of trends, societal developments and dynamics within the professional field (=phase 1 of the module). In phase 2 organisational life in practice is being investigated by means of company visits and interviews with master COM alumni. In phase 3 students gain insight in their own abilities and skills using focus groups and the Q-sort technique. These three parts add-up towards the final product of this module: a podcast about their view on the professional field of communication science (=phase 4).

MODULE 12: COM BACHELOR THESIS

After two years of doing several bachelor modules and a half year doing electives, in the second semester of the 3rd year it is time to finish off the Bachelor COM programme with a thesis. During this module students independently carry out a research on a relevant topic of their own interest. Once they successfully finish this module, they will receive a Bachelor's diploma and can officially call themselves Bachelor of Science (BSc)! In this half-year students get to apply all the knowledge and skills they have acquired throughout the programme. The COM bachelor thesis is practice-oriented and should focus on a topic that fits one of the three COM tech themes (Digital society, Changing organisations, Persuasive tech) and/or Communication science in a broader sense (human interactions and/or human-tech interactions). The research must show that a student can select and process relevant theories, can design and conduct adequate, valid and reliable research (for example a survey, interview study, media analysis, focus groups, usability test, or another method), and translate the findings into well-considered conclusions and recommendations. First, the students will analyze the situation at hand and the relevant scientific literature, in order to formulate relevant research questions or hypotheses. Subsequently the student will choose and justify the most suitable research design (method, sample, instruments), after which the student will conduct the research and analyse the data. Finally, the student will report the study findings, draw conclusions and formulate recommendations in (1) a research report, (2) a more popular outlet aimed at the general public and (3) a presentation during the COM Bachelor Thesis symposium.

The tables on the next pages give overviews of all Theories, Research, and Skills elements per module. Note: The specific contents may be subject to change.

Overview of **Theory** and concepts per module:

Theories module 1

- Information processing
- Theory of Planned Behaviour/ Reasoned Action
- Attribution theory
- Cognitive Dissonance theory
- Elaboration Likelihood Model
- Intercultural communication
- Computer Mediated Communication
- Expectancy Value theory
- Agenda-setting theory
- Framing
- Gatekeeping
- Information theories
- Communication defined
- Contexts of communication
- Communication as a lens
- Science defined
- Empirical cycle vs design cycle
- Fundamental vs applied research
- Inductive vs deductive theory
- Primary vs secondary research
- Structure & agency
- Functional decision making
- Group think
- (adaptive) Structuration theory
- Social convergence theory
- Organisational culture, assimilation & identification
- Weick's organizing theory
- Diffusion of innovations
- Media richness theory
- Uses and gratifications theory
- Cultivation theory
- Social cognitive theory
- Encoding/decoding theory
- Inoculation theory
- Narrative paradigm
- Technology Acceptance Model
- Unified Theory of Acceptance and Use of Technology (UTAUT)
- Model of Technology Appropriation
- Usability and user experience
- Culture as defined by Hofstede and Hall
- Hofstede's cultural dimensions
- Emic vs Epic approaches in research & dynamic vs static views on culture
- Hall's three cultural factors
- Trompenaars & Hampden-Turner
  Politeness theory
- Emotional intelligence = empathy + perspective taking
- Empathy defined
- Transactional vs transformational leadership
- Intercultural competences
- Inclusiveness
- Communication accommodation theory
- Anxiety/uncertainty management theory
- Face negotiation theory

Theories module 2

- Advertising effects
- Behaviourism
- Cognitivism
- Agenda-setting theory
- Cultivation theory (first- and second-order effects)
- Narrative realism
- (media) content analysis
- Engagement
- Eudaimonia, enjoyment and emotions
- Excitation transfer theory
- Limited capacity model of motivated mediated message processing
- Fear appeals
- Para-social relationships
- Media effects paradigms (i.e. Hypodermic needle theory)
- Reinforcing spiral theories of media effects
- Mere exposure effects
- Social networking sites
- Affordances
- Participatory cultures
- Social compensation / enhancement hypotheses
- Social capital
- Self-disclosure and privacy management
- Spiral of Silence
- Identification
- Temporarily expanded boundaries of the self
- Self-perception
- (Media) priming and accessibility
- Proteus effect
- Media choice and selective exposure
- Mood management and mood adjustment
- Selective Exposure of Self- and Affect-Management
- Two-step flow theory
- Uses and gratifications approach
- Elaboration likelihood model
- Persuasion and attitudes
- Social learning theory
- Social cognitive theory
- Objectification
- Entertainment-education
- Third-person effects
- Desensitization
- General Aggression Model
- Differential Susceptibility to Media Effects Model
- Operationalizing media effects
- Meta-analyses

Theories module 3

- Attribution theory
- Corporate communication
- Social identity theory
- Organisational identity
- Corporate identity
- Central, enduring, distinctive identity
- Mission, vision, culture
- Corporate identity mix: behaviour, symbolism, communication
- Organisational brand strategy
- Image and reputation
- Intended and construed image
- Analogue versus differentiated schools of thought regarding image
- Reputation measurement scales including AMAC, RQ, Reptrak, CBR scale
- Public relations
- Public affairs
- Lobbying
- Issue management
- Arena analysis
- Stakeholder theory
- Stakeholder salience theory
- Primary vs secondary stakeholders
- Instrumental vs normative stakeholder analysis
- System Theory
- Innovation system model
- Legitimacy of technology
- Technology Innovation System
- Social shaping of technology
- Co-creation and public engagement
- Innovation journeys
- Diffusion of Innovations Theory
- Responsible innovation and research
- Corporate social responsibility
- Corporate citizenship
- Self-promoters' paradox
- Greenwashing
- Agenda-Setting theory
- Framing theory
- Gatekeeping
- Situational crisis communication theory
- Image repair theory
- Radical versus incremental change

Theories module 4

- Self-awareness
- Self-regulation
- Self-concept
- Self-esteem
- Self-presentation
- Social categorization
- Self-determination theory
- Heuristic-Systematic model
- Elaboration Likelihood model
- Social judgment theory
- Theory of Planned Behaviour
- Model of goal-directed behaviour
- Cognitive dissonance
- Reactance
- Social Influence theory
- Mindspace model
- Intervention mapping
- Social ecological model
- Behaviour change wheel
- COM-B model
- Usability
- User experience
- Accessibility/Inclusive design
- Diffusion of Innovations
- Technology Acceptance Model
- Unified Theory of Acceptance and Use of Technology
- Model of Technology Appropriation
- Domestication theory
- Cognitive load theory
- Dual coding theory
- Cognitive theory of multimedia learning

Theories module 5

- Network theories (nodes, dynamics, small world, theory of happenings, horizontal/vertical, virality...)
- Network society (social networks, communication in networks, power/counterpower, mass/self-communication, diversity…)
- Informationalism (incl. information economy)
- Political economy
- Structural transformation and social theory
- Infrastructure theory
- Ecosystem theory
- Affordances
- Assemblage theory
- New materialism
- Digital capitalism (incl gig economy, platformisation, affective labour, business model innovation…)
- Justice (design, social, responsible innovation, value-based approach..)
- Representation theory
- Politics of regulation
- (social) order, hierarchies
- Relational well-being (inc. connecting, disconnecting)
- Performance theory
- Digital culture (incl. participatory, convergence, cancel, cyberwars..)
- Posthuman / more than human
- Network-thinking and sociotechnical imaginaries (incl. crypto, digital ledger tech, AI..)

Theories module 6

- Change management
- Conflict management
- Decision-making and team processes
- Functional group decision-making theory
- Symbolic convergence theory)
- Diversity
- Emotions and well-being
- Employee communication
- Innovation theories (e.g. diffusion, implementation, appropriation, legitimacy, resistance)
- Leadership and management communication
- Contingency theory
- Style theory
- Trait theory)
- Organisational communication approaches:
- Classical approaches
- Human Relations and Human Resources approaches
- Systems and Cultural approaches
- Constitutive approaches
- Critical and Feminist approaches.
- Organisational communication models
- Transmission model
- Constitutive model
- Socialization (e.g. leader-member exchange theory)
- Technology an new ways of working
- Channel expansion theory
- Media synchronicity theory

Theories module 7

- Dual process models, nudging, priming, self-regulation
- Prospect theory and framing
- Design for behaviour change models
- Health Belief Model, TPB, ELM, etc.
- Normative influences, norm activation model
- Motivation theories, intrinsic and extrinsic motivation
- Restorative environments & Attention Restoration theory
- Multisensory design & visual communication
- Embodiment
- Human-technology interaction
- Media & Technology richness models
- Immersion and presence theories
- Construal Level theory
- Evaluative conditioning

Theories module 8

- Big data and ethics
- The self, personality and identity
- Consumer psychology and impression formation
- Human-media dynamics
- People-technology relations
- Societal discourse and critical reflection
- Classical Rhetoric
- Argumentation Theory
- Scientific paradigms (post positivism; interpretivism; critical)
- Scientific assumptions (ontology; epistemology)
- Craig's 7 traditions
- Philosophy of language (Reference-based theories of meaning (RTM)
- Use-based theories of meaning (UTM))
- Communication Toolbox (i.e. all theories learned in B1/2), including
- Interactional Framing theory
- Multimodality
- Populism
- Cancel culture
- Filter bubbles / Echo chambers
- Sense making, sense breaking and sense giving
- Organisational communication
- Gatekeeping

Overview of **Research** contents per module:

Research module 1	Research questions Research designs	Reliability and validity Intro to R	Data visualization Descriptive statistics	Sampling
Research module 2	Classical test theory	Regression	Correlation	Linear modelling
Research module 3	Media analysis	Text mining	Big data analytics	
Research module 4	Interviewing	Usability testing	User centred design process Observation techniques	
Research module 5	Social network analysis Growth models of social networks	Network and centrality measures	Influential nodes in a network	Network visualization
Research module 6	In-depth interview	Qualitative data analysis	Atlas-ti	
Research module 7	ANOVA analyses	Regression analyses	Experimental design	
Research module 8	Machine learning	Big data analytics		
Research module 11	Q-sort technique	Focus groups		

Overview of Academic and Professional **Skills** contents per module:

Skills module 1	Professional writing Design skills	Information searching skills Critically evaluate (non-)scientific materials	Paragraph writing Infographic design Project management	Intercultural competences Design thinking
Skills module 2	Theoretical framework	Presentation techniques	Discussion techniques	
Skills module 3	Spokesman ship Press release	Q&A list Talks show interview	Crisis communication	Media framing
Skills module 4	Value proposition	App design	Shark tank pitch	Negotiating
Skills module 5	Transmedia storytelling	Short digital content production (audio-visual design)	Storytelling techniques	Transmedia portfolio
Skills module 6	Academic literature review Workshop	Consultancy		
Skills module 7	Scientific report	Research symposium	Visual design in Unity	
Skills module 8	Rhetoric's	Debating techniques		

INTENDED LEARNING OUTCOMES BACHELOR COM

The goals of the programme are related to the following academic competencies and skills:

1. Theoretical knowledge and understanding.
2. Research competencies.
3. Problem solving competencies.
4. Professional skills.
5. Academic skills.
6. Personal development.

