

## EU-INSC PROGRAMME

Grant Contract N° 2023/452-992

Strengthening European Nuclear Safety and Safeguards

Education training and tutoring

SENSSEtt

## Leadership for Safety

### SYLLABUS

EXECUTIVE TRAINING PROGRAMME 2026-2027



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## I. General Objective

Leadership for Safety is an innovative executive training programme developed within the European Leadership for Safety Education (ELSE) project, co-funded by the European Union. This programme is aligned with the perspectives of the International Atomic Energy Agency (IAEA), the Nuclear Energy Agency (OECD-NEA), and the World Association of Nuclear Operators (WANO). These international organisations recognise nuclear installations as complex socio-technical systems and define requirements for leadership for safety in both operating organisations and regulatory bodies to address this complexity effectively.

Within this framework, the Leadership for Safety executive programme is designed to strengthen participants' understanding of the issues and challenges associated with exercising leadership for safety in complex, high-risk organisations. While centred on the development of managerial and leadership capabilities essential for the safe operation of nuclear facilities and the effectiveness of their regulatory oversight, the programme places particular emphasis on building the capacity to manage effectively residual uncertainties and unexpected events. Its overarching aim is to guide participants in developing the ability to practise leadership in a critical, reflective, and informed manner within complex organisational settings—especially those involved in nuclear and radiological facilities and activities, which are characterised by high levels of regulation and often competing operational objectives.

To achieve this objective, the Leadership for Safety training programme is designed to equip participants with the knowledge and skills needed to manage safety effectively, exercise leadership in complex, high-risk environments, and implement resilient, ethically informed practices through a combination of theoretical modules and a real-world tutored project.

In the ELSE Project, leadership for safety is defined as a process of influencing behaviour to meet safety management expectations. As the process of influence is embedded in an organisational context, the ability to successfully activate this process of leadership depends on the understanding of:

- The expectations of safety management;
- The organisational dynamics;
- The process of influence itself (e.g., the leadership process).

The Leadership for Safety training programme is thus structured around three complementary and closely interconnected modules:

1. Safety Management in High-Risk Environments;
2. Organisational Dynamics and Leadership;
3. Developing Effective Leadership Practices for Improving Safety in the Nuclear Sector.

Modules 1, 2, and 3 together offer a coherent learning pathway, progressing from foundational principles and challenges of safety management and leadership, through organisational dynamics and leadership mechanisms, to the practical application of these concepts in a tutored project that integrates reflection, action, and critical evaluation.

## II. Leadership for Safety Learning Objectives and Outcomes

The Leadership for Safety executive training programme is designed and developed around the three modules mentioned above. Each of these modules sets out a learning objective as follows:

**(a) Learning objective 1:** To develop an advanced understanding of the principles and challenges of safety management in complex, high-risk organisations. Upon completion of the module, trainees will be able to:

- Apply national and international safety regulations using appropriate organisational tools to support individual and collective safety performance;
- Analyse the interplay between risk, uncertainty, and safety in complex socio-technical systems (e.g., nuclear power plants);
- Demonstrate self-awareness in responding to complex safety issues;
- Implement high-reliability principles to enhance decision-making and crisis-management capabilities in uncertain and high-pressure environments;
- Integrate regulated and managed safety approaches to strengthen overall safety performance.

**(b) Learning objective 2:** To develop a deeper understanding of the principles and challenges of exercising leadership for safety in high-risk working environments. Upon completion of the module, trainees will be able to:

- Analyse how behaviours, organisational dynamics, safety culture and underlying beliefs and values directly or indirectly influence nuclear safety performance;
- Comprehend the historical foundations, mechanisms, and ethical dimensions of leadership for safety;
- Demonstrate effective leadership for safety in complex and highly regulated nuclear and radiological environments, during both routine and emergency situations;
- Strengthen communication and interpersonal skills to engage diverse stakeholders and influence safety outcomes;
- Promote a culture of trust and accountability through ethical leadership and transparent safety practices.

