

Teaching and Examination Regulations (TER)

Master programme Societal Transitions

Academic year 2026 - 2027

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SECTION 1 - GENERAL PROVISIONS

Article 1.1 - Applicability of the regulation

This regulation is in effect for the academic year 2026-2027 and applies to the education, the assessments and examinations in the master's programme Societal Transitions (hereinafter referred to as: the study programme), with RIO study programme 60989 and for all students enrolled in this study programme. The study programme is provided by the Erasmus School of Philosophy, hereinafter referred to as: the faculty. This TER has been drawn up as an annual regulation. This means that the rights and obligations of all students, regardless of the cohort to which they belong, are described in the TER of the current academic year. A number of provisions are nevertheless cohort-specific, in those cases this is clearly stated.

Article 1.2 - Definitions

1. In this regulation, the following terms have the following meanings:

a) Academic year	The period commencing on 1 September and ending on 31 August of the following year as referred to in Article 1.1(k) of the WHW.
b) Assessment	An assessment is a means of assessing the knowledge, understanding and skills of the examinee, as well as the results of that assessment, whether conducted orally, in writing or by other means. This includes digital examinations. An Examination may be split into one or more Partial examinations. An Examination is also understood to mean a practical exercise as referred to in art. 7.13(2) of the WHW.
c) Block	A block consists of several course units.
d) Canvas	Collection of faculty web pages and information channels.
e) CBE	Board of Appeals for Examinations (College van Beroep voor de Examens).
f) Certificate	Document evidencing that the examination has been successfully completed in accordance with Article 7.11(2) of the WHW.
g) Course Catalogue	Website providing specific information relating to a course unit.
h) Course overview	The course overview is part of the TER. See Appendix 2.
i) Course unit	Part of the study programme as referred to in Article 7.3 of the WHW. Every course unit is subject to an assessment.
j) Curriculum Overview	An overview of all course units and the corresponding EC for each study programme published in or pursuant to the TER.
k) Dean	Administrator, head of a faculty as referred to in Article 9.12 WHW, and management body.
l) EC	European Credit. Credit expressed in the EC unit, where one EC equals 28 hours of study.
m) Elective	A course unit of your choice within or outside of your own faculty or study programme.
n) Examination	The collection of successfully passed examinations in the components belonging to a program, including any further examination to be conducted by the Examination Board as referred to in article 7.10 paragraph 2 WHW.
o) Examination Board	The Examination Board that has been established for the study programme pursuant to Article 7.12 et seq. of the WHW.
p) Examination programme	The course units whereby the end terms of the study programme are satisfied. For the bachelor's programme, this is 180 ECs.
q) Examiner	The person who, as a result of appointment by the Examination Board on the basis of Article 7.12c of the WHW, is authorised to

	administer assessments and determine the results in the relevant course unit.
r) Faculty Council	Representative participatory body of the ESPhil consisting of students and staff, as referred to in article 9.37 WHW.
s) GAS	EUR Student Objection Advisory Committee (Geschillenadviescommissie Studenten).
t) Institutional Board	The Executive Board of Erasmus University Rotterdam. An administrative body as defined in Article 1:1(1)(a) of the Dutch General Administrative Law Act (Awb).
u) Osiris	The education enrolment system.
v) Partial assessment	A partial exam assessing knowledge, understanding and skills in relation to part of a course unit, the assessment of which counts towards the final result for the course unit.
w) Personal circumstance	The circumstances referred to in Article 2.1 of the WHW Implementation Decree. The personal circumstances additionally recognized by the Executive Board, beyond those stipulated by law, are: Membership of a democratically elected representative body of the executive committee of the public entity to which that representative body belongs, and a talent status officially recognized by the Executive Board.
x) Pre-master's programme	The possibility of remedying deficiencies in connection with not satisfying the admission requirements as referred to in Article 7.30e of the WHW.
y) Programme Committee	Representative participatory body for one or more education programmes consisting of students of the relevant degree programmes and members of academic staff involved in the relevant programmes, as referred to in article 9.18 WHW.
z) RIO	Registration for higher education institutions (previously CROHO).
aa) Special circumstance	The circumstances referred to in Article 7.51(2) of the WHW. The following are in any event considered special circumstances: disability or chronic illness, illness, pregnancy and childbirth, special family circumstances, study programme organised in such a way that completion was not feasible, students with top sport status (issued by the top sport coordinator) and membership of a participation body.
bb) Student	The person who is enrolled at the university to follow education and/or take the assessments and examinations of the study programme in accordance with Article 7.34 of the WHW.
cc) Study duration	The duration of the study from the student's first enrolment in the study programme until the final examination component is attained.
dd) WHW, the	the Higher Education and Research Act (WHW).