1. **Theoretical knowledge and understanding.** Graduates from the BSc Communication Science programme are able to demonstrate their knowledge and understanding of theories and core concepts in:

1.1. Communication Science: interaction processes, message effectiveness, information processing, models of persuasion, intercultural communication, communication ethics and philosophy, science communication;

1.2. Digital society related sub disciplines: media psychology, digital media, network society, social networks, serious gaming, media use and effects;

1.3. Changing organisations related sub disciplines: corporate communication, public relations, organisational communication, leadership, identity and reputation, stakeholder communication, crisis communication, change management;

1.4. Persuasive technology related sub disciplines: human-technology interaction, user experience, technology communication, marketing communication, visual communication, multisensory design, social psychology, behavioural change.

2. **Research competencies.** Graduates from the BSc Communication Science programme are at a basic level (beginner's level for Master's degree, beginning academically educated practitioner) able to:

2.1. Understand the fundamental principles of social-scientific research including the empirical cycle, research questions and hypotheses, validity and reliability, research paradigms, and formative and summative evaluation;

2.2. Analyse communication-related phenomena and relate them to a theoretical framework, in such a way that it results in researchable and relevant questions;

2.3. Design a research about communication related phenomena in a systematic, transparent and scientifically responsible manner, and execute this through the substantiated selection and correct application of basic, accepted quantitative (survey, experiment, content analysis, network analysis) and qualitative (interview, focus group, observation, text mining, usability testing) communication research methods and techniques and big data analytics (including statistical learning and machine learning);

2.4. Analyse research outcomes in a systematic manner using (statistical) software including R and Atlas.ti;

2.5. Interpret and discuss the outcomes of research activities in the context of the stated research question;

2.6. Effectively report and present research according to scientific conventions to specialist and non-specialist audiences.

3. **Problem solving competencies.** Graduates from the BSc Communication Science programme are at a basic level (beginner's level for Master's degree, beginning academically educated practitioner) able to:

3.1 Analyse technological, societal and organisational challenges from a communication perspective;

3.2 Use scientific theories and core concepts, applied communication research methods, and practical knowledge (professional literature) to diagnose technical, societal and organisational challenges or to optimize solutions;

3.3 Use creative thinking skills to solve technical, societal and organisational challenges from a communication perspective;

3.4 Systematically compare possible solutions to a stated problem;

3.5 Evaluate the quality of communicative solutions formative and summative evaluation) as well as the process of developing and implementing them (process evaluation);

3.6 Effectively report and present a communication solution to a specific target audience.

4. **Professional skills.** Graduates from the BSc Communication Science programme are at a basic level (beginner's level for Master's degree, beginning academically educated practitioner) able to:

4.1 Communicate effectively with different stakeholders (by means of press release, spokesman ship, rhetoric and debate, popularizing and framing, persuasive pitches and presentations, negotiating, app design, and workshop design);

4.2 Understand the dynamics of organisations and the role of communication;

4.3 Understand the effects and opportunities of technological innovations;

4.4 Design and visualize ideas and solutions using contemporary audio visual materials (e.g. film making, corporate visual identity design, data visualization, animation) by means of software packages (e.g. Photoshop, Axure, InDesign, Illustrator, Unity, Canva);

4.5 Communicate effectively and appropriately (demonstrating cultural self-awareness, openness, empathy and the ability to deal with uncertainty, differences and 'conflicts') with individuals from distinct cultural backgrounds;

4.6 Plan, organize and manage their work effectively and quality oriented, both individually and when working in a(n) (international) team;

4.7 Reflect on individual work (process and results) and, when working in a team, on the team's work process, intercultural competences and results as well as their own and others' contribution to the team work;

4.8 Provide and use feedback in an adequate way;

4.9 Reflect on their own competencies and professional actions.

5. **Academic skills**. Graduates from the BSc Communication Science programme are at a basic level (beginner's level for Master's degree, beginning academically educated practitioner) are able to:

5.1 Critically reflect on and judge the significance and value of scientific knowledge and exchange and justify arguments in a critical, open and constructive way, both with specialists and non-specialists;

5.2 Gather and interpret relevant data and information to make judgements that include reflection on relevant societal, scientific or ethical issues;

5.3 Understand the ethical implications involved in academic work.

6. **Personal development.** Graduates from the BSc Communication Science programme are able to:

6.1 Act sensitive to scientific, societal, and technological developments;

6.2 Operate from an intercultural mind-set;

6.3 Position themselves as a communication professional in the labour market;

6.4 Initiate and shape their own learning and working process, and bear responsibility for their own professional development;

6.5 Make use of a broad perspective and knowledge base, when working on communication problems and solutions.

UNIVERSITY
OF TWENTE.

PREMASTER
COMMUNICATION SCIENCE
2025-2026

www.utwente.nl/com

Croho code	56615
Orientation and level	WO, premaster
Number of credits	30 EC
Specializations	No
Location(s)	Enschede
Variant	Full-time
Joint programme	No
Instruction language	English

CONTENTS OF THE **COM PREMASTER** PROGRAMME

For students that want to start the master COM, but whose previous education does not fully meet the master COM entry requirements, we offer a premaster program. The premaster COM is a **bridging** and **selection** programme to bring students' knowledge and skills to the required level.

The half-year (30 EC) English taught premaster COM is arranged for studying on a full-time basis. There are two moments of enrolment in the premaster. Students can start in the first semester of the academic year (September) or in the second semester (February) with this programme. Admission to the subsequent master's programme Communication Science is also possible in September or February.

Each semester is divided into two blocks. Each block consists of ten lecture weeks. The examinations are planned throughout these weeks. The full pre-master's programme consists of 30 EC (European Credits, 1 EC corresponds with 28 hours of study load). A nominal study load is 15 EC in a block.

PROGRAMME OVERVIEW

The programme comprises of two programme specific courses (Communication science and Academic research project; total 20 EC) and two generic research methodology courses (Research methodology and descriptive statistics and Inferential statistics; total 10 EC). In the programme-specific courses students will gain the specific communication science knowledge as well as hands on research skills to prepare them for the master's programme Communication Science. The two generic research methodology courses introduce the basic principles of empirical research in the social sciences and will be jointly offered to Communication Science students and students from the other pre-master's programmes Educational Science and Technology, Business Administration, Public Administration, European Studies and Psychology.

Table: Courses of the Premaster COM programme

Semester 1 (Sept-Jan)		Semester 2 (Feb-July)	
Block 1A	Block 1B	Block 2A	Block 2B
Research methodology and descriptive statistics (202500251 – 5EC)	Inferential statistics (202001403 – 5EC)	Research methodology and descriptive statistics (202500251 – 5EC)	Inferential statistics (202001403 – 5EC)
Communication science premaster COM (202500016 – 5EC)	Academic research project premaster COM (202500017– 15EC)	Communication science premaster COM (202500016 – 5EC)	Academic research project premaster COM (202500017– 15EC)

COURSE DESCRIPTIONS

COMMUNICATION SCIENCE PREMASTER COM (202500016)

This course develops the students' knowledge and understanding of the basics of communication science related to the three main themes of the Bachelor and Master COM: Changing organisations, Digital society, and Persuasive tech. The core communication science theories will be presented and discussed in this course, and students will also study the role of communication in the context of global challenges. Specifically, this course covers theories of intercultural communication, organisational communication, and media and persuasive communication. The acquired theoretical knowledge and insights can be applied in the Academic research project course (see below) and is tested through an individual written, open-ended exam.

ACADEMIC RESEARCH PROJECT PREMASTER COM (202500017)

The course first provides students with the necessary skills for the preparation of academic research articles and manuscripts in English. In the first part of the course students will be taught the techniques of effective information searching, the ways to work with scientific articles and evaluate them, and the conventions used in literature citation and referencing. This part of the course will be assessed with a literature review based on, at least, 10 scientific articles. After a successful completion of this part, students are expected to be proficient in writing academic papers (e.g. literature reviews, conceptual papers, research proposals, theses). The subsequent second part of the course will elaborate further on the literature review in terms of the actual design, and implementation of a qualitative (e.g., focus groups or interviews) and quantitative (experimental or correlational) study resulting in an individual written research report. Looking at the various stages of the empirical research cycle, students will: a) conceptualize their research in a literature review, b) design the research methods and instruments in order to collect data; c) perform (statistical) data analysis to provide the research findings; and d) reflect on the research findings and research design in the discussion section. During the project course students will work in groups to conceptualize and operationalize the research, but assessment is based on individual written deliverables. Based on an inventory of preferences concerning various research themes, students will be divided in groups and linked to a supervisor. During the course, supporting (on-campus, online or pre-recorded) lectures will be provided, as well as group meetings with the supervisor to guide students when working on their research. The course will be assessed by means of a literature review (25%), a written report (70%) and active participation (5%).

RESEARCH METHODOLOGY AND DESCRIPTIVE STATISTICS (202500251)

This course introduces the basic principles of empirical research in the social sciences. The role of research in the context of the empirical cycle (i.e. testing theories) and research in the context of problem solving and design will be discussed. Students will learn to formulate clear and answerable empirical research questions. They will also learn to select from various correlational and experimental

research designs and different data collection methods to answer these research questions. During the course, students will develop a first understanding of the concepts of validity and reliability, and will comprehend factors that may undermine (measurement / internal / external) validity of research. Finally, they will get a basic understanding of descriptive and inferential data analysis. This course will be assessed with two partial written examinations and an assignment.

