

# Master Societal Transitions

Educating transformative leaders for a sustainable future

Teaching and Examination Regulations 2023-2024

May 2023

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## Introduction

This document contains the Teaching and Examination Regulations (TER) for the Master Societal Transitions at Erasmus University Rotterdam. These Regulations were laid down by the Dean of Erasmus School of Philosophy, following the advice of the Examination Board (=Examencommissie), and have been approved by the Faculty Council (=Faculteitsraad) and the Programme Committee (=Opleidingscommissie).

Appendix 1 contains the appeal procedure and appendix 2 contains the objective and intended learning outcomes of the master Societal Transitions.

# Teaching and Examination Regulations for the full-time Master Societal Transitions 2023 - 2024

## Introduction

The Teaching and Examination Regulations contain the specific rights and obligations of students following the Master Societal Transitions. The rights and obligations of all students are detailed in the university Students' Charter; please see <https://www.eur.nl/en/education/practical-matters>.

These Regulations were adopted by the Dean of the Erasmus School of Philosophy on 1 August 2023, with the consent of the Faculty Council and the Programme Committee 17 July 2023, following the recommendation of the Examination Board on 1 August 2023.

## Section 1 General provisions

### Article 1.1 Applicability of the Regulations

These Regulations apply to the 2023-2024 academic year and govern the teaching, interim, and final examination of the master in Master Societal Transitions and pertain to all students that are enrolled in that programme. The programme is hosted by Erasmus School of Philosophy and offered in collaboration with Design Impact Transition (DIT) platform of the Erasmus University (EUR), including members of other EUR Schools and Institutes.

### Article 1.2 Definitions

- a) the Act: the Higher Education and Research Act (WHW);
- b) student: a person enrolled at the university for the purpose of taking a programme and/or sitting interim and final examinations of that programme in accordance with Section 7.34 of the Act;
- c) Faculty: the Erasmus School of Philosophy of Erasmus University Rotterdam;
- d) a credit (European Credit - EC): 28 hours of study, see the Act, Section 7.4, first subsection;
- e) programme: the programme referred to in Article 1.1 of these Regulations;
- f) course / track: a unit of study as referred to in Section 7.3 of the Act;
- g) block: an academic period of max. ten weeks;
- h) master year: an academic period consisting of five blocks;
- i) examination: an assessment of the student's knowledge, insight and/or skills that concludes a course;
- j) skills training: training as referred to in Section 7.13, subsection 2, of the Act, in one of the following forms: producing an assignment or paper, doing an internship, or participating in an education activity aimed at acquiring certain skills;
- k) master examination: the examination that concludes the master in Societal Transitions;
- l) diploma supplement: the annex to the master degree certificate explaining the nature and content of the programme;
- m) graduation project: final project for the master examination;
- n) supervisor: a lecturer who acts as the student's first supervisor;
- o) advisor: a lecturer who acts as the student's second examiner;
- p) component: a part of the programme consisting of a course or the graduation project;

- q) Teaching and Examination Regulations: the rules of the master Societal Transitions; as referred to in Section 7.3 of the Act and adopted by the Dean of the Faculty;
- r) Rules and Guidelines: Rules and Guidelines of the Examination Board for the master Societal Transitions (as referred to in Section 7.12b., subsection 1b, of the Act) and adopted by the Examination Board;
- s) they: to be understood in a gender-neutral sense.

### Article 1.3 The Examination Board

1. The Dean appoints an Examination Board for the Faculty's programmes and is responsible for ensuring that the independence and expertise of that Examination Board is sufficiently guaranteed.
2. The Dean appoints the chair and the members of the Examination Board on the basis of their expertise in the programmes offered by the Faculty.
3. To accommodate and ensure the interdisciplinary nature of the master Societal Transitions, the Examination Board appoints a secretary who brings the expertise on transdisciplinary education and assessment within a philosophy context.
4. Before the appointment of a new member the Dean will consult the current members of the Examination Board.

