



COURSE DATA

DATA SUBJECT

Code: 36618
Name: Institutional communication strategies
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1334 - Degree in Journalism	Facultat de Filologia, Traducció i Comunicació	2	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1334 - Degree in Journalism	Comunicación	BASIC

COORDINATION

AGUAR TORRES JOAQUIN JOSE

SUMMARY

Institutional Communication Strategies aims to provide students with a solid understanding of the relationship between institutional communication departments and the media. To this end, students will explore the structure and functioning of public institutions ¿at local, regional, national, and European levels¿, with particular emphasis on the Sustainable Development Goals (SDGs) in the context of European institutions.

The subject will also analyze the strategies used by institutional communication offices to ensure media coverage of their messages, as well as the management of crisis situations that may affect the institutions and their public figures.

Combining theoretical and practical perspectives, this subject equips students with the tools necessary to understand the dynamics between institutions and the media, preparing them to face future professional challenges with greater confidence.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE



There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

It is recommended that students keep up to date with current issues.

COMPETENCES / LEARNING OUTCOMES

1334 - Degree in Journalism

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to reasonably propose ideas from the basics of rhetoric, as well as to communicate through the techniques of persuasion.

Students must be able to search, select, contextualise and order any type of source or document (written, audio, visual etc.) useful for the elaboration and processing of information, as well as for persuasive communicative or fictional and entertainment uses.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students should be able to express themselves fluently and effectively in their own languages, as well as in a third language (preferably English), taking advantage of the linguistic and literary resources that are most appropriate for the different forms of media.

Students should be able to search for, select, read, interpret and analyse both written and audiovisual texts and documents (analytically, synthetically and critically).

Students should be able to work as a team, communicate their own ideas and integrate themselves into group projects aimed at achieving results.

Students should have an understanding of own and other social, historical, economic and cultural aspects within their relevant contexts.

Students should show solidarity with people across the planet, as well as knowledge of the main cultural currents in relation to individual and collective values and respect for human life.

DESCRIPTION OF CONTENTS

1.The basics of institutional communication. Introduction to institutional communication



strategies

- 1.1 Approach: Is institutional communication journalism?
- 1.2. "Selling" and "buying" in institutional communication
- 1.3. What influences a media outlet to "buy" information?
- 1.4. Two general forms of institutional communication: official and unofficial.
- 1.5. Types of relationship between media and offices: preferential, collaborative-fluid, mere courtesy and hostile.
- 1.6. General journalistic concepts to master: official confirmation, 'big game', 'controlled blasting' and 'bridging' to a cabinet.
- 1.7. The dilemma of public service in institutional communication.
- 1.8. Differences between service information, general information and strategic-particular information within institutional communication.
- 1.9. Why are cabinets interested in incorporating journalists from active media?
- 1.10. Differences and similarities between political, institutional and corporate communication.

2. Communication policies in the Valencian Community, Spain and Europe. Introduction to the institutions

- 2.1. Historical background of institutional communication. An approach to propaganda and institutional communication.
- 2.2. Local Administration. Local/Ayuntamientos/Diputaciones
- 2.3. Autonomous government/Corts Valencianes/TSJCV
- 2.4. Competences
- 2.5. Government of Spain/Ministries/Congress/CGPJ/TS
- 2.6. European Union/International Organisations
- 2.7. The Crown
- 2.8. Entities dependent on public authorities

3. Relationships between Political Institutions and the Media. Functions of a Press Office, Public Communication, and Media Relations

- 3.1. The role of the *Dircom* and communication offices: functions, responsibilities, and relationship with the leader
- 3.2. Relationship between institutions and political parties
- 3.3. Digital communication by leaders and communication offices: official institutional accounts ¿ functions, characteristics, challenges...
- 3.4. Accounts of institutional leaders

4. Institutional Communication. Discourse, Messaging Strategy, and Argumentation

- 4.1. Creation and dissemination of messaging strategies
- 4.2. The press release



- 4.3. Press conferences and institutional plenary sessions
- 4.4. Press conferences of the Valencian Government (*Consell*)
- 4.5. Press conferences of the Council of Ministers
- 4.6. DOGV and BOE (Official Gazettes)
- 4.7. Crisis communication: good and bad practices
- 4.8. How to survive a reputational crisis: Pocket manual
- 4.9. Institutional events
- 4.10. Institutional advertising