**(c) Learning objective 3:** To develop effective leadership-for-safety practices to enhance safety in complex, high-risk organisations. Upon completion of this module, trainees will be able to:

- Apply core knowledge and key concepts of safety management and leadership for safety in their own practice;
- Critically evaluate safety-related processes and practices within a specific work context;
- Improve safety processes and practices in their own working environment;
- Leverage leadership in complex, high-risk organisations to drive adaptive actions, engage diverse stakeholders, and strengthen organisational resilience.

### III. Who Should Attend?

The Leadership for Safety executive training programme is designed for nuclear-sector professionals in early- or mid-career managerial roles, whether in industry, regulatory bodies, or TSOs. Participants should hold positions with operational or functional responsibilities that have safety or radiological protection implications. Prior participation in introductory courses on leadership for safety, such as IAEA's International School on Nuclear and Radiological leadership for safety, is an asset. A good command of English is required.

### IV. Leadership for Safety Pedagogical Methods

Acquiring an in-depth understanding of leadership challenges in complex high-risk organisations and developing leadership capabilities for safety takes place in three progressive stages spread over a period of 10 months:

1. a Massive Open Online Course (MOOC);
2. a two-week in-person session;
3. a personal project.

The **MOOC**, jointly developed by the Leadership for Safety and Decomplex<sup>1</sup> international pedagogical teams in cooperation with INSA Toulouse, comprises altogether seven Units. Before joining the two-week in-person session, Leadership for Safety trainees are required to study **Units 1 and 2** introducing key concepts of safety management, organisational design and leadership, and **Units 6 and 7** focusing on the key challenges of safety management, organisation, and leadership for safety.

It takes about 40 hours to complete these four MOOC Units, which are freely available online through the INSA web platform (<https://seamonline.insa-toulouse.fr>).

The **two-week in-person session** includes lectures by senior academics and nuclear industry experts, case studies, and debriefings. While lectures facilitate the appropriation of key concepts presented in the MOOC, case studies are designed to help trainees apply these concepts to real-life situations. Finally, regular debriefings and mentor-led discussions during the two weeks help trainees develop reflexive capabilities and allow for knowledge appropriation and sharing. Small class size enhances trainee engagement and facilitates interactions. Graduates of the Leadership for Safety training who have already completed the two-week in-person session and then join the Decomplex programme are only required to attend the second week of the Decomplex in-person session.

The **personal tutored project** offers six months of regular, individualised and collective coaching to help trainees apply the knowledge acquired through the MOOC and the in-

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<sup>1</sup> The Decomplex programme focuses on managing complexity in nuclear decommissioning projects and was developed within the Decommissioning Management and Leadership for Safety Education (DMaLSE) framework.

person sessions to solve safety-related problems in their everyday practice. Because assessing and updating safety processes and practices is an essential part of knowledge appropriation, another objective of the Leadership for Safety programme is to help trainees develop a critical perspective on the safety-related processes and practices implemented in the context of their own professional activity. When developing their report, trainees are expected to explicitly apply the knowledge and concepts acquired during the Leadership for Safety training to analysing their daily practices.

## V. Leadership for Safety Executive Training Programme

### **Module 1. Safety Management in High-risk Environments** (MOOC Units 1 & 6 + in-person session)

In complex, high-risk organisations such as nuclear power plants, safety has traditionally relied on “safety barriers” and on technical and procedural measures (e.g. equipment redundancy, preventive maintenance, reporting systems) designed to prevent accidents when the plant operates within its design limits and according to prescribed procedures. However, this approach, often referred to as “regulated safety”, is somewhat idealised and inherently limited because it is difficult to account for all possible uncertainties. Research on high-reliability organisations and resilience has shown that a strong focus on regulated safety—intended to increase reliability—can inadvertently reduce the ability of operators and managers to respond effectively to unforeseen situations (i.e. scenarios not anticipated by the regulated safety framework). Consequently, over-reliance on regulated safety can diminish resilience, another critical component of overall safety performance. It is now widely recognised that managers are expected not only to implement regulated safety but also to lead their teams in navigating uncertain and unplanned situations, thereby incorporating a complementary dimension of “managed safety”. Effectively addressing uncertainty at both individual and collective levels therefore remains a central safety challenge in these environments. Module 1 is structured into two parts: Managing Safety: Current Approach (1.1) and Dealing with Uncertainty (1.2).