INFERENTIAL STATISTICS (202001403)

In the course Inferential Statistics the basic notions of data analysis are introduced that would allow to make inferences about populations. The course uses the regression (or 'linear') model as the basic skeleton and in this context introduces confidence intervals and tests. In addition, it familiarizes students with the logic and implementation of some non-parametric statistical methods. These are methods that do not use a concepts like 'the mean' and 'variance'. Usage of all statistical methods is illustrated using research examples. The software used in both teaching and in the assessment is R. At the end of the module, students will be able to: (1) correctly select from a set of the most important univariate, bivariate and multivariate inferential statistical methods to describe and test characteristics of variables and relationships between variables; (2) carry out the most important univariate, bivariate and multivariate inferential statistical analyses using R; (3) correctly interpret and report about output of these univariate, bivariate and multivariate inferential statistical analyses. The assessment of this course consists of two parts: test 1 and test 2. Both tests consist of open and closed questions. Using R is required in parts of the test.

RULES IN THE PREMASTER PROGRAMME

The premaster COM is designed not only to address any deficiencies in students' prior knowledge, but it is also an efficient way to find out whether studying at a research university in the field of Communication Science is right for the student. To this end, a couple of rules apply in the premaster programme. We ask students to fulfil the requirements of the premaster programme within 1 year. So the maximum registration period for completing the premaster programme is one (1) year for all students. During this period a student may sit maximal two (2) times for an (interim) exam. If a student fails to pass the second time for one or more (interim) exams the student will receive a negative and binding study advice for the continuation of the pre-master's programme and will not be admitted to the Master's programme. This means students need to take the premaster programme seriously. Students cannot expect to be successful in the premaster programme if the approach is half-heartedly; it is meant as a half year (1 semester) of full-time study. That said, in practice motivated students complete the programme in the allowed time and will start in the master programme Communication Science after they have finished the (full) pre-master programme.

BACHELOR-BEFORE-MASTER-RULE ('HARDE KNIP')

The 'Bachelor-before-Master' rule (referred to as 'harde knip' in Dutch) has become effective on 1 September 2012. This rule implies that a bachelor programme or a premaster programme must be fully completed before being allowed to start in a master programme. The Bachelor-before-Master-rule applies to all premaster's and bachelor's students. Students are not allowed to participate in a master course as long as they have not completed the bachelor or premaster programme.

UNIVERSITY
OF TWENTE.

MASTER
COMMUNICATION SCIENCE
2025-2026

UPDATED CURRICULUM

www.utwente.nl/com

Croho code	60713
Orientation and level	WO, Master of Science
Number of credits	60 EC
Specializations	3 tracks
Location(s)	Enschede
Variant	Full-time
Joint programme	No
Instruction language	English

CONTENTS OF THE **COM MASTER** PROGRAMME

In a world facing rapid technological advancements and complex societal challenges, effective communication is essential for driving change. Think about the global push for clean energy. How can governments and organisations design communication strategies that inspire citizens to adopt sustainable energy solutions? Or consider the rise of fake news. Why do people trust fake news more than traditional sources, and how can we counteract this with ethical, evidence-based strategies?

The one-year (full-time) Master's Communication Science programme is an internationally oriented programme and is entirely taught in English. Students can start in September or February and can choose their own courses or decide to follow one of the three tracks:

- **Social marketing and behavioural change**
- **Strategic organisational communication**
- **Society, media and technology**

After this study, students can pursue a career in social media marketing or digital advertising by developing content strategies for behaviour change as a strategic communicator. Or start a career in public relations, corporate communications, or crisis communication management. Or they advise organisations and the public on how to deal with polarisation and fake news for example.

COMMUNICATION SCIENCE ON A MASTER'S LEVEL

Many of our bachelor COM students, after graduation, continue with the master COM. They are accompanied by applied university students that finished the premaster COM or students with a bachelor degree in communication science from other universities. A master degree is different from a bachelor degree in many ways. It is shorter than a bachelor's degree but tighter in focus. Also, the level of courses is different as it is more deepening the student's knowledge of the subjects at hand on a more abstract and strategic level. Further, in general, a master programme offers more flexibility. For example, in the master COM we encourage our master students to pursue their own interests and offer many opportunities to do so. Next to some mandatory elements there are ample opportunities to customize the programme in a way that students choose and follow courses of own interest. Students can also decide to follow one of the three tracks: Social marketing and behavioural change, Strategic organisational communication, or Society, media and technology.

All societal challenges and organisational issues are related to communication. The master COM focuses on the way people interact, share information, persuade each other, collaborate, and build lasting relationships. It involves sense-making and storytelling, connecting, bonding and bridging, perspective-taking and empathy. Furthermore, it's about identity and image management and the need to be authentic in times of an increasing need for transparency.

Master COM students learn to consider the trending ways in which people connect to the world (e.g., social media & connectedness / social interaction), how they develop new skills (e.g., digital learning & mastery), how to have a voice (e.g., YouTube channels & agency), or how they manage their health and wellbeing (e.g., health apps & empowerment, autonomy). They will learn all there is to know about the rise and fall of new media opportunities, and about the best ways of using them. Students will know how to use communication strategies to influence or facilitate the behaviour of individuals and organisations. They will understand the role of communication as a binding force between people, both in and between organisations, and throughout society. Hence, master COM students will have the ability to look at issues from different perspectives, to translate complex matter into meaningful information, and by doing so, contribute to a society in which everybody can participate.

THE COMMUNICATION PROFESSIONAL OF THE FUTURE

The master Communication Science at the University of Twente aims at educating passionate, hands-on but at the same time strategic communication professionals. To realise our ambition, our program embodies five fundamental guiding principles:

- A Master's in Communication Science means a focus on the strategic impact of communication. Our graduates feel comfortable with change and are able to think in strategic, analytical, and holistic ways. They are not waiting at the end of the chain to communicate about products, policies or events, but are involved from the very beginning.

- A Master's in Communication Science is not about getting acquainted with an isolated set of theories, it is about developing a perspective, a communication science lens through which we see reality. We believe that all societal challenges and all organisational issues require a clear communication perspective.

- Modern communication professionals need a combination of academic thinking and a down-to-earth practical orientation. There is no future for ivory-tower scholars, or for practitioners who merely apply handbook knowledge. In our programme, students engage in real-life challenges while applying the academic skills needed, including critical, creative, and conceptual thinking.

- Next to some essential basics, we believe a Master programme should offer ample room for freedom and specialization. This way students can find and follow their passion while applying advanced academic and professional skills on topics they truly feel strong about.

- Finally, to help our students develop themselves into communication professionals of the future, our programme pays attention to personal development and career

perspectives. Our programme involves active participation and student-driven learning. Curiosity, creativity and critical, as well as cross-cultural thinking are highly valued. Throughout the programme, students will collaborate in small groups with teaching staff and fellow students. We offer a welcoming, informal atmosphere that is beneficial for active learning.

PROGRAMME OVERVIEW

The master COM consists of 60 EC (European Credits; 1 EC corresponds with 28 hours of study load). The academic year is divided into two semesters, each consisting of two blocks. Each block consists of eight teaching weeks and two weeks in which examinations are planned. A nominal study load is 15 EC (three 5 EC courses) per block, but it is allowed to take more or fewer courses in a block, depending on the student's study plan. The exact range of courses and the blocks in which courses are offered may vary per academic year.

The study programme consists of the following elements:

1. Three mandatory core courses: Critical Reflections on Communication Science (5 EC), Societal Challenges (10 EC) and Research proposal (5 EC) (these courses are offered twice a year).
2. Elective courses (20 EC): Students choose courses and specialise.
3. A master's thesis (20 EC).

The figure below shows the standard structure of the programme.

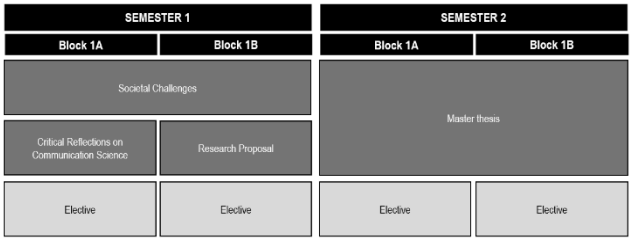


Figure 1: Standard structure of the master programme COM.

1. THE THREE CORE COURSES (20 EC)

The core courses are centred around critical reflections on the leading communication theories, contemporary research methodologies and day-to-day practice of the communication science discipline. In the course 'Critical Reflections on Communication Science' students will enhance their academic skills by critically reflecting on the most important theories and key concepts in communication science. The relationship between societal issues and communications is crucial in the 21st century, and the 'Societal Challenges' course will let students explore the dynamics between communication theories and societal issues, while also interacting with stakeholders in order to look at their challenge from different perspectives. At the end of this course students will also work on a research plan which will help them prepare for the master's thesis research. The research proposal will prepare students for the start of their Master thesis. Students gather relevant feedback of their peers and will be guided by their appointed expert consultant. This will help students to develop their individual research proposal.

2. ELECTIVE COURSES (20 EC)

Within the 20 EC elective space students can compose their own combination of communication courses. In the Figure below an overview is given of all electives. It is also possible to follow 5 EC outside the Communication Science programme, for example by doing courses from other related UT master programmes such as Psychology, Business Administration or Public Administration. This has to be approved beforehand by M-COM study advisor and the programme director. Further, it is always possible to take more or extra courses.

3. MASTER THESIS (20 EC)

Students will finish the Communication Science master's programme with a master thesis project. This means carrying out independent research by applying an academic approach to a societally relevant topic. They will conduct literature research and collect empirical data, using the outcomes to contribute to both the academic and practical field.

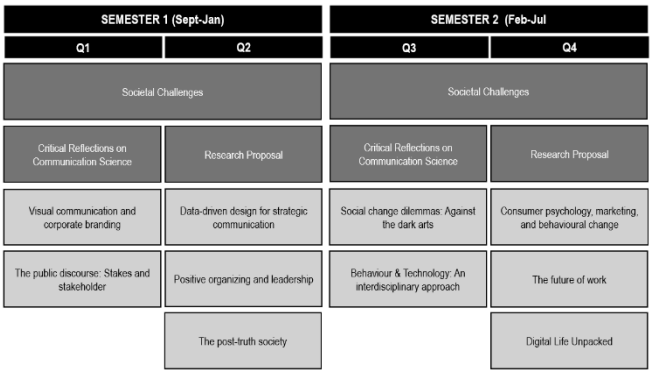


Figure 2: Overview of COM master courses. Note: The range of courses and the block in which the courses are offered may vary from one academic year to the next. No rights may be derived from the table above.

