

1.1

Final Template Formatting instructions: Chapter Title, max 3 lines. Title Case in Trebuchet 18 pt, Linespacing 1.5, 6pt Space after Final Line. Leave number as is.

First Name Last Name Author 1, First Name Last Name Author 2, ..., and First Name Last Name Author x in 12 pt italic, right aligned

Keywords: *max 6 keywords 12pt, italic left aligned, separated by commas. We will trim if exceeded.*

This is the abstract section in which the authors describe in 150-250 words maximum what the reader can expect from their chapter.

DO NOT exceed 1 page limit for title, authors, keywords, and abstract combined as this forms the first page of this chapter.

Please use this template to write your chapter. The page set up is A4, with all margins set to 2.54 cm, mirrored, including the margins for headers and footers. Please, do not change the margins, or anything in the settings or 'Styles-pane' defined by Word in your file. We have deleted all unused Style options from the Styles-pane. When copying text into this document from other sources ONLY use 'Paste Special' - 'unformatted text' to avoid pollution of the Styles-pane. By using this template and following these instructions, you will make the final formatting much easier for us, as this will not be done by the publisher but by your editorial team and our students. The abstract is in Tahoma, 12 pt, bold, justified, single spaced with a 6 pt space after each final line of a paragraph, eliminating the need for additional spaces between paragraphs and sections.

Tip: Switch on Formatting Marks button in Word to allow you to see when unwanted formatting occurs and take action.

There is a Page Break at the end of the abstract. The Introduction of your chapter starts on new page.

DOI: to follow. For editorial use. Do not edit.

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1 Section header, 14 pt, bold, numbered, left aligned, with 6pt space after final line (heading 3 in Styles pane)

Section 1 contains all the formatting instructions and Section 2 includes the formatting instructions. Section 3 contains the chapter overarching writing instructions and Section 4 contains the instructions for the mandatory sections for all chapters: Further Reading and Resources, References, AI statement, Contributor Statement, and Authors' Biographies.

1.1 Subsection header, 12 pt, bold, italic, numbered, left aligned with 6pt space after final line (heading 4 in Styles Pane)

This is the second level of possible headers, use when needed only.

Subsubsection, header, 12 pt, bold, unnumbered, sentence case, left aligned with 6pt space after final line (heading 5 in Styles Pane)

This is the third and final sublevel of possible headers. Use sparingly to avoid exceeding the maximum page limit. Do not introduce further headings.

Unnumbered sections, 14 pt, bold, numbered, left aligned, with 6pt space after final line (Unnumbered Section in Styles Pane)

For unnumbered sections, such as References and Contributor Statement, there is an *Unnumbered Section Title* Style in the Styles-pane, this is based on the Section Header Format. All section headers are formatted as sentence case, only capitalising the first letter of the heading.

1.2 Formatting Instructions

The body text (*Normal* in Styles-pane) is in Tahoma, 12 pt, single-spaced, justified, with a 6pt space after the final line of a paragraph. In the body text, only use italic, do **NOT** underline, except for hyperlinks (as listed in Styles-pane). To emphasize use italic and when listing an example, such as: *'this is an example,'* use italic and single quotation marks.

1.3 Paragraphs and spacing between sections

A new paragraph is automatically created when you hit *Return*. A standard spacing after each hard return of 6pt is applied throughout the template, eliminating the need for additional line breaks between paragraphs and sections. Do **NOT** add additional line breaks nor use indentations to indicate the start of a new paragraph or section. A single line break must only be inserted after a textbox, a figure or a table. This applies to the entire template!

1.4 Footers, headers and page numbering

Footers and headers have been added and do **NOT** need to be edited by authors. They are for editorial use only. The footer contains the page number and on the first page of each chapter the DOI and copyright statement in Trebuchet 11pt. When published, each chapter will start on an odd page with no page number listed on the first page of each chapter. Subsequent pages will have page number left aligned on

even pages and right aligned on odd pages in the footer. All (sub)section headers are in Trebuchet and use sentence case.

1.5 Wordcount and number of pages

Wordcount limitations are 7,000-7,500 words for all chapters, except for part 4 that should adhere to 6,000-6,500 words. This is inclusive of references, AI statement and contributor statement, exclusive of authors biographies.