#### **1.1. Managing Safety: Current Approach (Key Concepts)**

This part introduces critical safety management concepts and provides a strong grasp of how these concepts evolve with societal expectations towards risk, as reflected in international safety standards. The most recent of these standards promotes a systemic approach to safety management, combining regulated and managed safety. These topics are developed in the MOOC and/or in the in-person session.

- 1.1.1 Ensuring Safety: A Historical Approach (MOOC)
- 1.1.2 Risks & Safety: A Technical Approach (MOOC)
- 1.1.3 Systemic Approach to Risk Management (MOOC + in-person session)
- 1.1.4 Standards (MOOC)
- 1.1.5 Managing Safety: An Evolving Problematic (MOOC + in-person session)

## 1.2. Dealing with Uncertainty (Key Challenges)

Based on the foundations introduced in Part 1.1, Part 1.2 explores how organisations can move beyond the limits of regulated safety by integrating managed safety, thereby strengthening their capacity to operate reliably and respond effectively to uncertainty. It addresses the key challenges involved in jointly developing regulated and managed safety. Building on an understanding of organisational complexity and the factors that shape its management, the theory of high-reliability organisations illustrates how this joint development can be implemented in practice. A central focus is on how organisations operating in complex environments can cultivate high reliability. Within this broader objective, particular attention is given to how individuals and teams can deal with uncertainty in both collective and personal ways. These topics are covered both in the MOOC and the in-person session.

- 1.2.1. Understanding and Managing Complexity (MOOC + in-person session)
- 1.2.2. Building High Reliability Organisations (MOOC + in-person session)
- 1.2.3. Dealing with Uncertainty in a Collective Manner (MOOC + in-person session)
- 1.2.4. Individual Responses to Uncertainty (MOOC + in-person session).

## Module 2. Organisational Dynamics and Leadership (MOOC Units 2 & 7 + in-person session)

With the principles of regulated and managed safety established in Module 1, Module 2 explores the organisational dynamics and leadership foundations that enable these principles to be translated into effective safety practices. Developing a deeper understanding of how to promote effective leadership for safety practices in complex, high-risk organisations requires solid knowledge of both the fundamentals of leadership and the organisational dynamics at play when leadership is exercised, as well as an awareness of the key challenges associated with both areas. A first focus will therefore be on understanding organisational dynamics, examined through relevant concepts and associated challenges (2.1). A second focus will address the key concepts and challenges related to exercising leadership for safety in high-risk working environments. Particular attention will be paid to the underlying mechanisms of leadership as process, and to complex and ethical leadership implementation (2.2). The integration and application of the various points discussed will be achieved through an integrative case study (2.3).

### 2.1 Understanding Organisational Dynamics

Managing an organisation and demonstrating leadership are critical skills for managers—both at the operator and regulator levels—to navigate uncertainty and handle complex organisational dynamics effectively. It is therefore essential to understand the key components that make up an organisation, such as its structure, culture, knowledge management systems and processes, to address the challenges inherent in complex systems. This is particularly true for high-risk organisations characterised by multiple tensions, paradoxes, and organisational limits. Finally, exercising leadership in complex organisations involves fostering learning that enables people to deal with uncertainty effectively. This part

of the training will focus on these topics, which will be explored through the MOOC and/or in-person session.

#### Key concepts

2.1.1. Organisational Structure and Design (MOOC + in-person session)

2.1.2. Safety Culture (MOOC + in-person session)

2.1.3. Knowledge Management (MOOC)

#### Key challenges

2.1.4. Managing Tensions and Paradoxes (MOOC + in-person session)

2.1.5. Uncertainty, Complexity, and Organisational Limits: Implications for Safety (MOOC + in-person session)

2.1.6. Fostering Learning in Organisations (MOOC + in-person session).

## 2.2 Leadership as a Process of Influence

If exercising leadership cannot be done independently of the organisation, it also cannot be done independently of a nuanced understanding of what leadership entails. This means recognising that exercising leadership is not only about embodying certain leadership styles. It involves understanding that leadership includes setting up and sustaining an organisationally embedded process of influence. Implementing this process requires developing relevant practices through the activation of underlying mechanisms that enable their effective enactment. This part of the course will focus on developing a fine-grained understanding of the relationship between leadership practices, the underlying mechanisms, and effective safety performance in complex organisations, while also paying attention to the implementation of ethical leadership.