SPECIALIZE BY MEANS OF THE 3 TRACKS

Instead of making an own combination of courses, students can also decide to follow one of the three tracks of the master's communications science programme: (1) Social marketing and behavioural change; (2) Strategic organisational communication; and (3) Society, media and technology. Each track has its own set of courses and some courses that are part of another track as well. A notification of the specialisation is published on the diploma supplement when a student chooses four courses of a specific specialisation within the elective space.

TRACK 1: SOCIAL MARKETING AND BEHAVIOURAL CHANGE

Whether launching a new fashion brand or motivating groups to live more sustainably, understanding how to reach and engage target audiences is crucial for success. The Social Marketing and Behavioural Change track addresses societal issues and marketing challenges that require persuading target audiences to change their behaviour. We focus on theoretical paradigms such as the psychology of persuasion and social influence, as well as more systemic approaches to marketing and behavioural change. Students will learn how to create innovative communication strategies based on communication, design and psychological

principles. Furthermore, they will design and implement communication strategies across media platforms and environments, leveraging the latest technologies, and analyse and evaluate communication strategies' effectiveness using big data and AI. Students who graduate from this track combine a sound theoretical basis with tech-savviness to kickstart a career in social marketing campaigns and behavioural change interventions.

Courses belonging to this track:

- Consumer psychology, marketing, and behavioural change
- Data-driven design for strategic communication
- Visual communication and corporate branding
- Social change dilemmas
- Behaviour and technology: an interdisciplinary approach

TRACK 2: STRATEGIC ORGANISATIONAL COMMUNICATION

This track offers a comprehensive framework for understanding the dynamics of strategic organisational communication. Organisations are rapidly transforming due to digital innovation. This includes the adoption of cutting-edge technologies, hybrid working models, a globalized workforce, and changes in work influenced by AI. In this track, students will develop expertise in creating strategic visions that help organisations navigate the complex challenges of our fast-changing digital landscape. Through a blend of reflection and practical applications, the track cultivates the skills necessary for effective communication in diverse organisational contexts. The track helps future communication professionals to integrate strong theoretical knowledge with an awareness of contemporary challenges posed by technological advancements and societal changes.

Courses belonging to this track:

- Positive organizing and leadership
- The future of work
- Visual communication and corporate branding strategies
- The public discourse: stakes and stakeholders
- Behaviour and technology: an interdisciplinary approach

TRACK 3: SOCIETY, MEDIA & TECHNOLOGY

In this track, students explore interactions between communication, society, and emerging technologies. The track is designed for students who are passionate about understanding and influencing the ways in which media and technology represent and sometimes even shape societal dynamics. Students will construct a critical perspective on topics such as citizen engagement, digital literacy, popular media, mis- and disinformation, conspiracy theories, and digital inclusion. The courses central to this track build on understanding and communicating with diverse groups in society, reflecting how media and technology can bridge gaps but also exacerbate social divisions. After following this track, students are equipped to contribute to strategic, inclusive communication and policies that help advance society in tangible ways.

Courses belonging to this track:

- The post-truth society: power, polarization, and participation
- Digital life unpacked
- The public discourse: stakes and stakeholders
- Social change dilemmas
- Behaviour and technology: an interdisciplinary approach

COURSE DESCRIPTIONS

If you would like to know more about the current forms in which a course is taught and which literature is used, please check OSIRIS course catalogue. Osiris is the University of Twente's electronic course information system for all bachelor and master programmes.

COURSE DESCRIPTIONS CORE COURSES:

SOCIETAL CHALLENGES

In this course, students delve into and tackle real-world challenges. By taking an interdisciplinary approach, they develop a research agenda to address societal issues. To enable students to gain a deeper understanding of these complex issues, the course adopts a challenge-based learning approach. Through collaborative group work, students engage in fieldwork and literature research to identify and define a societal challenge. Throughout the course, students cultivate several professional skills such as perspective-taking and empathy, which are important for analysing and addressing societal issues.

CRITICAL REFLECTIONS ON COMMUNICATION SCIENCE

In this course, students will enhance their academic skills by critically reflecting on the most important theories and key concepts in communication science. They will use critical, creative, and conceptual thinking to create an overview of theories and key concepts that are relevant in the discipline. They will describe, explain, and compare theories through reflection on the merits and limitations, and on potential new applications. They will be encouraged to think beyond traditional frameworks and to identify emerging developments in the discipline. Based on these activities, students develop personal opinions on the discipline, relating developments in the academic field to developments in society and in communication practice. The combination of critical, creative, and conceptual thinking skills developed in this course will prepare students to advance communication theories in innovative ways and to develop their personal view on the discipline as a whole. These competencies are crucial for students to both develop and apply during their studies in the master's programme, and in their future professional careers.

RESEARCH PROPOSAL

Throughout this course, students will individually develop a research proposal on a topic of their choice, aligned with one (or a combination) of the profile areas within the master Communication Science.

Students will start by exploring their topic of interest to identify a relevant and impactful research perspective for their proposal.

While individually working on their proposal, students will receive guidance and feedback from an assigned 'expert consultant' who is a faculty member and appointed examiner within the M-COM program. In addition to the individual guidance of the 'expert consultant', the course will also feature plenary tutorials about writing a research proposal and preparing a research pitch.

BEHAVIOUR AND TECHNOLOGY: AN INTERDISCIPLINARY APPROACH

Our daily lives are intertwined with technology, such as laptops, smartphones or smartwatches. These technologies can support us in almost all activities: studying, keeping in touch with family and friends, or tracking our steps per day to remain as active as possible. However, the omnipresence of technology can also have negative impact, such as effects of social media on self-image or sitting behind one's laptop for too long. In other words: there is a complex relationship between our behaviour and technology. In this course, we will dive into this interrelationship and explore how we can explain and change behaviour through technology on a micro, meso and macro level. This interdisciplinary course consists of two different parts, focused on explaining behaviour and changing behaviour using technology. Both parts have in common that a specific type of behaviour will be studied by focusing on real-life challenges through an interdisciplinary, multi-level lens. Students will contribute to each part with their own disciplinary expertise, but also dive into other disciplines, such as public administration or psychology.

CONSUMER PSYCHOLOGY, MARKETING, AND BEHAVIOURAL CHANGE

This course covers essential theories in communication science and consumer psychology that are relevant to social marketing and behavioural change. It links theories with communication strategy approaches, equipping students with a toolbox to grow brands and make societal impact. Students choose a social marketing challenge and use their knowledge of consumer psychology to create a (social) marketing strategy. This addresses, amongst others, consumer segmentation and targeting, cross platform marketing in the current media landscape, and branding. After following this course, students will be able to apply acquired theoretical knowledge to real-life communication problems and translate their findings into a creative communication outing in a multi-media format.

DATA-DRIVEN DESIGN FOR STRATEGIC COMMUNICATION

This course addresses the challenges of measuring, managing, and evaluating communication strategies in today's complex media landscape. Understanding how to reach and engage target audiences is crucial for defining and optimizing the components of a communication strategy and assessing campaign effectiveness. Students will gain expertise in qualitative research, user testing, and social network analysis, enabling them to conduct formative research to drive design and implementation of communication strategies. Additionally, they will identify a marketing and/or societal challenge, develop a Theory of Change (ToC) to address the challenge, and propose a Monitoring & Evaluation (M&E) matrix to assess whether the envisioned change is achieved. By the end of the course, students will be equipped to conduct research that informs communication strategy design, monitor for continuous optimization, refine these strategies over time, and evaluate their effectiveness.

DIGITAL LIFE UNPACKED

In this course, students investigate how popular media and digital technologies are transforming everyday life, culture, and social interactions through mediatization. From gaming and social media to streaming and algorithmic curation, the course explores how online platforms are informed by but also shape culture, identity, and public discourse. Students reflect on digital cultures and ecosystems and their respective influences on cultural norms and practices, with an awareness of how the interplay of these elements goes beyond simple effects of media and technologies on individual users. Through critical analysis and case studies, the course provides students with insights into the complex relationships between digital culture, technology, and society.

POSITIVE ORGANISING AND LEADERSHIP

The traditional problem-oriented approach in science often overlooks the unique qualities of goodness, health, and beauty. Positive Organizing shifts the focus from problems to strengths, exploring how individuals, communication, and organisations can flourish. In this course, we will explore how a positive approach to organisational communication deepens our understanding of organizing and fosters rigorous research. Following Positive Organisational Scholarship, students will develop a deeper understanding of organisational communication, exploring how positive approaches enhance research and practice. Communication benefits the understanding of organising (without becoming happy-clappy romantics) and is inspiring for research.

SOCIAL CHANGE DILEMMAS

This course challenges students to make their own ethical judgements when entering the work field as young professionals. It addresses dilemmas faced by communication professionals at individual level (e.g., targeting vulnerable groups such as children to change behaviour), organisational level (e.g., the role of corporate stakeholders in societal change), and societal levels (e.g., the role of marketing in society). Students will learn to stay true to themselves when encountering these dilemmas in their future work field. The course also examines ethically contested approaches such as green/sports/LGBTQI-washing, dis/misinformation, collaborations with (virtual) influencers, deepfakes, and astroturfing. During in-class exercises, students discuss social marketing dilemmas and take the perspective of various stakeholders. Students write a reflection paper (personal as well as theoretical) on the role-playing exercises. After this course, students will be able to reflect on their responsibility when designing and implementing communication strategies and determine their role in it.

THE FUTURE OF WORK

This course examines the transformative impact of technology on work and organisations. The course emphasizes the critical interplay between individual experiences and collective practices as they relate to technology use. It explores how technology use influences work practices, collaboration, skills, and professional identities and vice versa. We also explore how organisational norms and practices shape using new technologies. Students will engage with literature at the intersection of organisation theory, communication, and technology studies to better understand these dynamics.

THE POST-TRUTH SOCIETY: POWER, POLARISATION, AND PARTICIPATION

This course engages with the reality of our post-truth society, where media manipulation, misinformation, and political polarization play significant roles in public discourse. Students critically analyse the power dynamics at play in contemporary media landscapes and

examine how media platforms foster or hinder civic engagement in digital democracies. The course equips students with insight and tools to understand the techno-cultural dynamics of misinformation and disinformation, offering a deep understanding of the range of forces acting on civic participation and societal trust in contemporary society.