### Article 1.4 Evaluation of the programme

1. The Programme Director is responsible for ensuring the evaluation of the Programme.
2. The Programme Director will inform the Faculty Council and the Programme Committee of the method and frequency of the evaluation of the components of the curriculum.
3. The Programme Director will inform the Programme Committee of the outcomes of the evaluation, the amendments made as a result of this and the effect of the actual amendments.

## Section 2 Prior Education

### Article 2.1 Admission

1. Students can be admitted immediately if they hold a certificate from any research university bachelor's programme or can demonstrate that they have sufficient knowledge, understanding and skills at the level a bachelor's programme, such as a completed pre-master's programme.
2. A personal motivation for enrolment is required in which the student explains why they find the master Societal Transition interesting and why they think they are suited for it. The motivation is tested against the (start) qualifications on the four competences of the transformative leader profile (see appendix 2).
3. The Examination Board decides on the admission as specified in paragraph 2 of this Article.

### Article 2.2 Language requirements

1. In addition to the requirements of Article 2.1, the student must have a sufficient command of English to take the programme and to sit the examinations. The student will have fulfilled this requirement if they:

- a) have graduated, in English, from one of the programmes specified in Article 2.1.1 of these Regulations, or
- b) have finished 60 EC of courses in English in their bachelor programme; or
- c) have obtained at least 7.0/10 as a final grade for English in high school (VWO or equivalent), or
- d) is a native speaker, or
- e) can demonstrate their proficiency in English in a writingsample.

## Section 3 Content and structure of the programme

### Article 3.1 Programme objective

The objective of the programme is to contribute to the student's academic education by teaching them knowledge, insights and skills in the field of Societal Transitions that will allow them to enter the job market at master degree level and continue their subsequent academic education in the field of Societal Transitions. The objective of the programme is specified in the intended learning outcomes, see Appendix 2.

### Article 3.2 Programme structure

The programme is offered in fulltime. The student should start the master programme at the beginning (September) of the academic year.

### Article 3.3 Language in which the programme is taught

1. The programme is taught in English and the examinations will be held in that language.
2. When writing essays, papers and the graduation report, use of literature in Dutch, German, English and French is permitted. If any literature is used in a language other than the languages listed above, the lecturer's or supervisor's prior consent is required.
3. Written examinations must be in English.
4. If the student wants to sit the examination in a language other than English, he must submit a request to the Examination Board.

### Article 3.4 Study load

The fulltime programme consists of one academic year and has a study load of 60 EC.

### Article 3.5 The programme

1. The components of the programme are determined by the Dean of the Faculty.
2. The master year(s) consist(s) of five blocks; Article 3.6 provides a list of courses and tracks per block and Article 3.7 explains the composition of the curriculum.

### Article 3.6 Courses, tracks and graduation project

1. The curriculum consists of the following mandatory core courses (25 EC):
  - a. Course 1: Confronting (un)sustainability (5 EC)
  - b. Course 2: Urban (un)sustainability (5 EC)
  - c. Course 3: Transition thinking (5 EC)
  - d. Course 4: Philosophical Toolkit for Societal Transitions (5 EC)

- e. Course 5: Transformative Methods (5 EC)
2. The curriculum includes 10 EC of electives. Students have to choose from the list of approved electives as adapted by the Vice Dean of Education and published on the online learning environment.
3. If students want to choose an elective that is not on this list, they need approval from the Examination Board.
4. The curriculum further includes two mandatory programme wide tracks: a reflection track (6 EC) and a leadership development track (4 EC).
5. The curriculum closes with the completion of the graduation project (15 EC).

### Article 3.7 Composition of the master programme

1. All students follow the core courses mentioned in Article 3.6.
2. With respect to the electives mentioned in Article 3.6, students must obtain at least 10 EC in electives, whether these are offered within the Master Societal Transitions or in other programmes.
3. Students may use no more than 6 EC for a subsidiary subject at an institute of academic education, on the condition that, when choosing a course, they meet the requirements listed in paragraphs 1 and 2 of this Article and obtain the Examination Board's prior approval for the inclusion of the subsidiary course.
4. The Examination Board's prior approval is also required for courses followed in international exchange programmes.