These contents will be embodied in the following learning outcomes:

- Show an adequate knowledge of communication sciences within the framework of the social sciences.
- Critically evaluate any type of sources, documents and facts with the aim, on the one hand, of treating them appropriately and, on the other, of transforming them into information of interest by means of the informative-communicative languages required for each case.
- Recognise and analyse the task of documentation within the news creation process.
-

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	10,00
Individual or group project	40,00
Independent study and work	20,00
Preparation of lessons	10,00
Preparation for assessment activities	5,00
Resolution of case studies	5,00
Total hours	90,00

TEACHING METHODOLOGY

- Lectures will provide students with the core theoretical foundations.
- These will be complemented by the presentation of practical case studies by the instructor, which will serve as a starting point for debate and collective reflection.



- In addition, specialized seminars and complementary activities, such as workshops or guest talks, will be organized to enrich the applied understanding of the content and foster engagement with real-world professional practice.

EVALUATION

The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on May 30, 2017. ACGUV 108/2017.

First call

- Complementary training activities: 1 point (2 current affairs tests: 1 point; 0.5 each) [10% of the final grade]
- Theory exam with practical applications: 4.5 points [45% of the final grade]
- Individual and/or group assignments: 4.5 points [45% of the final grade]

A minimum score of 4 out of 10 must be obtained in both the theoretical and practical parts in order to calculate the average.

Second call

A theoretical-practical exam will be held, which may also include a current affairs test [100% of the final grade].

Academic honesty

Intellectual honesty is essential in academic communities and for the fair assessment of students' work. All assignments submitted in this course must be the student's own original work. Submissions that involve fraudulent collaboration or writing assistance using artificial intelligence (ChatGPT or others) will not be accepted, except when its use is part of the course content and has been explicitly authorised by the teaching staff.

If plagiarism is detected in any evaluated assignment, it may be graded with a zero and result in the suspension of the exam session, regardless of any disciplinary procedure that may be initiated and, if applicable, any sanction in accordance with current regulations.

The following will also be considered serious offenses and may result in immediate suspension from the session: copying or enabling others to copy assignments; irregular access to or early appropriation of an exam's content; facilitating or attempting to appropriate, alter or destroy the content or results of an assessable activity; and impersonation during examinations. When such serious offenses are detected, the instructor must report them to the Degree Coordination Team.



The submission of assignments and/or exams with spelling or typographic mistakes and/or errors in syntax, coherence or writing will be penalised and may result in the suspension of the exam.

REFERENCES

Basic

De las Heras, C., Ruiz, I., & Paniagua Rojano, F. J. (2018). *Gestión de la comunicación en instituciones*. Pearson.

Losada Díaz, J. C. (2004). *Gestión de la comunicación en las organizaciones: Comunicación interna, corporativa y de marketing*. Ariel.

López García, G. (2019). *La comunicación en la Comunitat Valenciana (2010-2018): Crisis y cambio*. València: Institució Alfons el Magnànim.

Dader, J. L. (2014). El periodista, entre el poder. *Revista Latina de Comunicación Social*, 69, 637-660. <https://doi.org/10.4185/RLCS-2014-1028>

Castells, M. (2009). *Comunicación y poder*. Madrid: Alianza.

Complementary

Palau-Sampio, D., & López-García, G. (2022). Communication and crisis in the public space: Dissolution and uncertainty. *Profesional de la Información*, 31(3). <https://doi.org/10.3145/epi.2022.may.03>

Iranzo-Cabrera, M., Calvo, D., & Valera-Ordaz, L. (2022). La esfera pública en la encrucijada: fragmentación, crisis del periodismo y desinformación. *Estudios sobre el Mensaje Periodístico*, 28(4), 729-738. <https://doi.org/10.5209/esmp.81754>

Aguar Torres, J. (2024). Gabinetes y medios de comunicación: Una lucha desigual que empobrece la información. *Doxa Comunicación*, 39, 103-120. <https://doi.org/10.31921/doxacom.n39a1376>

Casero-Ripollés, A., & López-Rabadán, P. (Eds.). (2016). *Periodistas y políticos en España*. Universitat Oberta de Catalunya.

Mazzoleni, G. (2010). *La comunicación política*. Madrid: Alianza.