THE PUBLIC DISCOURSE: STAKES AND STAKEHOLDERS
In today's world, the ability to effectively communicate and influence the public discourse is critical for success in many fields, including politics, journalism, business, and academia. This course is designed to understand the mechanisms that drive the public discourse. Students will explore various theories and strategies for influencing the public discourse, including persuasive communication, framing, agenda-setting, media relations, citizen science, and science communication. They will learn how key stakeholders such as organisations, politics, social movements and academics engage with media, how they manage societal issues, and how they understand and respond to opposing viewpoints and alternative facts. As such, students will be well-prepared to navigate complex communication challenges and drive meaningful change.

VISUAL COMMUNICATION AND CORPORATE BRANDING
This course explores the role of visual communication in corporate branding and consumer marketing. Students will critically reflect on how visual elements such as colour, form, and storytelling convey values and influence consumer experience. Students engage with theories on visual storytelling in corporate branding, embodied cognition, multisensory design, logo design, and the role of technology in modern hybrid environments (like sensors, augmented reality (AR), and interactive media). By the end of the course, students will be able to design and implement visual communication strategies that align with an organisation's values and goals and contemporary developments in visual communication.

DESCRIPTION MASTER THESIS:

MASTER THESIS
The Master's thesis can be seen as the final course of the master's programme. Supervised by a senior faculty member from the programme, students conduct an individual research project on a specific topic. The research results in a thesis (a research report or article) and a colloquium. It is possible (but not required) to conduct the research project within or for an external organisation (for instance a company, communication agency, or a governmental organisation). Students will be responsible for finding an organisation and agreeing on the research topic themselves, but also need approval from the university. At the start of the graduation process, students can receive support or advice from our graduation coordinator.

CAREER OPPORTUNITIES

On average, our graduates find a job within one month. Communication scientists easily find their way to the labour market as expertise in human behaviour is highly valuable across various fields and can be applied in numerous ways to enhance personal and professional outcomes. Here are some key areas where understanding human interaction and behaviour is particularly beneficial:

Shape digital strategies and influence behaviour
As a strategic communicator, one can develop cutting-edge content strategies for driving behavioural change in areas such as digital marketing, content marketing, social media, and digital advertising. Whether it is about promoting a product or service, or sustainability and social responsibility, this programme will equip students to lead impactful campaigns that resonate with modern audiences.

Lead corporate communications and crisis management
In the corporate world, you can jumpstart your career in public relations, corporate communications, or crisis communication management. You'll learn to guide organisations through challenging situations, mitigate reputational risks, and build strong relationships with the public.

Consulting and advisory roles
As a communications consultant, you will have the opportunity to advise companies, governments, and NGOs on addressing the challenges of the digital age. From helping organisations navigate polarization and disinformation to crafting data-driven communication strategies, you'll play a crucial role in shaping public perception and guiding societal change.

C-Level leadership and innovation roles
Aspire to executive positions? The combination of communication expertise and technological insight makes you a strong candidate for leadership roles such as Chief Information Officer (CIO), Chief Communication Officer (CCO), Chief Marketing Officer (CMO), or Innovation Manager. In these positions, you will lead organisations in leveraging AI, big data, and emerging media to stay ahead in a competitive market, while also managing innovative communication strategies that drive business success.

Drive digital transformation
With organisations across all industries undergoing digital transformation, your skills will be in high demand. You could become a Digital Transformation Manager, leading companies in adopting new communication technologies like AI, immersive media, and automation. Your ability to integrate technological tools with strategic communication will help organisations improve efficiency, engage stakeholders, and optimize internal and external communications.

Policy, government, and social impact
Interested in public policy? As a policy advisor or communications officer, you will influence public communication strategies on crucial societal issues like privacy, sustainability, digital ethics, and social justice. You'll for example help craft communication frameworks taking into account the public discourse on the matter.

Innovative roles in technology and media
Your expertise will be highly sought after by technology companies, market research firms, and global corporations like Philips, MetrixLab, and FrieslandCampina. In these roles, you'll help shape how emerging technologies are communicated to consumers, using data-driven insights and AI-powered tools to develop innovative communication strategies that resonate in today's digital age.

Academic and research careers
For those interested in research and academia, our programme also provides a strong foundation for pursuing a PhD. You can delve into cutting-edge research, studying topics such as AI ethics, human-technology interaction, and digital media psychology, helping to advance the future of communication science.

Entrepreneurship and startups
If you're entrepreneurial, our programme equips you with the tools to start your own company. Whether it's a tech innovation startup or a digital media venture, you will gain the knowledge to lead your own business at the forefront of communication and technology, influencing the way people connect and engage in the digital world.

ADMISSION REQUIREMENTS MASTER COM

Students that did the bachelor Communication Science at the University of Twente have **direct access** to our master programme. For all other students, check the link below for more information about our admission requirements:
https://www.utwente.nl/en/education/master/programmes/communication-science/admission-and-application/

INTENDED LEARNING OUTCOMES MASTER COM

AIMS OF THE MASTER COM PROGRAMME:
The goals of the programme are related to the following academic competencies and skills:

1. Theoretical knowledge and understanding.
2. Research competencies.
3. Problem solving competencies.
4. Professional skills.
5. Academic skills.
6. Personal development.

1. **In-depth theoretical knowledge and understanding.** Graduates from the MSc programme Communication Science:
   - 1.1. Have in-depth knowledge and understanding of theories and core concepts in the discipline of Communication Science;
   - 1.2. Have in-depth knowledge and understanding of theories and core concepts in several sub disciplines of Communication Science;
   - 1.3. Are able to critically analyse and assess theories and core concepts in Communication Science and several sub-disciplines;
   - 1.4. Understand the relation between Communication Science and organisations, technology, and design in modern society;
   - 1.5. Understand and reflect on the nature of academic knowledge and communication theories;
   - 1.6. Are able to identify gaps in and contribute to the body of knowledge of communication theories

2. **Research competencies.** Graduates from the MSc programme Communication Science are at an advanced level (beginner's level for PhD degree, academically educated practitioner) able to:
   - 2.1. Understand the fundamental principles of social-scientific research;
   - 2.2. Analyse complex communication-related phenomena and relate them to a theoretical framework, in such a way that it results in researchable and relevant questions;
   - 2.3. Place a problem statement in a theoretical framework; this implies that relevant scientific literature is located, evaluated, applied, and described;
   - 2.4. Set up communication research in a systematic, transparent and scientifically responsible manner, and execute this through the substantiated selection and correct application of basic, accepted quantitative and/or qualitative communication research methods and techniques for data collection and analysis;
   - 2.5. Interpret and discuss the outcomes of research activities in the context of the stated research question;
   - 2.6. Critically reflect on the merits and limitations of research in relation to the original problem statement, the theoretical framework, recent research, and, if applicable, social and ethical aspects;
   - 2.7. Effectively report and present research according to scientific conventions to specialist and non-specialist audiences.

3. **Advanced problem solving competencies.** Graduates from the MSc programme Communication Science are at an advanced level (beginner's level for PhD degree, academically educated practitioner) able to:
   - 3.1. Systematically identify and analyse complex technological, societal and organisational challenges from a communication perspective;
   - 3.2. Use scientific theories and core concepts, applied research methods, and practical knowledge (professional literature) to diagnose complex technical, societal and organisational challenges or to optimize solutions;
   - 3.3. Use creative thinking to solve complex technical, societal and organisational challenges from a communication perspective;
   - 3.4. Systematically compare possible solutions to a stated problem;
   - 3.5. Apply academic concepts, insights, and theories when analysing and resolving complex communication issues.
   - 3.6. Evaluate the quality of communicative solutions (formative and summative evaluation) as well as the process of developing and implementing them (process evaluation);
   - 3.7. Effectively report and present a communicative solution to a specific target audience.

4. **Advanced professional skills.** Graduates from the MSc programme Communication Science are at an advanced level (beginner's level for PhD degree, academically educated practitioner) able to:
   - 4.1. Write effectively for different stakeholders;
   - 4.2. Persuasively present for different stakeholders;
   - 4.3. Understand the dynamics of organisations and the role of communication;
   - 4.4. Understand the effects and opportunities of technological innovations;
   - 4.5. Design and visualize ideas and solutions;
   - 4.6. Plan, organize and manage their work effectively and quality oriented;
   - 4.7. Reflect on individual work (process and results);
   - 4.8. Provide and use feedback in an adequate way;
   - 4.9. Reflect on their own competencies and professional actions.

5. **Advanced academic skills.** Graduates from the MSc programme Communication Science are at an advanced level (beginner's level for PhD degree, academically educated practitioner):
   - 5.1. Able to critically reflect on and judge the significance and value of scientific knowledge and exchange and justify arguments in a critical, open and constructive way, both with specialists and non-specialists;
   - 5.2. Able to gather and interpret relevant data and information to inform judgements that include reflection on relevant social, scientific or ethical issues;
   - 5.3. Aware of the ethical implications involved in academic work.

6. **Personal development**. Graduates from the MSc programme Communication Science are:
   - 6.1. Sensitive to scientific, societal, and technological developments;
   - 6.2. Able to initiate and shape their own learning and working process, and bear responsibility for their own professional development.

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DOUBLE DEGREE PROGRAMMES

DIGITAL MARKETING
POLICY, GOVERNANCE AND COMMUNICATION

2025-2026

DOUBLE DEGREE MASTER PROGRAMMES

Next to our Master COM we offer the following double degree programmes: 'Digital Marketing', together with the UT master programme Business Administration (BA) and 'Policy, Governance and Communication', together with the master programme Public Administration (PA).

WHAT IS A DOUBLE DEGREE PROGRAMME?

Students who are interested in combining different scientific approaches can opt for a double degree programme. Upon completion, a student will have gained a double degree. A double degree master programme entails two separate MSc educational programmes, both with a separate degree. After careful comparison of the study programmes, both educational programmes have made agreements about the acknowledgement of courses, joint supervision of the thesis, and practical issues. The benefit for students is that after completing the double degree programme two degrees are earned in less time than completing the two programmes separately as they will be following two different Master programmes simultaneously. Because of overlapping contents between the two separate 60 EC Master programmes, students only follow 90 EC of courses. Completing the double degree programme will result in two Master degrees: Business Administration and Communication Science.