Exceptions to this rule can only be given by the lead editorial team and only when good argumentation is provided, supported by the overseeing part editor and subject to space limitation of the entire handbook. If this is the case, you will be informed by your overseeing part editor or the lead editor.

In addition, under **NO** circumstances can the page limit of 22 pages be exceeded, *inclusive* of references, AI statement and contributor statement, *exclusive* of authors biographies, *regardless* of word count. We cannot physically accommodate chapters of that size in the printed version of the handbook.

1.6 Examples in textbox

As the handbook is aimed at practitioners, examples will greatly benefit them. Therefore, examples will be highlighted in a textbox, created by making a single cell, page width table (*width = 15.88 cm*) with a slightly different background colour (*white, background 1, shading 25%*) and ½ pt cell border, no left indent, allowing the row to break across pages, as listed in the example below. All examples are numbered per chapter as shown below. Use the *textbox* - Style in Styles-pane. An example textbox is followed by a single line break as shown.

Example 1.

Here is where one explains how something was implemented. The example should be attractive yet concise but contain enough information for the reader to understand what worked or did not work. For more details refer the reader to the References or the Further Reading and Resources section, where links to more details can be included. In Examples, Tahoma, 12 pt, justified is used.

1.7 Citations and Endnotes

Citations must be in text only, using italics and double quotation marks. When using a citation, please refer to the specific part of the source after the citation only, as shown in this example: "*Institutions of Higher Education can learn much from studying their alumni*" (Saunders-Smits, 2008, p.145)

Please also refer to specific parts of a source when referring to data, figures or other details that would be difficult to find in the source without more information. Guidance on how to cite specific parts of a source can be found in the APA Style Blog on citing specific parts of a source (American Psychological Association, 2022).

Please use endnotes (not footnotes), if you require them, which should be used for discursive purposes to expand on the textⁱ. When adding a footnote, ensure they are formatted to appear at end of section (not document!), are numbered using the *i, ii,..*-format and that numbering is restarted at the start of a new section. Please use sparingly.

1.8 Bullets and Numbering

Please do not overuse bullets and numbering in your chapter. Only use them when embedded in explanatory text. Sections may not consist of only bullet lists. This gives the overall appearance of a shopping list and adds little value for the reader. For long lists – over 7 bullets - consider other options (incl. graphical).

Bullets formatting

Please use the following hierarchy when using bullets:

- First level (left indentation: 0.63 cm, hanging: 0.63cm, spacing after: 6pt)
 - Second level (left indentation: 1.9 cm, rest as above)
 - Third level (left indentation: 3.17 cm, rest as above)

Numbering formatting

Please use the following hierarchy when using numbering:

1. First level (left indentation: 0.63 cm, hanging: 0.63cm, spacing after: 6pt)
 - a. Second level (left indentation: 1.9 cm, rest as above)
 - i. Third level (left indentation: 3.17 cm, rest as above)

1.9 Language and Tone

The handbook will be written in English using British spelling conventions, please use grammar and spelling checker software when writing. We will be writing in the active tense, please avoid using passive tense. Please ensure the reader is consistently addressed with 'you' and write using the first person ('I' or 'we') when writing as you would a colleague who asks for advice (collegial not instructional tone). When storytelling, for instance when highlighting a case study, this may not be needed.

Focus on the engineering practitioner as an audience: use relevant and complete case studies or examples and explain terms they may not be familiar with (Tip: think of yourself when you just started out in academia). Use the Glossary to see which chapter overarching definitions are used and preferred usage of terms. The final version of the Glossary has been released with this final template.

The handbook is focused on a European context. Please ensure your work is also understandable within a European context and avoid using vocabulary that is specific to a certain region. For instance, use 'second-year student' instead of 'sophomore' and 'secondary education', instead of 'high school'. For more information on European context and the European Qualification Framework (EQF) we suggest you consult: [the](#)

[Wikipedia page on EQF](#) ('European Qualifications Framework', 2024) as this is more accessible than the EQF webpages it refers to.

To maintain accessibility, also please avoid the use of overly academic English, as your message may be lost to non-native English-speaking engineering practitioners. Aim for B2 level English comprehension in the Common European Framework of References for Languages.