### Article 3.8 Approval of the master programme

1. The student should submit a proposal for the composition of their master programme to the Examination Board two weeks before March 1 of the relevant master year. The forms are available on Myeur.nl.
2. The proposal should contain the elements required for a full master programme with a study load of 60 EC listed in Article 3.6 of these Regulations and should also mention the subject of the graduation project, the intended supervisor (first supervisor) and advisor (second supervisor).
3. If the Examination Board does not approve the proposal for the master programme, the student will be notified in writing and informed of the reasons.
4. If a student wants to change the proposal for their master programme while they are taking that programme, he requires the Examination Board's approval once again (please also see Article 6.1 of the Rules and Guidelines).

### Article 3.11 Exceptions

In all cases in which students wish to deviate from the examination programme, permission must be requested from the Examination Board in advance in a reasoned request.

## Section 4 Courses

### Article 4.1 Enrolment

A student may only participate in a course if they have registered in time via OSIRIS.



#### Article 4.2 Attendance and best-efforts obligation

1. Every student is expected to participate actively in the courses in which they are enrolled.
2. In addition to the general requirement that the student actively participates in the programme, supplementary requirements are described per component in the course profile in the online study guide or OSIRIS.

### Section 5 Assessment

#### Article 5.1 General

1. Every component of the programme is followed by an examination, unless this component is assessed in a different way, e.g., by attendance and participation requirements.
2. The Examination Board appoints one or more examiners for each examination. Students, student assistants or tutors may not be appointed as examiners. The appointment of the examiners is announced in the course profiles in the Course guide.
3. The examiners appointed by the Examination Board are responsible for the content of the examinations and determine the results of the examinations (please also see Article 2.1 of the Rules and Guidelines).
4. The course description states the objectives and learning outcomes of the course/track in question as well as the intended methods of assessment (please also see Article 5 of the Rules and Guidelines).

#### Article 5.2 Structure of the examinations

1. The course assessment is arranged as mentioned in the course profile in the Course guide and OSIRIS.
2. Examinations may be held either as written or oral tests.
3. Only one student at a time may be examined if the examination is an oral test unless the Examination Board has decided otherwise.
4. Oral examinations are public, unless the Examination Board or the examiner in question has decided otherwise, or if the student objects.
5. On request of the student or the examiner, the Examination Board may allow the examination to be taken by a method that is different from procedure stated in the provisions of the first paragraph. For the assessment of the graduation project, reference is made to Article 6.1 of the Rules and Guidelines.

#### Article 5.3 Examinations and resits: number and completion terms

1. All examinations can be taken at least twice per academic year.
2. The student may take no more than two resits during the programme.
3. The examination for a single course may consist of several sub-examinations or assignments.
4. Examinations that are not administered as a central written session (e.g., written assignments) should be taken within a term of six months of completing the course. The examinations are based on the prescribed literature for the most recent lecture cycle.
5. A resit should be taken in the same academic year as the first examination.
6. The Examination Board may, in exceptional cases, permit deviation from the provisions of the paragraphs 1, 2 and 4 of this Article to the benefit of the candidate.

#### Article 5.4 Examinations: times

1. Examinations administered as central written tests are announced in the month of August prior to the academic year in question.

2. Examinations administered as oral tests are held at a time determined by the examiner and, if possible, in agreement with the student.
3. Changes to the scheduled examination times may only be made in the event of force majeure.
4. If the Royal Netherlands Meteorological Institute (KNMI) issues a weather warning (code red) for the whole country or specifically for the Rijnmond region due to extreme weather conditions, the Dean shall, after consulting the Student Administration, decide which of the written examinations planned for the relevant period should be cancelled. Any such cancellation will be announced on the homepage of the EUR and on the ESSC news sites.
5. Following such a cancellation, the Dean will set new dates for the cancelled examinations as soon as possible in consultation with the examiners concerned. The new dates should preferably be within two weeks of the original examination dates. The new examination dates will be published on [timetables.eur.nl](http://timetables.eur.nl).
6. Similar regulations and provisions as mentioned in paragraphs 4 and 5 of this Article apply if by order of the Dutch government, of local authorities or of governmental institutes, students are kept from attending a scheduled examination for other reasons.