2. The other terms have the meaning assigned to them by law.

SECTION 2 - PRIOR EDUCATION AND ADMISSION

Article 2.1 - Admission to the master's programme

No right of consent or right to prior consultation

1. Students are eligible 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. Furthermore, the students need to meet the language requirement as specified in Article 2.2.

2. Admission criteria:
 - a. 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 1).
3. The admission procedure is contained in the Regulations admission Master Societal Transitions and is stated on the [EUR website](#).
UR: right to be consulted on selection procedure.

Article 2.2 - Language requirement

No right of consent or right to prior consultation

A student is eligible only after:

1. The admission requirements as referred to in Article 2.1; and
2. The requirement of sufficient command of the English language. This requirement is satisfied if the student:
 - a) Holds a diploma from pre-university secondary education (VWO) and the subject English language was part of the examination to obtain that diploma; or
 - b) Holds a diploma from secondary education, obtained from an English-language institution of secondary education within or outside the Netherlands; or
 - c) Holds a final diploma from a four-year English-language higher vocational education programme; or
 - d) Holds a final diploma from a three-year English-language university degree programme; or
 - e) Has taken one of the following tests:
 - internet-based Test of English as a Foreign Language (TOEFL) with a score of 100 or higher. All sub-scores should at least be 23.
 - International English Language Testing System (IELTS) with a score of 7.0 or higher. All sub-scores should at least be 6.5.
 - An equivalent score on another accepted language test.

SECTION 3 - CONTENT AND STRUCTURE OF THE STUDY PROGRAMME

Article 3.1 - Aim of the study programme

7.13(2)(c) of the WHW

PC: right to be consulted

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 1.

Article 3.2 - Form of the study programme

1. The study programme is provided full-time.
7.13(2)(i) of the WHW
FC: right of consent
PC: right to be consulted
2. The study programme starts one time per year in September.

Article 3.3 - Language in which the study programme is provided

1. With due observance of the Code of Conduct for Foreign Languages adopted by the Executive Board of Erasmus University Rotterdam, the study programme provides education and assessments in English, unless the course overview states otherwise.

2. When writing essays, papers and the master thesis, 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, they must submit a request to the Examination Board.

Article 3.4 - The scope of the study programme and structure

1. The study programme has a study load of 60 credits (EC).
7.13(2)(e) of the WHW
PC: right of consent
2. An overview of the course units of the study programme, the tracks, and the study load, the type of assessment and the language per course unit are given in Appendix 2.
7.13(2)(a) of the WHW
PC: right to be consulted
3. The manner in which the education is provided is contained in the Course Catalogue.
7.13(2)(x) of the WHW
FC: right of consent
PC: right to be consulted
4. In situations of force majeure where it is not reasonably possible to provide education in the manner referred to in the Course Catalogue, a different form of education may be temporarily used. The condition is that the learning objectives set must be achieved even with the change of form.

SECTION 4 - EDUCATION

Article 4.1 - Entry requirements for course units; prior knowledge

1. There are no admission requirements for course units.
7.13(2)(s) of the WHW
FC: right of consent
PC: right to be consulted

Article 4.2 - Evaluation of the education

7.13(2a)(1) of the WHW
PC: right of consent

1. The Vice Dean of Education will ensure the evaluation of education.
2. Education is systematically evaluated through course evaluations, the National Student Survey and alumni surveys.
3. The Vice Dean of Education 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.
4. The Programme Committee will advise the Vice Dean of Education on the methods of evaluation and curriculum assessment, and will initiate or suggest possible improvements in the evaluation of education.
5. The Programme Committee has the right of consent with regard to the method and frequency of the evaluation of education.

Article 4.3 - Enrolment for course units

A course unit can only be participated in after the student has enrolled for the course unit via OSIRIS. For more information on enrolment, please see MyEUR.

SECTION 5 - ASSESSMENTS IN THE STUDY PROGRAMME

Article 5.1 - General

1. Every course unit is subject to an assessment.

2. The Rules and Guidelines of the Examination Board and the [Rules of Order for Assessments at EUR](#) of the study programme describe the course of events regarding the assessments.