1.10 Use of Generative AI

The discussion on the use of generative AI scientific publications is still ongoing, hence we ask that you do not use Generative AI for writing or when creating illustrations. In addition, we have received instructions from our publisher that all use of AI for the creation of the manuscript must be declared. Should you have used or are going to use AI for any part of your chapter, you must provide us with a statement using the prescribed format by the publisher as listed below, at the end of your chapter, before the contributor statement. If no AI was used, please also state this there for transparency reasons. We have added this statement to the end of this template. Please add or delete as required.

1.11 Tables and Figures

Tables and figures should be used selectively and must be carefully chosen. Only include tables or figures when they are necessary for the reader's understanding of the chapter. Tables that simply list long data sets must not be included. It is preferred to summarise findings in the body of the chapter by citing the main takeaways over tables with data.

Tables

Tables must be no wider than text width (*15.88cm*) and is formatted with horizontal borders top and bottom only and below the table header as shown in Table 1.1.1, using a line width of 1/2 pt and '*no text wrapping*' as the table setting. Do **NOT** use other lines in the table (this includes no vertical lines) and avoid colours or grey scales in the table unless absolutely necessary, in which case please use shading in grey to assist those with visual disabilities. A table is followed by a single line break as shown.

Table 1.1.1: A suitable caption for each table must be provided, left justified, italic, 12pt, use table captions in Styles menu

Table Header

Table subheader

Table text

Table content must be 12 pt, Tahoma, left justified, with the table header in Italic, the subheader in bold and table content using normal from the Styles Menu as shown in Table 1.1.1. Consider adding an Alt-Text if the table is not well readable using the Read out loud function.

Each table must be numbered and have an appropriate caption to go above the table using the *table captions* style from the Styles-Menu (12pt, Tahoma, Italic, left aligned). Do **NOT** use the Captions function in Word to automatically number tables. Number each table using the format: Table [Part number].[Chapter number - without the 0 in front of numbers 1-9].[order number of table in your chapter] followed by the caption, e.g.,

Table 3.2.4 This is important data [this example refers to the fourth table in chapter 2 of part 3]

When referring to a table in the text, capitalise the first letter of Table. Keep your table length to a maximum of 1 page, avoid breaking the table across pages and if possible, avoid landscape tables. All tables must be editable in Word.

Figures

Figures must also be no wider than text width (15.88 cm) and not exceed one page. We ask that you do **NOT** use AI generated figures. Any text in a figure should use a sans serif font and be readable (ideally also 12 pt, Tahoma). To avoid figures floating around your document, we ask you to embed figures in a borderless table (text width 15.88 cm) as illustrated in Figure 1.1.1 below. All figures must be centred on the page and 'no text wrapping' as the table setting. A figure is followed by a single line break as shown.

Each figure must be numbered using chapter and figure number Use the format of Figure [Part number].[Chapter number - without the 0 in front of numbers 1-9].[order number of figure in your chapter] followed by an appropriate caption, using the *figure captions* from the Styles menu (12pt, Tahoma, centred, italic), listed in the table row underneath the figure., see Figure 1.1.1 as an example. Do **NOT** use the Captions function in Word to automatically number figures. When referring to a figure in text, capitalise the first letter and abbreviate to Fig.



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Figure 1.1.1: Examples of how to include and attribute

All figures must be at least 300 dpi to be included. Each image must also be supplied separately in .png, .jpeg or .tiff file format when submitting the final version.

In line with accessibility standards, please ensure each illustration has an appropriate Alt-Text to allow those with a visual disability to hear the description of the image. See Further Reading and Resources below for resources on how to do this. If your Alt-Text says for illustration purposes only, your figure will be removed as only relevant figures will be included.

In line with our publisher's standards on copyright, each figure must also be attributed using the guidelines set out in their manual for attributing images in open textbooks (de Jong 2022). In Fig. 1.1.1 and the References section, we show you how to attribute the three types of images listed in this manual within the handbook using the shorter attribution version. We recommend creating your own images or using Creative Commons or Public Domain images only and not using copyrighted images as obtaining formal permission may take a lot of time and **will be your responsibility** as authors.