#### Key concepts

2.2.1 Leadership: Definition and Conceptual Evolution (MOOC + in-person session)

2.2.2 Leadership for Safety (MOOC + in-person session)

#### Key challenges

2.2.3 Leadership for Safety: Key Mechanisms (MOOC + in-person session)

2.2.4 Complexity and Ethical Leadership (MOOC + in-person session).

## 2.3 Integrative Case Study

This part of the course operationalises and integrates the various concepts introduced—particularly risk, resilience, organisational limits, leadership, and ethics—within a single, comprehensive case study. The case further incorporates historical and cultural dimensions, allowing for a deeper and more contextualised understanding of these concepts in practice.



### **Module 3. Developing Effective Leadership Practices for Improving Safety in the Nuclear Sector**

Building on the conceptual foundations of safety management and leadership explored in Modules 1 and 2, Module 3 engages trainees in a six-month, part-time tutored project within their professional environment. This module provides an opportunity to apply these principles in real-world situations, integrating knowledge, reflection, and practical action (3.1). Throughout the project, trainees are supported by a referent expert from the Leadership for Safety pedagogical team, who provides guidance and feedback on both management and leadership for safety aspects. At the conclusion of the module, trainees present their project outcomes (3.2), fostering peer learning and critical discussion of both individual and collective approaches to management and leadership for safety.

#### **3.1. Personal Tutored Project**

Each trainee selects, in concertation with his or her hierarchy, a mission or activity within their organization that is directly related to safety management and leadership for safety. This mission may vary and might, for example, involve developing a training programme to strengthen leadership for safety, designing a process to assess safety culture, or evaluating existing safety practices and organisational safety culture. Trainees describe the scope and content of their mission, analyse it using the concepts and tools introduced in Modules 1 and 2, and identify opportunities to enhance leadership for safety within their organisation. They then formulate actionable recommendations and synthesise key lessons learned regarding the implementation of new leadership-for-safety initiatives. All these elements are compiled into a structured written report, demonstrating the integration of theoretical knowledge with practical application.

3.1.1. Application of Knowledge Acquired in Modules 1 & 2 to Identify and Implement New Leadership Practices for Improving Safety in Trainees' Organisational Environment

3.1.2. Written Report

#### **3.2. Oral Presentation of Results**

Trainees present the outcomes of their personal project. This presentation encourages discussion and feedback, promoting peer learning and critical evaluation of both individual and collective approaches to management and leadership for safety.

## **VI. Leadership for Safety Trainee Evaluation**

Trainee evaluation will cover each of the three modules:

**Module 1. Safety Management in High-Risk Organisations** (MOOC Units 1 & 6 + in-person session) (coefficient: 1,5)

a. Trainee evaluation (after the 2-week in-person session): 50%

b. Trainee evaluation (final session): 50%

**Module 2. Organisational Dynamics and Leadership** (MOOC Unit 2 & 7 + in-person session)  
(coefficient: 1,5)

- a. Trainee evaluation (after the 2-week in-person session): 50%
- b. Trainee evaluation (final session): 50%

**Module 3. Developing Efficient Leadership Practices for Improving Safety in the Nuclear Sector** (personal tutored project) (coefficient 2)

- a. Written report: 60%
- b. Oral presentation: 40%

**Graduation:** Students who achieve a weighted average of 10/20 or higher will be awarded the certified Master-Level “*Leadership for Safety*” Diploma from Université Côte d’Azur.