Article 5.2 - The number of assessment possibilities, the manner of enrolment and the times of the assessments

7:13(2)(j) of the WHW

FC: right of consent

PC: right to be consulted

1. For all course units of the master's examination, the opportunity to take assessments will be offered at least twice per academic year, including the regular opportunity and the resit.
2. The student may take no more than two resits during the programme.
3. Assessments 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 assessments are based on the prescribed literature for the most recent lecture cycle.
4. Paragraph 1 does not apply to the course unit Graduation Project (FW-MST-GP001). Possibilities for a resit for the Graduation Project can be found in the Rules and Guidelines of the Examination Board.
5. An assessment can consist of two or more partial assessments. The results of these partial assessments together determine the results of the assessment.
6. The times and the locations for written assessments will be announced through timetables. The manner of enrolment and the enrolment period for the written assessments will be announced via [MyEUR](#).
7. In line with the Rules of Order for Assessments at EUR and in the event of force majeure, the set times may be changed.
8. At the request of the examiner, in special cases the Examination Board may allow an assessment to be taken at a different time than previously determined. The decision must be announced at least one week prior to the said assessment via Canvas.
9. Oral assessments will be taken at a time to be determined by the relevant examiner(s), in consultation with the student.
10. A student can take up to two resits of assessments per academic year.
11. At the student's request, an additional assessment opportunity may be offered if the following conditions are satisfied:
 - a. The student has failed just one component of the master's examination, and
 - b. The student has taken part in all regular assessment opportunities for the particular course unit, and
 - c. The date of the additional assessment opportunity must be at least one month before the date of the next regular assessment of the relevant component, and
 - d. No form of fraud from the student must have been established by the Examination Board for the relevant course.

In case of special circumstances, the Examination Board can deviate from the above conditions. Practical exercises (including the thesis) are excluded from this regulation.

Article 5.3 - Assessment form

1. Assessment takes place in the manner stated on the course Canvas page. If presence or active participation is part of the assessment, this is also stated on the Canvas page.

7:13(2)(l) of the WHW

FC: right of consent

PC: right to be consulted

2. In situations of force majeure where it is not reasonably possible to take the assessment in the manner described on the Canvas page, the Examination Board may decide to change the manner of assessment. The condition is that the learning objectives set must be achieved even with the change of form.

7:13(2)(l) of the WHW

FC: right of consent

PC: right to be consulted

3. If there is an obligation to participate in practical exercises with a view to admission to the assessment, the relevant information can be found in the Course Catalogue. The Examination Board is authorised to grant an exemption from this obligation, whether or not subject to replacement requirements.

7:13(2)(t) of the WHW

FC: right of consent

PC: right to be consulted

Article 5.4 - Oral assessments

1. Oral examinations can only be conducted after the examiner obtains permission from the Examination Board.
2. An oral presentation or assignment during class is not considered an oral assessment within the meaning of this article, but as a partial assessment.
3. Oral assessments take place individually in so far as it concerns an individual assessment.
7:13(2)(l) of the WHW
FC: right of consent
PC: right to be consulted
4. Oral assessments are public unless the Examination Board has determined otherwise in a special case.
7:13(2)(n) of the WHW
FC: right of consent
PC: right to be consulted
5. For every oral assessment, an audio(visual) recording needs to be available.
6. Additional provisions regarding the administration of the oral examinations can be found in the Rules and Guidelines of the Examination Board.

Article 5.5 - Period for evaluation

7.13(2)(o) of the WHW

FC: right of consent

PC: right to be consulted

1. Within five working days after an oral assessment is administered, the examiner will determine the opinion and issue a written or electronic statement to the student.
2. The examiner will make a decision on the assessment within 15 working days after the day on which it was taken, with the exception of oral assessments as set out in paragraph 1.
3. In the event of force majeure, the Examination Board may decide to deviate from the periods referred to in paragraphs 1 and 2 of this article.
4. The examiner will provide the faculty's administration with the necessary information to register the results in Osiris. When publishing the result in Osiris, the student is informed of the possibility of appeal to the [Examination Appeals Board \(CBE\)](#).