#### Article 5.5 Notification and registration of the examination results

1. The examiner will produce their final assessment of the examination within 15 working days of the day on which the relevant examination was held.
2. Immediately after an oral examination, the examiner will assess the examination and issue the student with a written statement regarding the assessment.
3. The registered details, with the exception of details on awarded degree certificates, will not be disclosed to parties other than the candidate, the Examination Board, the Executive Board, the Board of Appeal for Examinations and the study advisor. Deviations from this provision are only permitted with the student's consent.
4. In the online statement of the assessment of an examination, the student is informed of the right of inspection (see Article 5.7 of these regulations) and of the possibility of appeal to the Examination Appeals Board (see part 2 of these Regulations).

#### Article 5.6 Validity

1. The validity term of assessments attained - including components taken elsewhere that have been approved as part of the examination programme and exemptions granted - is unlimited.
2. On behalf of the Executive Board, the dean can only limit the validity term of assessments if the knowledge, understanding or skills assessed are demonstrably outdated.
3. In an individual case, the examination board may extend the validity term limited pursuant to the second paragraph. With regard to an examination component of which the validity term has expired, the examination board may designate a replacement examination component or impose an additional or replacement assessment before the student is admitted to the examination.
4. When limiting the validity term in accordance with the second paragraph, special circumstances will reasonably be taken into account. Special circumstances must be reported to the student adviser in good time. 'In good time' means they have been reported four weeks after the start. When the examination board extends the validity, account will reasonably be taken of the extent to which the special circumstances affected the limited validity term being exceeded and the duration of the financial support granted on the basis of the Profiling Fund Regulations will be taken into account.
5. Partial assessments for which no EC are awarded and which are attained within a course unit that has not been successfully completed will lapse after the academic year in which they were attained.

### Article 5.7 Right of inspection

1. For a period of 30 days following the publication of the result of a written examination, a student may inspect the assessed work following a request.
2. During the period specified in the first paragraph, the student can ask for clarification of the criteria used for assessing the examination (please also see Article 5.3 of the Rules and Guidelines).

### Article 5.8 Reviews

1. A review of an oral examination may be held between the student and the examiner on the student's or the examiner's initiative shortly after the announcement of the results of the examination.
2. The lecturer should announce the date of a collective review in good time. The student may only request an individual review if they attended the collective review or if they were hindered from attending the collective review by circumstances beyond their control.

### Article 5.9 Period of retention

1. The questions, answers, and the assessed work of the written examinations are retained (either on paper or by digital means) for a period of two years following the assessment.
2. The graduation project and its assessment are retained for a period of seven years following the assessment (digitally).

### Article 5.10 Exemption

1. At a student's request and after having consulted the relevant examiner, the Examination Board can grant the student exemption from a course or other part of the programme, provided that the student has completed a component which is of equivalent content and level, as part of a university or professional higher education programme before he started the master programme.
2. An exemption can only apply to an entire course and not to a part of a course.

### Article 5.11 Compensation

Examinations for the master programme resulting in an unsatisfactory mark are not eligible for compensation.

### Article 5.12 Additional course load

The course lecturers may, after obtaining the approval of the Examination Board, increase the study load of their master courses from 5 to 6 EC by means of, for example, additional literature or a (more substantial) essay to tailor the elective courses to the wishes of external students, on the condition that the adapted course is not made mandatory.

## Section 6 The Master Examination

### Article 6.1 The master examination

1. After the student has (a) achieved a pass for all components of the programme that are concluded with an examination, (b) has completed all the components of the programme for which no examination needs to be sat, and (c) has presented and defended their graduation project at the concluding examination, the Examination Board will announce the results of the examination.
2. The Examination Board validates the results of the examination.