AIMS OF THE DOUBLE DEGREE PROGRAMME 'DIGITAL MARKETING'

The marketing landscape has changed drastically in the last few decades, with the rise of smartphones, social and digital media, and big data all destabilising the more traditional means of marketing. Entering this new era of 'smart marketing' offers unprecedented potential for market exposure, but also asks for a new type of marketing professionals. Hence, in order to effectively manoeuvre in this challenging landscape, both management and communication skills are deemed essential, combined with an understanding of big data analytics and the pronounced influence of design. It is, however, hard to find professionals who know the best of all these worlds as there is a serious shortage in the supply of adequate talent that is able to combine the skills above. The 1.5-year Master's double degree Digital Marketing (90EC) is designed to help students understand the most innovative technologies and acquire the skills to manage the upcoming technological disruptions in marketing.

AIMS OF THE DOUBLE DEGREE PROGRAMME 'POLICY, GOVERNANCE AND COMMUNICACTION'

This 1.5-year Master's double degree Policy, Governance and Communication (90EC) integrates governance, policy-making, and communication science, preparing students to address issues such as crisis management in technological domains, global public policy, and legitimacy in governance. In an era of rapid technological change, misinformation, and complex societal challenges, the Master's program of **Policy, Governance and Communication** equips future professionals with the expertise to navigate today's dynamic public sphere. Completing this double degree programme will result in two Master degrees: Public Administration and Communication Science.

ADMISSION CRITERIA

To enrol in a double degree programme, students will have to be admitted to both the Master Communication Science, as well as to the partner programme. This means that students interested in a double degree have to apply for the admission procedure of each programme separately.

For more information about the double degree opportunities and the exact admission criteria contact the master COM study advisor or check:

https://www.utwente.nl/en/education/master/programmes/communication-science/programme/double%20degree/.

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COM ORGANISATION AND CONTACT

Programme management

Study association Communique

Quality assurance

Consultative committees

Relevant links and websites

Contact info and bios COM teachers and COM secretary

CONTACT INFO **PROGRAMME MANAGEMENT** AND **STUDY ASSOCIATION COMMUNIQUE**

PROGRAMME MANAGEMENT

Programme director
The programme director is Dr. Mirjam Galetzka. She is in charge of all aspects of the programme, including intake numbers, drop-out rates, pass rates, final results, quality of teaching, profile of the programme, the connection with state of the art research, and employability. The Programme Director agrees on improvement plans for courses as proposed by teaching staff, taking the recommendations by the Programme Committee into account. The Programme Director reports annually about programme improvements to the faculty Dean.

Contact info:
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Programme coordinator
The programme coordinator Mieke De Nobel - Van der Meulen provides policy support to the programme director and is responsible for the organisational, procedural and intrinsic coordination and harmonization of the Bachelor's and Master's programmes. If students have a complaint or a practical question about the programme or a certain course, the programme coordinator is the first person to see.

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Study advisers
As study advisers, Silvie Pothof and Jeanet Luijerink offer advice on study-related issues and can discuss practical matters concerning the study with students. Students can contact them with any individual problem relating to the programme, studying in general, or personal circumstances. They can also discuss students' experiences with courses, complaints, study choice, planning, delay, graduation support, exemptions, and (course and examination) regulations. If necessary, they can refer students to other professionals within or outside the university for help. Silvie Pothof is the primary study adviser for the bachelor COM, Jeanet Luijerink for the premaster and master COM and the master double degree Digital Marketing.

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Programme officer
[vacancy] is responsible for the programme administration. She supports the students and teachers in an administrative way. She is among other things responsible for:

- assigning and adjusting of exam programs,
- organisation of colloquia,
- applying and preparation for diplomas and certificates,
- placing education-related announcements on the student portal,
- supporting the examination boards and program committee.

Contact info:
[vacancy]
boz-com@utwente.nl

Internship and graduation coordinator
The internship and graduation coordinator is Mark Tempelman. He forms the link between the students and the working field when students are searching for an internship or a graduation project. Students can also contact him with any questions they may have about internships and graduating. He receives requests from organisations that are looking for communication students for research or for an internship.

Contact info:
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Study association Communiqué
Communiqué is the study association for students in the Bachelor's and Master's programmes of Communication Science at the University of Twente. Communiqué offers a friendly place where everyone is welcome to discuss their ideas over a cup of coffee of tea. In addition, the study association provides various services and organizes many activities for its members. Communiqué organizes field trips, lectures and colloquia, sells textbooks at a discount, and arranges social activities like drinks and parties. Communiqué also organizes an introduction day in August to welcome the new students.

Contact info:
https://www.sacommunique.nl

QUALITY ASSURANCE, COMMITTEES AND RELEVANT LINKS

QUALITY ASSURANCE

Quality assurance involves a continuous improvement of our programme. Many stakeholders are involved, each with a specific contribution in the Plan Do Check Act cycle (see page 39). Below we clarify the involvement of various stakeholders with evaluation and improvement.

Students
Students share their experiences in panel meetings and periodic surveys, such as course evaluation surveys, programme evaluation surveys and the National Student Survey. Some students also participate in the Programme Committee (PC) and/or the Communique Feedback Committee (CFC) where student experiences are discussed and the Programme Director is advised about possible improvements.

Teaching staff
Teachers evaluate their teaching experiences based on direct feedback in classes, information from student experience surveys, and panel meetings; they also critically evaluate the examination results. Teachers use the Quality Assurance pages to communicate which improvements they will make in the next edition of their courses. Teachers share their opinions and experiences in regular meetings with the Programme Director. Some teachers are involved in the Programme Committee.

Programme Committee (PC)
The Programme Committee (in Dutch: Opleidingscommissie) is a legal body supporting educational quality enhancement. The Programme Committee has 3-5 teaching staff members and an equal number of students. The Programme Committee discusses educational experiences and results and advises the Programme Director about improvements. The Programme Committee also monitors the realisation of improvements.

NVAO
All educational programmes in the Netherlands are subject to external Quality Assurance for maintaining national accreditation by the NVAO. The NVAO framework overlooks our internal Quality Assurance cycles every six years. The NVAO assesses in particular the profile of the programme, the final qualifications, graduation rates, quality of staff, and viability of the programme.

CONSULTATIVE COMMITTEES

COM Educational Feedback Committee (CFC)
The CFC is a student committee that forms part of Communiqué. The CFC collects feedback of students on the programme and on specific modules, and ensures that the feedback is passed on to the relevant people within the programme (module coordinators, teaching staff, Programme Coordinator, or Programme Director). Students can provide their feedback online via the following link: https://www.sacommunique.nl/home. The CFC meets every quartile and considers complaints, suggestions and feedback submitted by students. When problems occur, a solution is sought in close collaboration with the teaching staff within the programme. The Programme Coordinator also attends the CFC meetings to facilitate direct and open communication between programme and students.

Examination Board Behavioural Sciences (EB)
The examination board is responsible for all aspects of testing the instruction - e.g., the procedures during exams, the quality of the exams, and the regulations with which both students and lecturers must comply. The examination board also assesses requests for exemption from exam components during studies (exams, practical's etc.). There is one joint examination board for the Bachelor's programmes of Communication Science and Psychology and the Master's programmes of Communication Science, Psychology, and Educational Science and Technology. The examination board consists of five faculty members and is supported by a registrar. The Study Counsellors and the Programme Coordinators are advisors. The Examination Committee meets once a month. For more information see the following link: https://www.utwente.nl/en/bms/examboard/.

Faculty Council BMS
The Faculty Council does the same on Faculty level and discusses regularly with the Faculty Dean. This counsel contains five staff members and five student members.
https://www.utwente.nl/en/organisation/structure/faculties/bms/organisation/faculty-council/

University Council
The University Council is the central participation body of the UT and discusses regularly with the Executive Board. The University Council contains of 18 members; nine staff members and nine students. The University Council has a say in the policy of the UT at the central level. For more information see this link: https://www.utwente.nl/uraad/en/

RELEVANT LINKS

For an overview of relevant UT quick links go to:
https://www.utwente.nl/en/com/links-to-educational-systems-and-services/

BIOS AND CONTACT INFORMATION **COM TEACHERS** AND **COM SECRETARY**

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COM **QUALITY ASSURANCE** AND **ASSESSMENT POLICY**

Quality assurance in the bachelor, premaster and master COM

Our 10 assessment principles

Registration of grades

COM **QUALITY ASSURANCE** AND **ASSESSMENT POLICY**

In order to safeguard high-quality courses and teaching, as well as making sure our students meet the final Intended Learning Outcomes (ILO's) of our programmes, several practices are put in place. High quality teaching is assured by means of our Quality Assurance Programme and valid and reliable testing is safeguarded by means of our COM Assessment Principles.

QUALITY ASSURANCE IN THE BACHELOR, PREMASTER AND MASTER COM

When it comes to quality of assurance, different responsibilities can be identified. We distinguish between the responsibility for organizing and implementing high-quality learning, teaching and assessment on the one hand, and the safeguarding of assessment quality on the other. The Examination Board is responsible for the latter and the COM Programme Management is responsible for organizing high-quality learning, teaching and assessment. The Programme Management sets up rules, regulations and procedures. Parts of these rules are shared by programmes at faculty (BMS) or institutional (UT) level.

Within the COM programmes we adhere to the following 'quality assurance framework' steps:

1. Plan-Do-Check -Act approach for continuous improvement
2. Quality assurance at:
   a. Programme level
   b. Course level
   c. Test level
3. Quality of assessment at organisational level
4. Assessment competences of examiners

1. THE PLAN-DO-CHECK-ACT (PDCA) APPROACH FOR CONTINUOUS IMPROVEMENT

PDCA at all levels is an important approach in continuous improvement of quality of education and assessment. In the UT framework for the quality of assessment of student learning, the PDCA approaches at the different levels are related and the responsibilities are specified. The modules and courses in the programme are evaluated via the internal quality assurance system based on the Plan-Do-Check-Act cycle. Each involved stakeholder (students, teaching staff, programme committee and programme management) has their specific contribution to the evaluation of the education.