Article 5.6 - Validity term of assessments

1. The validity term of assessments attained is unlimited, and includes all assessments components taken elsewhere that have been approved as part of the examination programme and all exceptions granted.
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. If the student does not agree with the decision of the Dean, they can appeal the decision via the Student Objection Advisory Committee (GAS).
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. Special circumstances shall be reasonably taken into account when limiting the period of validity in accordance with the second paragraph. Special circumstances must be reported to the student advisor in good time. 'In good time' means they have been reported four weeks after commencement. In extending the validity by the Examination Board, reasonable account will be

taken of the extent to which the special circumstances influenced the exceeding of the limited validity period. In case of special circumstances, the period of validity is extended at least by the duration of the financial support granted on the basis of the Profiling Fund Regulations.

7.13(2)(k) of the WHW

FC: right of consent

PC: right to be consulted

5. Partial assessments or assignments 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

7:13(2)(p) and (2)(q) of the WHW

FR: right of consent

OC: right to be consulted

1. The announcement of a result of a written assessment must occur within fifteen working days. At the request of one or more students, inspection will take place no later than two weeks before the resit of the assessment.
2. The time, manner and duration of the inspection will be announced at least five working days before the inspection. At the time of inspection, any student who took part in the assessment may take note of questions and assignments from the relevant assessment, as well as the standards on the basis of which the assessment was evaluated.

Article 5.7a - Follow-up discussion

1. After an assessment has been evaluated, a follow-up discussion will be held at a time and place to be determined by the examiner.
2. A follow-up discussion can take place both individually and collectively.
3. Immediately after an oral assessment has been taken, the examiner(s) and the student will hold a follow-up discussion.

Article 5.8 - Exemption

1. The Examination Board may, at the students' request, grant students an exemption from an assessment, after hearing the examiner concerned, if the student:
 - a. either has completed a component in a university programme or higher vocational training which corresponds to the assessment in question in terms of content and level;
 - b. or demonstrates with work or professional experience that he/she has sufficient knowledge and skills with regard to the component in question.

7.13(2)(r) of the WHW

FC: right of consent

PC: right to be consulted

2. The request for exemption was requested at least two weeks prior to the start of the course unit.
3. Exemptions are not granted for partial assessments or assignments for which no EC are awarded.
4. Exemptions granted are subject to the same validity term as assessment results, and Article 5.6 applies accordingly.
5. The Examination Board may, at the students' request and after hearing the examiner concerned, grant students an exemption from participating in a practical exercise with a view to admission to the relevant assessment, possibly with the imposition of replacement requirements.

7.13(2)(t) of the WHW

FC: right of consent

PC: right to be consulted

Article 5.9 - Declaration of invalidity of assessment results

The Examination Board is authorised to declare an assessment or partial assessment or the results thereof invalid if a correct decision could not reasonably be reached on the students' knowledge, understanding and skills with regard to that assessment or partial assessment. The Examination Board must specify further rules for this purpose in the Rules and Guidelines.

SECTION 6 - EXAMINATIONS

Article 6.1 - Examinations

1. The Examination Board shall determine the result of the Exam and shall award the Certificate referred to in Art 6.4, and the diploma supplement, provided that the student has met the requirements of the Examination programme insofar as the Examination Board has not determined that the Exam also includes an assessment to be conducted by the Board itself. The Certificate shall not be awarded until the Executive Board has confirmed that all procedural requirements for issuance have been met.
2. For the attainment of the examination and the issue of the certificate, the student must also have been enrolled in the study programme during the period that the assessments and practical exercises were taken.
3. A person who successfully completed the examination and is entitled to a certificate may request the Examination Board to not yet proceed to issue the certificate. This request for postponement must be submitted within two weeks after the student has been informed of the outcome of the examination. With this request, the student will indicate when he/she wishes to receive the certificate.

Article 6.2 - Degree

1. The person who has successfully completed the examination is awarded the degree “Master of Arts in Societal Transitions”.
2. The degree awarded will be noted on the certificate.

Article 6.3 - Certificate, diploma supplement and statement of results achieved

1. As proof that the examination has been successfully completed, the Examination Board will issue a certificate and a diploma supplement.
2. Students who have successfully completed one or more assessments and to whom no certificate as referred to in Article 6.3.1 can be issued when leaving the university will receive a statement issued by the Examination Board upon request. This statement states the personal data, the course units achieved and the corresponding codes, the number of EC, the result and the date on which the result was achieved. The statement is requested from the Study Progress and Diploma team (SV&D).
3. Further rules regarding the issue of the certificate and the statement are included in the Examination Board's Rules and Guidelines.