3. To have passed the master examination and to be awarded the degree certificate, the student must have been enrolled in the programme when they sat the examinations.
4. The date of the master examination is the date on the degree certificate (see Article 7.1 of the Rules and Guidelines for the examination day).
5. A student who has successfully fulfilled the programme's requirements under the first paragraph of this Article and is entitled to be awarded a certificate may request the Examination Board to delay the award of the certificate. This request to delay the award of the certificate should be submitted within two weeks of the student being notified of the results of the master examination. In their request the student should indicate when he wishes to receive the certificate (see Article 7.1 of the Rules and Guidelines for information on the examination day).

### Article 6.2 The degree

1. A student who has passed the master examination will be conferred the degree 'Master of Arts in Societal Transitions' (MA in Societal Transitions).
2. The degree conferred is stated on the certificate of the master examination.

### Article 6.3 The degree certificate

1. As proof that the student has successfully completed all the requirements of the master examination, a certificate is awarded by the Examination Board.
2. The Examination Board will attach the list of marks and the diploma supplement to the certificate; the diploma supplement provides information on the nature and content of the completed programme which is also geared towards persons and institutions outside the Netherlands.

## Section 7 Supervision and advice

### Article 7.1 Study progress administration

1. The examiner registers the individual study results of students and provides access to these results via OSIRIS.
2. The results of examinations for which results were already previously obtained will not be included in the calculation of the student's progress.
3. At the student's request and in agreement with the supervisor of the final research project, the Examination Board will award a number of EC to determine the progress made in the programme.
4. A certified student progress file can be obtained from Student Administration.

### Article 7.2 Student counselling

Student counselling consists of:

- individual advice on the composition of the master programme (please see Article 3.7 of the present Teaching and Examination Regulations);
- individual advice about study skills, study schedules, and choosing a subsequent pathway;
- offering help in the event of difficulties during the student's time on the programme and, if necessary, referring the student to other persons or authorities.

### Article 7.3 Studying with a functional impairment

1. Students with a functional impairment are offered the opportunity to adapt their study (as far as is reasonably possible) to the restrictions determined by the specific impairment involved. These adaptations will be aligned as far as possible to the student's individual functional impairment but should not affect the quality or level of the programme.

2. Students should submit a request to the Examination Board, accompanied by a statement from an authorized agency.

## Section 8 Transitional and final provisions

### Article 8.1 Identification obligation

Students who participate in education and examination facilities are obliged to immediately disclose their name and address and allow inspection of their student ID card at the request of invigilators, examiners and other designated persons.

### Article 8.2 Special clause

In cases that these regulations do not provide for unambiguously, or have a manifestly unreasonable outcome, a decision will be taken by or on behalf of the Dean, after consultation of the Examination Board.

### Article 8.3 Amendments

1. Modifications of this regulation will be determined separately by the Dean, after having taken notice of the advice of the Examination Board, the Programme Committee and the Faculty Council; and after the approval of the Programme Committee and the Faculty Council relating to the sections of the Teaching and Examination Regulations (TER) for which those bodies have the right of consent, all in accordance with the law.
2. In Article 7.13 paragraph 2 of the law, it is determined which sections the TER should at least contain. Article 9.18 paragraph 1a of the law determines for which sections of the TER (as determined in Article 7.13 paragraph 2) the Programme Committee has the right of consent. Article 9.38 paragraph b determines for which sections of the TER (as determined in Article 7.13 paragraph 2) the Faculty Council has the right of consent; on account of the general regulation in Article 9.37 paragraph 2 of the law the Faculty Council is allowed to give advice about the other sections of the TER.
3. No amendment may disadvantage a student by influencing a decision that was already taken previously in accordance these Regulations.
4. The provisions of Article 8.1 also apply to questions that might arise from differences between the current Regulations and previous versions.

### Article 8.4 Publication

The Dean is responsible for the publication of these Regulations and any amendments.

### Article 8.5 Effective date

These Regulations will come into effect on 1 September 2023.