In short, for COM the PDCA cycle includes:

- End-of-module or course surveys, distributed amongst all participants of the module in which students are able to share their experiences and points for improvement. The surveys are shared and discussed with the Programme Committee and the programme management team.
- Monthly evaluations organised by the COM Feedback Committee (CFC), organised by the study association Communique. Students of all levels of education are represented in the CFC and discuss the quality of teaching and assessment. The reports of the CFC are shared and discussed with the Programme Committee and the programme management team.
- Module improvement plans, including proposals for the next academic year, are compiled by the module coordinator, in collaboration with the module team. This module improvement plan is based on experiences of the module team and student feedback (CFC reports, module survey, and student feedback during the module). The module improvement plans are shared and discussed with the Programme Committee and the programme management team.
- Based on the above, the programme management yearly sets up a Programme Development Plan (PDP). In this PDP concrete measures are presented that aim to continuously improve the quality of education and/or assessment. For this, the results of student feedback (including the National Student Inquiry, student surveys of modules and courses, and discussions with the Communique Feedback Committee and the Programme Committee), discussions with teachers, as well as the information in Module Improvement Plans (MIPs) are used.

2A. QUALITY ASSURANCE AT <u>PROGRAMME</u> LEVEL

The programme director is responsible for a curriculum design that guarantees that each graduate masters the programme intended learning objectives (ILOs) at the aimed level. The Assessment Plans for bachelor and master describe how examination and assessment in the Bachelor and master COM ensure that graduates satisfy the aims and final attainment targets of the programme. The assessment plans serve two main purposes: (a) provide guidance for all teaching staff, support staff, and students; (b) provide an instrument for accountability towards different (platforms of) stakeholders, such as the Examination Board, Programme Committee, Faculty Board, and NVAO (Dutch higher education accreditation body). The assessment plans provide insight in which way and how the final attainment targets are assessed. For each module/course the following is presented:

- The learning goals for each study unit / course;
- The assessment methods per study unit / course;
- How the learning goals are assessed;
- How the learning goals relate to the final attainment targets of the programme at hand.

In the assessment plans we distinguish between formative and summative assessment as well as between individual and group assessment. Formative assessment is regarded as an important instrument to stimulate student learning (assessment for learning). Summative assessment (assessment of learning) is important in certifying and testing the acquired knowledge and skills.

ASSESSMENT IN THE BACHELOR COM: At the bachelor level each coherent module has an assessment plan. The assessment plan of a module is determined by the programme management after the module coordinator and/or the examiners of the study units that are part of the module have drawn up the assessment plan. Depending on the specific learning objectives of a study unit, the programme management, in cooperation with the examiner of the study unit, decides which the most appropriate, suitable and efficient assessment / test method(s) and study unit structures are.

Testing in the bachelor COM is based on the following philosophy: (1) not too many tests per module; (2) not too many group assignments per module, and (3) less students per project group throughout the bachelor. More specifically, this means that in the (coherent) COM modules, that all consist of four study units (project, theory, research, skills), most study units are tested by means of multiple but a limited number of tests.

Validity of testing in the bachelor is assured by aligning an extensive variety of test forms (e.g., individual or group assignment, open question exam, multiple choice exam, individual or group presentation) with the module's learning objectives. Bloom's six levels of cognitive behaviour (Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation) are used as a reference point.

Individual multiple-choice tests are only used in the first module to test specific (Research) knowledge and because of the large number of topics addressed and limited reviewing time available. In almost all modules individual open question tests are used to test knowledge, comprehension, and application, especially for the study units Theory and Research. Individual oral tests are part of some modules to test knowledge, comprehension and application. Group assignments and presentations are used in all Project study units to test application, analysis, synthesis, evaluation and group collaboration. Individual assignments and presentations are used in all study units to test knowledge, comprehension, application, analysis, synthesis and evaluation. Individual and group reflection reports are used in Project and Skills, mostly to test synthesis and evaluation.

So, in most cases both Theory and Research are tested by means of individual tests and Project and Skills by means of a combination of individual and group tests. Further, a considerable amount of this testing is summative in nature, meaning that knowledge and skills are tested after having taught them. In addition, in all modules, students receive feedback from their teachers and peers about their tasks in so-called progress meetings, supervised self-study meetings, and tutorials, mostly taking place in all study units. Doing so, formative assessment is a constant form of testing in all modules. Finally, as students progress in the bachelor programme, the number of students per project group decreases, meaning that the individual contribution to the Project increases.

The examination board advises on the assessment plan (see article 4.4 EER). Each assessment plan describes which tests are included and in which form, and the weight of each test in the exam grade of each study unit of the module. The Examination Board checks whether the modules together cover the final attainment targets of the programme and the quality of the specific tests. Through evaluations and the Educational Feedback Committee, students also provide input on module assessments.

For each coherent module the assessment plan is published in the Electronic Learning Environment (Canvas) before the start of the module in question (see article 4.4. EER).

After all grades are published, the module coordinator meets with the study adviser and the programme coordinator to formalize the grades. Then, the grades are sent to the faculty's Examinations Office. After the module has ended, the module coordinator writes a module improvement plan that includes proposals for the module's assessment in the next academic year. This plan is based on the team's experiences, the feedback from students during the module, input from the Educational feedback Committee and the module's student evaluation questionnaire. This plan is discussed with the Programme Committee and published on the quality assurance web page. Furthermore, this improvement plan is presented to the students in the next module.

ASSESSMENT IN THE PREMASTER AND MASTER COM: At the (pre-)master level each course has an assessment plan. The assessment plan of a course is determined by the programme management after the course coordinator has drawn up an assessment plan. The examination board advises on the assessment plan (see article 4.4 EER). Each assessment plan describes which tests are included and in which form, and the weight of each test in the exam grade of the course.

In general, each master course consists of a mixture of assessment methods. These may include individual and group assessments, such as written and oral tests and papers and different forms of presentations. The assessment plan is published in the Electronic Learning Environment (Canvas) before the start of the course (see article 4.4. EER). Validity of testing is ensured by aligning the different test forms (e.g., individual or group assignment, open question exam, multiple choice exam, individual or group presentation) with the objectives of the course. The Examination Board checks whether the courses together cover the final attainment targets of the master programme and the quality of the specific tests. Through evaluations and the Educational Feedback Committee, students also provide input on course assessments.

Also in the premaster and master COM, validity of testing is assured by aligning an extensive variety of test forms (e.g., individual or group assignment, open question exam, multiple choice exam, individual or group presentation) with the module's learning objectives. Also here, Bloom's six levels of cognitive behaviour (Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation) are used as a reference point.

Individual multiple choice test are not used in the master COM and at a minimum in the premaster COM as we believe that the advanced levels of the courses ask for more elaborate ways of testing. Therefore, in almost all courses individual open question tests are used to test knowledge, comprehension, and application. Group assignments and presentations are used to test application, analysis, synthesis and evaluation and group collaboration. Individual assignments and presentations are used to test knowledge, comprehension, application, analysis, synthesis and evaluation. Individual and group reflection reports are used to test synthesis and evaluation.

In sum, validity of testing is promoted by aligning different test forms (e.g., individual or group assignment, open question exam, individual or group presentation) with the objectives of the course. Group assignments are included but courses are never solely tested with a group assignment. We believe group assignments should be part of the master programme, next to the different individual tests, because of a strong focus on student-driven learning and innovative teaching formats in the programme. One of the positive effects of the stronger focus on project-based learning is more attention for formative assessment and a sense of community.

2B. QUALITY ASSURANCE AT COURSE LEVEL

Learning goals need to be available and formulated based on Blooms taxonomy. The module/course coordinator, who is also appointed as the examiner, is responsible for assessment at the module/course level. The coordinator follows a procedure that comprises the elements of a Plan Do Check Act cycle. The programme coordinator assists the module/course coordinator to take the necessary actions at the right moment. The cycle starts with (re)formulating the learning goals and (re)designing the assessment scheme based on experiences with the module/course in the previous academic year (i.e., discussions between teachers combined with student input from the course evaluation, Communique Feedback Committee and the COM Programme Committee). The assessment scheme includes descriptions of how module/course units are tested and the weight of each test in the final module/course grade. The assessment schemes are discussed in the opening lecture and made available for students in the electronic learning environment of the module/course (Canvas).

For safeguarding procedures, regular assessment screening for all assessments of a study unit / course are organized. Once a year, three to four COM modules or courses are subject to extensive screening. This screening process is performed by the faculty's educational experts of the Centre of Expertise in Learning and Teaching (CELT). The programme management and the Examination Board (EB) decide by mutual agreement which module or course will be screened. When a module or course is screened, CELT experts check the course/module's learning goals, assessment scheme, test matrices, tests, answer models, division of the grades, etc. Their report is discussed with the programme coordinator and the module / course coordinator and then sent to the programme director and to the Exam Board. The report is then discussed during the regular biannual meeting of the Examination Board with the programme management or, if necessary, directly after the Examination Board has received the report.

Next to this, both the programme management and the EB can ask the educational experts to do ad hoc screenings of module/course units if the students' evaluations ask for this or if the number of students that did not pass the module (unit) is exceptionally high (> 50%) or low (< 10%).

2C. QUALITY ASSURANCE AT TEST LEVEL

At the test level, the examiners of the tests of the study units / course are responsible for assessment, together with the module/course coordinator. The examiner constructs a test with an answer model. For assignments (written assignments, oral presentations, etc.), an assessment form is developed that includes assessment criteria and their weight. Students are explicitly and timely informed about the time when tests are scheduled, about how the tests will be graded, the tests' formats and the learning materials, and a selection of example questions. The assessment scheme of the module/course and the date of the tests are made available in the electronic learning environment before the module/course starts. Before scores of written tests are disclosed to students, a statistical performance and exam analysis is conducted to check whether the test was indeed reliable. If necessary, grades are adjusted based on the results of the analyses. Test results are disclosed to students within 10 working days, after which students are entitled to inspect their test and be debriefed. If students fail for a test, they can retake the test once within a module/course.