SECTION 7 - STUDY GUIDANCE

Article 7.1 - Study progress records

7.13(2)(u) of the WHW

FC: right of consent

PC: right to be consulted

1. The faculty records the students' individual study results and makes them available via Osiris. An apparent error in the study results can be corrected by the Examination Board. In deciding to correct an incorrectly reported study result that is to the student's disadvantage, the Examination Board takes the interests of the student into account.
2. A student can download a study progress overview via Osiris. If a certified copy is required, it can be requested from the Study Progress and Diploma team (SV&D) or the Erasmus Student Service Centre (ESSC).

Article 7.2 - Study guidance

7.13(2)(u) of the WHW

FC: right of consent

PC: right to be consulted

1. The faculty is responsible for the introduction and study guidance of the students enrolled in the programme for the purpose of their progress, as well as for their orientation in relation to possible study plan and specialisations.
2. A description of the study guidance and the method of monitoring study progress offered to students is shown on [MyEUR](#).

Article 7.3 - Studying with a functional impairment

7.13(2)(m) of the WHW

FC: right of consent

PC: right to be consulted

1. Students with a disability or with a chronic illness shall be given the opportunity to participate in education and examinations in a manner that is, as far as reasonably possible, adapted to their individual impairment. Adjustments shall be tailored to the student's specific functional impairment to the extent that is organizationally feasible, but may not alter the content, quality, or level of difficulty of any unit of study of the examination programme.
2. Students must submit a request for such accommodations at least three weeks prior to the examination, preferably accompanied by a statement from a competent authority, via OSIRIS. Further information on requesting accommodations is available on the EUR website: [Requesting provisions for students with a disability](#).
3. The Examination Board is authorised to decide on requests for accommodations related to examinations. The study advisor is authorised to decide on requests related to education.
4. Information on available provisions and requesting provisions can be found on [this webpage](#).

SECTION 8 - TRANSITIONAL AND FINAL PROVISIONS

Article 8.1 - Identification obligation

Students who participate in educational and examination facilities are obliged, at the request of invigilators, examiners and other authorised persons, to immediately disclose their name and address and to present proof showing that the student is entitled to participate therein.

Article 8.2 - Appeal

Appeals against the following decisions can be lodged with the university's CBE:

- decisions by the Examination Board or an examiner;
- decisions concerning negative binding study advice;
- decisions concerning admission to a master's programme;
- decisions concerning the other situations described in Article 7.61 of the WHW.

The notice of appeal must be filed with the CBE within six weeks after notification of the decision by sending an email to: cbe@eur.nl. The notice of appeal must include at least the following information: the student's full name, address, telephone number, email address, student ID number, the name of the programme and faculty, the date, the student's signature, a copy of the decision against which the student is appealing, as well as the grounds for the appeal. For further information, please consult the EUR website of [Legal Procedures](#).

Article 8.3 - Objection

An objection may be lodged with the Student Objection Advisory Committee (GAS) against decisions made pursuant to Article 7.63a(2) of the WHW. The objection must be submitted within six weeks of the date on which the decision was communicated to the individual concerned.

Objections must be submitted by email to: gas@eur.nl.

The notice of objection must include at least the following information: student's full name, address, telephone number, email address, student ID number, the name of the programme and faculty, the date, the student's signature, a copy of the decision being contested and the grounds for the objection. For further information, please consult the EUR website of [Legal Procedures](#).

Article 8.4 - Hardship Clause

In those cases not provided for in this regulation, and in cases of disproportionate prejudice or unfairness of a predominant nature, the programme director in charge of the particular study programme will take a decision on behalf of the Dean, unless the matter concerns the authority of the Examination Board.

Article 8.5 - Amendment

1. Where the WHW so prescribes, the Dean will adopt amendments to this regulation by a separate decision, after hearing the recommendations of the Examination Board and the Programme Committee, and subject to the approval of the Faculty Council or Programme Committee.
2. An amendment to this regulation does not relate to the current academic year, unless this does not reasonably prejudice the interests of the students.
3. Furthermore, a change cannot affect, to the detriment of students, a decision taken by the Examination Board pursuant to this regulation with regard to a student.

Article 8.6 - Publication

The Dean will ensure that this regulation, as well as any amendment, is published via the faculty's website before the regulation becomes effective. In case of an amendment, the students will be informed via email as soon as an updated version of the regulation is published and how this will affect their studies.

Article 8.7 - Effective date

This regulation was adopted by the Dean of the Erasmus School of Philosophy on 1 August 2026 with the approval or advice of the Faculty Council and the Programme Committee, after having heard the advice of the Examination Board. This regulation enters into force on September 1st 2026 and will apply until it has been replaced or amended.