2 Chapter Overarching Writing Instructions

2.1 Index

Using the yellow highlighter in Word, please highlight all relevant terms in your text that you feel should be added to the Index at the end of the handbook, each time they are used in context. This aids us in the final formatting of the handbook. Please only include words for indexing that are directly relevant to the subject matter, scope, and audience of the handbook. If an indexed word is arbitrarily used in passing, it should not be indexed. E.g., **inclusion** used to be discussed in terms of diversity, equity, and inclusion is indexed, but when talking about the inclusion of a skill in a course, the word inclusion should not be included. A copyeditor will also go through each chapter to index them but any help on this is welcome.

2.2 Glossary

A glossary of terms will also be included in the book, listing all key definitions of the included competencies and skills as well as other key definitions. The last (frozen) version of the Glossary will be made available to you with these final template instructions. Please read the Glossary to see if your chapters vocabulary use is in line with the Glossary and if in doubt, please contact one of the editors.

2.3 Vocabulary Use of Transferable Competencies and Skills

In this handbook, we will use the term '*Transferable Competencies and Skills*' (in this order). As already indicated by UNICEF (2019) many different names for transferable

skills, such as transversal, 21st century, soft skills, etcetera exist. In engineering literature (Leandro Cruz et al., 2020, Craps et al., 2021), other terms used are professional, employability, and non-technical skills. In the context of this handbook, we will use the term transferable competencies and skills (competency and skill respectively). UNICEF defines transferable competencies and skills as those that are needed to adapt to various life contexts and that people can potentially transfer to different social, cultural or work settings (UNICEF, 2022). It subdivides these into Cognitive, Social and Emotional skills (UNICEF, 2019). Although in the English language, distinctions in definition can be made between the words: competency, competence, and skills, in many other languages, only one word exists for all three terms (Kearns et al., 2016; Guerrero & Del Los Rios, 2012). As this handbook is intended for an international audience, we will use the umbrella term of competencies and skills.

A background on the many different definitions of transferable competencies and skills and the use of the words: competence, competency, and skills will be discussed in Chapter 1.2 of the handbook. In the rest of the handbook, please use competencies and skills throughout except for citations.

2.4 Structuring your chapter

Please structure your chapter in accordance with the provided part template in a concise, informative, and engaging way for the reader. Please note these points to avoid your chapter resembling a journal article or thesis-like text:

Avoid headings such as '*Methodology*' or '*Methods*', '*Literature Review*', '*Research questions*', '*Data and Findings*', '*Results*' etc. with large amounts of unintegrated and dense data within, as these appear very journal-like. Book chapters should include information on data and methodology only where relevant to the wider argument and broader implications for the chapter; data should be interwoven to back up points and contribute to one overarching narrative. Always keep in mind the context of the book aims and overall themes/argument. Theming your chapter thematically is always preferable.

Avoid the inclusion of an appendix wherever possible, there is no need to include surveys or large amount of data. If needed, include links to these in the Further Reading (i.e. references and resources) section. If they are not public, consider sharing them as Open Educational Resource via your university, ResearchGate or Zenodo.org.

3 Other mandatory sections

Each chapter contains a few mandatory sections. These are all unnumbered and should use the *Unnumbered Section Title* - Style from the Styles-pane. For ease of using this template they have been included as such below.

3.1 Instructions on further reading and resources and references section

There are two sections that may contain references: *Further reading and resources* and *References*. Please list any further reading and resources in the *Further reading*

and resources section using APA style (7th edition) referencing only. Do not add additional text in this section. See the suggestions for further reading below for more information.

Only include references that you refer to in the text in the *References* section. Although the handbook is evidence-based, please avoid excessive referencing and try and keep the total number of pages of references to **less than 15%** of your chapter.

Please put all references you have referred to in the text in the References section. All references should follow APA style, 7th edition. See the APA Style manual (American Psychological Association 2020) for further details. The APA Common Reference Examples Guide (American Psychological Association 2024) has been added to the section Further Reading and Resources as well as the link to the online Scribr APA reference generator. Do not forget to include references for any illustrations you have used, such as Šiman (2008). Double check that all references exist and that no mistakes have inadvertently been introduced when using automatic referencing systems.