## Appendix 1: The appeal procedure

A student may lodge an appeal against any decision of an examiner (e.g., regarding assessments) or the Examination Board with the Board of Appeal for Examinations (CBE) of Erasmus University. In urgent cases, the chair of the CBE may be requested to impose a provisional measure.

The appeal may be lodged by an interested party, i.e., the person whose interests are directly involved in a decision. The appeal should be lodged within six weeks of the announcement of the contested decision. If the appeal is lodged against an overdue decision, it should be submitted within a reasonable term.

The appeal should be submitted to the CBE in writing and addressed to the secretary of that Board. The appeal may also be lodged through the EUR Facility of Protection of Rights where all notices of objection and appeals may be submitted online.

Before an appeal is handled by the CBE, a term for settlement will be put into effect, during which the Examination Board or examiner investigates whether the claimant's appeal may be settled (formal settlement attempt). During this term, parties may explain their positions in more detail, and the decision of the CBE will be carefully scrutinized.

The CBE assumes that the claimant has first been in touch with the examiner in question or the Examination Board in an attempt to reach an agreement (substantive settlement attempt). It should be noted that the term of six weeks for submitting a notice of appeal to the CBE will continue without interruption. With that in mind, a provisional notice of appeal may be submitted.

The interested party may submit an appeal to the Appeals Tribunal for Higher Education PO Box 636, 2501 CN The Hague, The Netherlands against the decision of the Board of Appeal for Examinations within six weeks. This appeal is not possible, however, if the decision of the Board of Appeal for Examinations pertains to a decision that contains:

the assessment of the student's knowledge or skills that was or were the subject of the examination in this matter or tested in any other way (Article 8.4, under e of the Dutch General Administrative Law Act (Awb));

the establishment of the questions, assessment standards or more detailed rules for that examination or test (Article 8.4, under e of the Dutch General Administrative Law Act (Awb)).

More information about appeal procedures is available on the CBE-EUR's website:  
[http://www.eur.nl/abd/bjz/cluster\\_rechtsbescherming\\_studenten\\_en\\_personeel/college\\_van\\_beroep\\_voor\\_de\\_examens/](http://www.eur.nl/abd/bjz/cluster_rechtsbescherming_studenten_en_personeel/college_van_beroep_voor_de_examens/)

## Appendix 2: Objective and intended learning outcomes

The objective of the master Societal Transitions (MST) has been defined as follows:

The MST provides students with the necessary knowledge to embrace complex, systemic, persistent (un)sustainability issues, and helps develop the competences to engage with diverse societal actors in an entrepreneurial, design-oriented, and transition-minded way. Graduates build a professional profile based on sustainability values, apply their knowledge and competences in a real-world context and empower societal transitions towards a sustainable and just society in co-creation with other professionals.

This eclectic profile of a transformative leader has been translated into four core competences: transformative leaders are able to **think**, **connect**, **act**, and **reflect** in a coherent manner in the context of societal transitions. They can understand, analyse, and frame diverse transitions contexts, the role of actors and persistent problems (think), they can collaborate with various stakeholders and facilitate difficult conversations in a constructive manner (connect), they dare to experiment, initiate, and transform current situations (act), and they are quick learners and adapters, able to shape social experimentation as a social learning process (reflect). These four core competences are interconnected and reinforce each other.

The four competences are translated into indicators that will be used to assess the student learning journey and their progress within the MST.

Table 1: The intended learning outcomes: the four core competences of a transformative leader based on the professional image and associated indicators