Article 8.8 - Management and Title for citation

1. This regulation is managed by Marie van der Gaag, Policy Officer Educational Affairs.
2. This regulation can be cited as the Teaching and Examination Regulations Master Societal Transitions 2026 - 2027.

APPENDIX 1: OBJECTIVE AND INTENDED LEARNING OUTCOMES 2026 - 2027

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.

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

Core competences	Indicators
THINK	
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.	1. Understand complex (un)sustainability challenges, conceptual frameworks, scientific approaches and institutional responses to these challenges, their limitations, complementarities, and values. 2. Analyse 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). 3. Can gather, interpret, and help develop new knowledge by combining academic and tacit sources in a transdisciplinary, coherent, and convincing manner. 4. Build a convincing transformative argument about a persistent complex societal problem and the need for change.
CONNECT	
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	1. Engage relevant stakeholders for transitions, select and involve them based on representativity of perspectives, values and positions.

able to convert values, 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.	2. Communicate complex issues in a clear and unambiguous way to specialist and non-specialist audiences across multiple empirical and organizational environments. 3. Collaborate with different stakeholders in a co-creative way, applying relevant knowledge, methods and tools, and building sustainable networks. 4. Facilitate 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.
ACT	
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.	1. Initiate learning-by-doing processes for desired societal transitions and deal effectively with potential conflicts and tensions as opportunities to accelerate change. 2. Challenge the status quo in words and actions and offer positive alternatives, taking full consideration of (de)colonial, racial, and gendered dynamics in the process. 3. Experiment 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. 4. Take decisions and realise interventions based on analysis and co-creation while facing uncertainty and ambiguity as a form of transformative leadership.
REFLECT	
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.	1. Being (self-)conscious of the normative role of research and professional responses, critically questioning underlying assumptions and the limited nature of individual and disciplinary perspectives. 2. Continuously applies a learning attitude, being attentive to effective dimensions of societal transitions and empathic to others in these processes. 3. Review (and when needed revise), in a critical and open way their own role and learning process at the cognitive, individual, relational, and societal level. 4. Developing learning strategies in transition processes, using reflexive monitoring and participatory evaluation.

APPENDIX 2: CURRICULUM OVERVIEW 2026 - 2027

Composition of the programme

1. The components of the programme are determined by the Dean of the faculty.
2. The master year(s) consist(s) of four blocks.

Courses, Graduation Project and specialisations

The curriculum consists of the following mandatory core courses (30 EC):

- a. Course 1: Reflection Track (6 EC)
- b. Course 2: Navigating Sustainability Transitions (5 EC)
- c. Course 3: Transition Thinking (5 EC)
- d. Course 4: Leadership Development Track (4 EC)
- e. Course 5: Transformative Methods (5 EC)
- f. Course 6: Philosophical Toolkit for Societal Transitions (5 EC)

The curriculum includes 15 EC of electives, taken in the form of a specialisation. Currently, the following specialisations are offered:

1. Energy Transitions Specialisation
 - Shaping Future Energy (5 EC)
 - Energy Law and Political Economy (5 EC)
 - Ports in Transition (5 EC)
2. Urban Transitions Specialisation (*subject to change*):
 - Urban (Un)Sustainability (5 EC)
 - Urban Environment, Sustainability, and Climate Change (10 EC)
3. Fashion Transitions Specialisation:
 - Heritage and Fashion (5 EC)
 - Economics of Fashion and Sustainability (5 EC)
 - Fashion Brand Activism and Social Media (5 EC)
4. Sustainable Health Specialisation:
 - Strategy & Finance (5 EC)
 - Sustainable Care Systems (5 EC)
 - Sustainable Healthcare Organisations (5 EC)
5. Philosophy of Social Change Specialisation:
 - Normality and Resilience (7.5 EC)
 - Revolution, Social and Political (7.5 EC)
6. Individualised Specialisation:
 - i. Urban (Un)Sustainability (5 EC) or Shaping Future Energy (5 EC)
 - ii. 10 EC of MST elective courses pre-approved by the Vice Dean of Education. If students want to choose an elective that is not on the list of pre-approved courses (courses included in specialisations 1-5), they need approval from the Examination Board for the course to count towards their formal curriculum.

Students complete their curriculum with the Graduation Project (15 EC).