IMPORTANT: when using an automated referencing system when writing, please unlink the reference system from the document, select all text, cut, and then paste it back into the document using *Paste Special – Unformatted text*. This should apply the normal style from the Styles Pane and get rid of the italics, indentations, and whatever other formatting that the automated reference systems include that are in violation of the template used for this handbook. Please ensure all DOIs and weblinks are formatted as hyperlinks.

3.2 AI statement

As stated before, should you have used or are going to use AI for any part of your chapter, you must provide us with a statement using the prescribed format by the publisher as listed below, at the end of your chapter, before the contributor statement. This is a hard requirement by the publisher. If no AI was used, please also state this there for transparency reasons. We have added this statement to the end of this template. Please add or delete as required.

3.3 Contributor statement

In addition, the publisher and the handbook make use of CRediT (Contributor Roles taxonomy), a new international standard to recognise people's contributions to output. By doing so, we can better indicate and acknowledge people's contributions to a chapter. In practice, this means that instead of mentioning people in the acknowledgements their contributions will be further specified using the 14 roles identified in CRediT (see Table 1.1.2).

Table 1.1.2: *CrediT Contributor Role Taxonomy as defined by NISO Credit Working Group (2022)*

<i>Role</i>	<i>Definition</i>
Conceptualization	Ideas; formulation or evolution of overarching research goals and aims.
Data curation	Management activities to annotate, scrub data and maintain research data (for initial use and later re-use).
Formal analysis	Application of statistical, computational, or other formal techniques to analyse or synthesize study data
Funding acquisition	Acquisition of the financial support for the project leading to this publication.
Investigation	Conducting a research and investigation process, specifically performing the experiments, or data/evidence collection
Methodology	Development/design of methodology; creation of models.
Project administration	Management and coordination responsibility for the research activity planning and execution.
Resources	Provision of study materials, reagents, materials, patients, laboratory samples, animals, instrumentation, computing resources, or other analysis tools.
Software	Programming; designing programs; implementation of code and supporting algorithms; testing of existing code.
Supervision	Oversight and leadership responsibility for the research activity planning and execution, including mentorship external to the core team.
Validation	Verification, whether as a part of the activity or separate, of the overall replication/reproducibility of results/experiments and other research outputs.
Visualization	Preparation, creation and/or presentation of the published work, specifically visualization/data presentation.
Writing - original draft	Preparation, creation and/or presentation of the published work, specifically writing the initial draft (including substantive translation).
Writing - reviewing and editing	Preparation, creation and/or presentation of the published work by those from the original research group, specifically critical review, commentary or revision – including pre- or post-publication stages.

We therefore ask that at the end of each chapter, a Contributor Statement is included, using Table 1.1.3, below, informed by the definitions of the ANSI/NISO Z39.104-2022 standard (NISO CRediT Working Group 2022) in Table 1.1.2. We require just the table. Please do **NOT** add additional text. Just to clarify: to be included as an **author**, a person must have contributed to **at least two** of the roles, one of which must include one of the writing roles.

For more information and examples of such statements, please visit the CRediT and collaboration website of TU Delft Library as listed in the Further Reading and Resources section.

3.4 Authors' biography instructions

For each author, please provide their OrcidID and a short, 30 to 50-word biography (listing author name, affiliation, research interests, key expertise or key achievements) separately, which will be printed in the back matter of the book in a separate chapter. Please do not use title pre-fixes such as Dr., Ir., Mr., etcetera. See the examples (in italic) and suggested format at the end of these instructions. As we have over 140 authors, please stick to the word limit. Failure to do so, will result in the editors shortening the biography on your behalf. Use *Normal* as the text style.