BACHELOR THESIS: We have a thorough grading procedure for the final bachelor assignment (thesis). At the end of the process, a second grader is assigned by the thesis and internship coordinator. When students hand in a draft version of their thesis, this draft is formatively assessed by the supervisor and the second grader. They both fill in a grading form, independently from each other, indicating the quality of all parts of the concept and providing the students with advice on how to improve the thesis. Two weeks later, the students submit the final version of the thesis. This final version is graded by the supervisor and the second grader, independently from each other, using a comparable grading form as before. The thesis and internship coordinator checks if both graders agree. If their overall grades differ substantially from each other (more than one point), he asks both graders to compare their opinions and decide upon the thesis grade. If the two graders cannot agree on a final grade, a third grader is asked to independently grade the thesis. Then, the thesis and internship coordinator decides upon the thesis grade. The thesis grade counts for 70% of the final grade. Next to the thesis, the final assignment includes two other tests. Students orally present their study at the final colloquium (20% of the final grade). The presentation is graded by two teachers, who chair the session in which the student presents. The two teachers are involved in the programme as Bachelor's thesis supervisors, but they are not necessarily involved in the studies of the students they assess. Students receive a third grade (10 % of the final grade) from their supervisor, who assesses the process, using a grading form that involves competencies as independency and adequate communicative skills.

MASTER THESIS: The final assessment of the master programme is the Master's thesis of 20 EC. Students individually conduct research, sometimes in collaboration with an organisation. The final assignment starts with writing a research proposal. As in the bachelor programme, the thesis coordinator takes care of assigning students to supervisor. Based on the topic of the research proposal, the thesis coordinator assigns a supervisor who has relevant expertise and a second grader to each student. During the process, supervisor and student meet regularly. These meetings are initiated by the student. The second grader joins some of these meetings (usually two). So, it is expected that students are able to work independently and that they choose the right moments to ask for advice from their supervisor. The procedure for the final assignment in the master programme differs a bit from the procedure in the bachelor programme, so that it is suitable for this larger, more scientifically oriented assignment. At the end of the process, students hand in a concept version of the thesis that is formatively assessed by the supervisor and the second grader. At this moment, supervisor and grader decide if the quality of the student's work is of a sufficient level to graduate. Then, in a 'green light meeting' with both the supervisor and the second grader, the student receives feedback for the last time and a graduation date is set. The final version of the thesis is graded independently by the supervisor and the second grader, using an extensive grading form. The thesis grade counts for 75% of the final grade. Next to the thesis itself, the final assignment includes two other tests. Students have to orally present their study at the final colloquium and they have to defend their thesis by answering a number of questions asked by the public and graduation committee (supervisor and second grader). The supervisor and the second grader decide upon the presentation grade (10% of the final grade), using a grading form. Students receive a third grade from their supervisor, who assesses the process (15% of the final grade), using a grading form that involves competencies as independency, communication with parties involved, motivation towards goals and deadlines, and creativity and inventiveness.

Every year, the Examination Board asks the programme coordinator to organize an annual screening carousel to safeguard the quality of assessment of the Master thesis project. Per year the focus may differ, for example calibration focusing on theoretical frameworks or a focus on methodology (e.g., qualitative or quantitative). Of all final theses, a subset is selected. The selection may include theses of different grades. Each selected thesis is assessed by multiple examiners. During a calibration session the examiners discuss their findings and insights in how to assess a thesis and what are important aspects in what can be expected of students. The programme management reports the results of the screening and the formulated action points for improvement to the EB. This report is discussed during the biannual meeting of the EB and the COM programme management.

3. QUALITY OF ASSESSMENT AT ORGANISATIONAL LEVEL

At the UT level a framework for the quality of assessment of student learning is available. This framework includes guidelines for the programme level assessment policies. The University also introduced quality contracts for programmes similar to the "prestatieafspraken" between Dutch universities and the Dutch government. The UT Centre of Excellence in Learning and Teaching (CELT) offers courses for teachers to improve the quality of their teaching and also offers a toolbox for designing, administering and evaluating assessments.

4. ASSESSMENT OF COMPETENCES OF EXAMINERS

The Examination Board Behavioural Sciences is responsible for the safeguarding of assessment in the COM programmes. The examination board is independently appointed by the dean. The examination board exercises oversight on the implementation of the Education and Examination Regulation (EER) of University of Twente and Faculty BMS—including the programme-specific regulations. The examination board also specifies its own Rules & Guidelines (R&G) concerning the organisation of assessments and oversees whether examiners meet the conditions to be appointed as examiner in the programme (including having obtained a PhD, a certificate of University Teaching Qualification (UTQ) and an English language certificate).

REGISTRATION OF GRADES

Article 4.1.9 of the EER states that exam results are expressed in half grades from 1.0 up to and including 5.0 and from 6.0 up to and including 10.0 whereby:

1. Grades will only be rounded in the last phase of the assessment of the study unit;
2. The rounding is done in accordance with the following scheme:
   - Grade < 5.00 or > 5.99:
     - n.01 up to and including n.24 = n.0
     - n.25 up to and including n.74 =n.5
     - n.75 up to and including n.99 = (n+1).0
   - Grade ≥ 5.00 and ≤ 5.99:
     - 5.00 up to and including 5.49 = 5.0
     - 5.50 up to and including 5.99 = 6.0
3. If a written test has been completed (passed with 5.5 or higher) the student may retake the test in the same academic year during a regular, scheduled retake. For all other test types (e.g., assignments or presentations) the following applies that if this test has been completed (passed with 5.5 or higher) this grade is final. If a student likes to upgrade his mark grade (due to exceptional circumstances) s/he must have a written confirmation of the examination board.
4. If the quality of a test (assignment) is not sufficient (5.49 or less) the student cannot score a higher grade than 6 at the second attempt. This also applies if the student did not hand in an assignment at the first deadline.

THE COM ASSESSMENT PRINCIPLES

In the BMS faculty "Education and Exam Regulations (EER) 2025-2026" assessment is defined as: "Assessment is a systematic process for fostering, evaluating and certifying student learning. The process includes the design, development and implementation of assessment tasks, and the judgement and reporting of student learning performance and student's achievement of specified learning outcomes."

The purpose of assessment according to this definition is fourfold:

1. Assessment facilitates learning;
2. Assessment it is to certify the achievement of specified learning outcomes (course/module's learning objectives, programme Intended Learning Outcomes);
3. Assessment supports educational quality by giving insight in the effectiveness of the teaching process and consequently facilitates continuous improvement;
4. Assessment information is important in accountability to the University, accrediting bodies, employers and the wider community.

All COM programmes are committed to the provision of a set of assessment tasks and feedback that guide and enhance student learning and provide credible information on a student's achievement. Furthermore, the COM Assessment Policy, the set of all assessments in the programme, is designed to support a coherent, consistent and challenging learning environment which stimulates the development of complex competences and prepare the students for future learning.

OUR 10 ASSESSMENT PRINCIPLES

The following 10 principles (partly based on UNSW) are the base for the COM Assessment Policy:

Principle 1: Assessment should be designed to guide and enhance student learning and student's professional development.

As assessment directs student learning processes, it is important that assessment is clearly aligned with the learning objectives and the teaching and learning activities. Students beforehand get informed about the learning objectives of the course at hand. The test(s) at hand are designed in a way that these learning objectives can be tested. Furthermore, in some cases, the test clearly has a link with practices from the (future) professional field.

Principle 2: Assessment should be of undoubted quality, "fit-for-purpose" and provides all students a truthful opportunity to demonstrate their learning achievements.

Validity ensures that assessment tasks and associated criteria effectively measure student attainment of the intended learning outcomes at the appropriate level. There is a need for assessment to be reliable and this requires clear and consistent processes for the setting, marking, grading and moderation of assignments. As far as is possible without compromising academic standards, inclusive and equitable assessment should ensure that tasks and procedures do not disadvantage any group or individual. A variety in assessment tasks is important to offer all students opportunities to demonstrate their learning. Assessment is fair, manageable, and efficient. All those involved in the assessment of students must be competent to undertake their roles and responsibilities. Feedback informs students about their current level of achievement and supports future learning and this feedback should accompany assessment tasks in a format suitable for the assessment task.

Principle 3: Assessment should develop students' abilities to evaluate their own and peer's work.

By engagement with the assessment process, by means of peer- and self-assessment for example, students are stimulated and trained to take responsibility for their learning and are able to reflect on own and others' performances.

Principle 4: Students should be provided with feedback on the progress of their learning and development.

Regular feedback informs the students about their current level of achievement and supports and directs future learning.

Principle 5: Assessment should provide credible information on student achievement.

The assessment provides trustworthy information to confidently judge student performance. Processes such as example questions, exam reliability analyses, exam inspections, and answer models (for exam inspections) should assure the security, equity and integrity of assessment and results.

Principle 6: Student learning must be assessed against learning outcomes and expected performance.

Learning, teaching and assessment tasks are organized per study unit (bachelor) or course (premaster or master). The assessment plan shows how the learning objectives all together guarantee the achievement of the programme's intended learning outcomes. Judgements about student learning are made by reference to the learning objectives of the study unit / course.

Principle 7: The COM assessment plan is cohesive and balanced and specifies how learning objectives and assessments in the mandatory part of the curriculum guarantee that each graduate masters the COM ILOs.

To guarantee that in the project-based education (TEM) in the bachelor COM and in group work in the (pre-)master COM all individual students master all intended learning outcomes, individual grading of assignment tasks for each learning goal of units of study should be organized. Besides this, a minimum percentage of individual graded assessment tasks is prescribed per study unit or course. To stimulate the development of related competences and monitoring the progress, the use of multiple-choice questions in tests is kept minimal.

Principle 8: A large part of the final grade of a unit of study /course should be based on individual assessments.

A considerable amount of tests should reflect individual tests. However, especially in the bachelor COM a fair amount of tests represents group tests (in line with the Twente Education Model philosophy). To curb free-riding effects as much as possible and stimulate independence and taking own responsibility (1) group compositions in some modules/courses are to be determined by the teacher in consultation with the study advisor; (2) the number of students per project group diminishes throughout the bachelor programme; (3) group assignments are accompanied by an individual component (that in most cases needs to be sufficient in order to pass the whole test).

Principle 9: Formative assessment is integrated in all study units / courses and at least related to the project and intermediate results of the project.

Students should get ongoing feedback to monitor student learning. The feedback provided and discussed can be used by teachers to improve their teaching and by students to improve their learning.

Principle 10: A variety of assessments methods is used to support inclusiveness.

In all COM programmes students should be tested by means of a wide variety of methods, including open question tests, oral tests, individual assignments, individual presentations, thesis writing, debating, reflection assignments, group assignments, and group presentations.

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