Core competences	Indicators
<b>THINK</b>	
A transformative leader masters societal transitions and the underlying pattern and mechanisms. They can understand and mobilise different types of knowledge and develop an original and integrated analysis of persistent, complex real-world sustainability problems, based on own research and scientific and tacit knowledge. They are knowledgeable about common approaches to sustainability and can form an academic argument and apply transition concepts to real-life contexts to underpin a new transformative strategy.	<ol style="list-style-type: none"> <li>1. <b>Understand</b> complex (un)sustainability challenges, conceptual frameworks, scientific approaches and institutional responses to these challenges, their limitations, complementarities, and values.</li> <li>2. <b>Analyse</b> patterns and mechanisms of societal transitions, including their barriers, and how they materialize and manifest in specific socio-material systems such as cities, regions and specific domains (e.g., energy, mobility, water, waste and housing).</li> <li>3. Can gather, interpret, and help develop new <b>knowledge</b> by combining academic and tacit sources in a transdisciplinary, coherent, and convincing manner.</li> <li>4. Build a convincing transformative <b>argument</b> about a persistent complex societal problem and the need for change.</li> </ol>
<b>CONNECT</b>	
A transformative leader can bridge different cultures, practices, and professional environments to interact with and to constructively relate to other people of diverse backgrounds. This includes being able to convert values,	<ol style="list-style-type: none"> <li>1. <b>Engage</b> relevant stakeholders for transitions, select and involve them based on representativity of perspectives, values and positions.</li> <li>2. <b>Communicate</b> complex issues in a clear and unambiguous way to specialist and non-</li> </ol>

<p>visions, knowledge, academic skills, insight, experience, and situational understanding to practical and goal-oriented action and collaboration. A transformative leader collaborates on common goals, creates, and maintains trust, understands and respects others' needs and interests, develops influence and works with and resolves conflicts.</p>	<p>specialist audiences across multiple empirical and organizational environments.</p> <ol style="list-style-type: none"> <li>3. <b>Collaborate</b> with different stakeholders in a co-creative way, applying relevant knowledge, methods and tools, and building sustainable networks.</li> <li>4. <b>Facilitate</b> participatory contexts that enable building trust and ownership, address potential power imbalances and help stakeholders to deal with the uncertainties and ambiguities of societal transitions.</li> </ol>
<b>ACT</b>	
<p>A transformative leader initiates and facilitates experimentation that challenges, alters, and replaces the status quo, both at the individual and collective level. A transformative leader understands social learning and can adjust and/or unlearn inappropriate habits. This includes the ability to display initiative, to set transformative goals and to facilitate learning-by-doing. A transformative leader has the desire, the self-confidence, and risk-taking attitude to (collectively) learn and develop deeper insight into the desired transition.</p>	<ol style="list-style-type: none"> <li>1. <b>Initiate</b> learning-by-doing processes for desired societal transitions and deal effectively with potential conflicts and tensions as opportunities to accelerate change.</li> <li>2. <b>Challenge</b> the status quo in words and actions and offer positive alternatives, taking full consideration of (de)colonial, racial, and gendered dynamics in the process.</li> <li>3. <b>Experiment</b> with various approaches to guide sustainable transitions across societal systems, working environments with an entrepreneurial and creative mindset in a realistic and, at the same time, ambitious way.</li> <li>4. Take <b>decisions</b> and realise interventions based on analysis and co-creation while facing uncertainty and ambiguity as a form of transformative leadership.</li> </ol>
<b>REFLECT</b>	
<p>A transformative leader manages ambiguity, complexity, and turbulence at an individual and collective level. They continuously reflect and adapt their own and stakeholders' assumptions, activities, and contributions. They take leadership in reflexive monitoring, adjusting strategies and actions, testing hypotheses and ideas. If actions fail or do not yield desired results, these are not considered mistakes but experiences that can be learned from and provide deeper insight into the challenges ahead.</p>	<ol style="list-style-type: none"> <li>1. Being <b>(self-)conscious</b> of the normative role of research and professional responses, critically questioning underlying assumptions and the limited nature of individual and disciplinary perspectives.</li> <li>2. Continuously applies a <b>learning attitude</b>, being attentive to effective dimensions of societal transitions and empathic to others in these processes.</li> <li>3. <b>Review</b> (and when needed <b>revise</b>), in a critical and open way their own role and learning process at the cognitive, individual, relational, and societal level.</li> <li>4. Developing <b>learning strategies</b> in transition processes, using reflexive monitoring and participatory evaluation.</li> </ol>