Further reading and resources

American Psychological Association. (2024). APA Style common reference examples guide. <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>

American Psychological Association. (2022). Citing specific parts of a source [Blog]. <https://apastyle.apa.org/style-grammar-guidelines/citations/basic-principles/parts-source>

de Jong, M. (2021). Manual for attributing images in Open Textbooks. Edusources. <https://edusources.nl/materials/30604767-cfa2-407c-ac4d-42a00ba2897e/manual-for-attributing-images-in-open-textbooks>

European Qualifications Framework. (2024). In Wikipedia. https://en.wikipedia.org/w/index.php?title=European_Qualifications_Framework&oldid=1253363851

Finelli, C. (2021). Engineering Education Research Taxonomy. Version 1.3. <https://taxonomy.engin.umich.edu/taxonomy/>

Harvard University, Digital Accessibility Services (n.d.). Write helpful Alt Text to describe images | Digital Accessibility. <https://accessibility.huit.harvard.edu/describe-content-images>

Scribbr. (n.d.). How to Cite in APA Format (7th edition) | Guide & Generator. Scribbr. <https://www.scribbr.com/citation/generator/apa>

TU Delft Library. (n.d.). CRediT and collaboration. TU Delft. from <https://www.tudelft.nl/en/library/support/library-for-researchers/publishing-outreach/credit-and-collaboration>

References

- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>
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- Cruz, M. L., Saunders-Smiths, G. N., & Groen, P. (2020). Evaluation of competency methods in engineering education: a systematic review. *European Journal of Engineering Education*, 45(5), 729–757. <https://doi.org/10.1080/03043797.2019.1671810>
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- Saunders-Smiths, G. N. (2008). Study of Delft aerospace alumni [PhD thesis, Delft University of Technology]. <https://repository.tudelft.nl/record/uuid:c85e8096-48ad-47d6-944b-d9f99f358b5a>
- Šiman, V. (2008). Overall view of Oosterscheldekering surge barrier [Photograph]. <https://commons.wikimedia.org/wiki/File:Oosterscheldekering-pohled.jpg>
- UNESCO. (2023 April 20). Information Literacy. <https://www.unesco.org/en/ifap/information-literacy>
- UNICEF. (2019) Global Framework on Transferable Skills. UNICEF. New York. <https://www.unicef.org/media/64751/file/Global-framework-on-transferable-skills-2019.pdf>
- UNICEF LACRO. (2022). The 12 Transferable skills. UNICEF, Panama. <https://www.unicef.org/lac/media/32441/file/The%2012%20Transferable%20Skills.pdf>

AI statement [Add/Delete as appropriate]

During the preparation of this work, the author(s) used *[NAME TOOL / SERVICE]* in order to *[REASON]*. After using this tool/service, the author(s) reviewed, edited and made the content their own as needed and take(s) full responsibility for the content of the publication.

or

During the preparation of this work the author(s) did not make use of any AI tools.

Contributor statement [Add/Delete as appropriate]

Table 1.1.3 CrediT Contributor Statement [Delete all unused rows]

Conceptualization	Please list all names (authors and others)
Data curation	
Formal analysis	
Funding acquisition	
Investigation	
Methodology	
Project administration	
Resources	
Software	
Supervision	
Validation	
Visualization	
Writing - original draft	
Writing - reviewing and editing	

Authors' biographies [Add/Delete as appropriate]

Author name (OrcidID) is [jobtitle] in [topic] at [university] in [town] in [country]. Their primary research interests/key expertise/key achievements are [].

Thies Johannsen (0000-0002-4290-7618) teaches and conducts research at TU Berlin in Germany at the intersection of the humanities, arts, and social sciences (HASS) and science, technology, engineering, and mathematics (STEM). His research focuses on innovation-related competencies and the processes of knowledge and technology transfer.

Gillian Saunders-Smiths (0000-0002-2905-864X) is an Associate Professor at Delft University of Technology in the Netherlands with 25+ years of experience in teaching

engineering (aerospace, mechanics, and robotics) and engineering education research. Her current research focuses on competencies and skills for future engineers and their implementation in curricula using active learning.

Lynn van den Broeck (0000-0002-6276-7501) is a postdoc at KU Leuven. She is responsible for educational professionalisation, TA training and co-chair of the SEFI Engineering Skills SIG. She teaches professional competencies in engineering. Her research focuses on study guidance, effectiveness and efficiency of educational interventions, LLL, professional competencies, and feedback.

ⁱ This is where endnotes will go. Endnotes will appear at the end of each chapter and will also be Tahoma 12 pt, justified (*Normal* - Style).