**Eliminating grade:** any module grade below 7/20.

## VII. Leadership for Safety Programme Structure

### 1. MOOC Structure (May – August 2026)



## 2. In-person session – Detailed structure and timetable (September 2026)

### Week 1

Monday		Tuesday		Wednesday		Thursday		Friday	
9h00 - 9h30 Participant Registration & Welcome		9h00 - 10h00 Managing Complexity (CT & RK)		9h00 - 10h00 Leadership (RK & CT)		9h00 - 10h00 High-Reliability Organisations (RK & ER)		9h00 - 11h30 Case study 7 Knowledge Management G1A & G2A (JLE)	9h00 - 11h30 Case study 8 Knowledge Management G1B (ND)
9h30 - 12h00 Innovative Approach to Managing Complexity in Nuclear Sector (JR & RK & YG)		10h00 - 13h00 Case study 1 Safety Culture G1 (VL)	10h00 - 13h00 Case study 2 Organisational Structure & Design G2 (RK & CT)	10h00 - 13h00 Case study 3 Managing Paradoxes G1 (BJ)	10h00 - 13h00 Case study 4 Leadership for Safety G2 (CP)	10h00 - 13h00 Case study 5 Systemic Approach to Risk Management G1 (YG)	10h00 - 13h00 Case study 6 Building High Reliability Organisations G2 (RK & ER)	11h30 - 13h00 Case study 8 Knowledge Management G1A (ND)	11h30 - 13h00 Case study 7 Knowledge Management G1B & G2B (JLE)
12h00 - 13h00 MOOC Evaluation & Ice Breaker (CT & RK)									
13h00 - 14h00 Lunch Break		13h00 - 14h00 Lunch Break		13h00 - 14h00 Lunch Break		13h00 - 14h00 Lunch Break		13h00 - 14h00 Lunch Break	
14h00 - 15h30 MOOC Debriefing G1 (CT & RK)	14h00 - 15h30 Managing Safety: an Evolving Problematic G2 (JR)	14h00 - 17h00 Case study 2 Organisational Structure & Design G1 (RK & CT)	14h00 - 17h00 Case study 1 Safety Culture G2 (VL)	14h00 - 17h00 Case study 4 Leadership for Safety G1 (CP)	14h00 - 17h00 Case study 3 Managing Paradoxes G2 (BJ)	14h00 - 17h00 Case study 6 Building High-Reliability Organisations G1 (RK & ER)	14h00 - 17h00 Case study 5 Systemic Approach to Risk Management G2 (YG)	14h00 - 15h00 Case study 8 Knowledge Management G1A (ND)	14h00 - 15h00 Case study 7 Knowledge Management G1B & G2B (JLE)
15h30 - 17h00 Managing Safety: an Evolving Problematic G1 (JR)	15h30 - 17h00 MOOC Debriefing G2 (CT & RK)							15h00 - 17h00 Debriefing G1 (RK & ER)	15h00 - 17h00 Debriefing G2 (YG & CT)

### Week 2

Monday		Tuesday		Wednesday		Thursday		Friday	
9h00 - 10h00 Organisational Limits (RK & CT)		9h00 - 10h30 Individual Responses to Uncertainty: a Psychology Outlook (RF)		09h00 - 10h00 Mechanisms and practices of leadership for safety (NK & RK)		9h00 - 10h Tutored Revision		09h00-10h30 Individual Revision	
10h00 - 13h00 Case study 9 Organisational Limits G1A (KP)	10h00 - 13h00 Case study 10 Dealing with uncertainty in a collective manner G1B (RSK)	10h30 - 12h30 Role play exercise 1 Individual Responses to Uncertainty: a Psychology Outlook G1A (RF)	10h30 - 12h30 Role play exercise 2 Individual Mindfulness G1B (CD)	10h00 - 13h00 Case study 11 Leadership as Process: Key Mechanisms G1A (RK/NK)	10h00 - 13h00 Case Study 12 Complex & Ethical Leadership G1B (YG)	10h00 - 13h00 Case Study 13 Integrative Case Study G1A (YG)	10h00 - 13h00 Debriefing Concept Map G1B (ME)	10h30 - 12h00 Leadership for safety in the nuclear sector context (JR)	12h00 - 12h30 Face-to-face Evaluation (T2)
13h00 - 14h00 Lunch break		12h30 - 13h30 Lunch break		13h00-14h00 Lunch break		13h00-14h00 Lunch break		12h30-13h30 Lunch break	
14h00 - 17h00 Case study 10 Dealing with uncertainty in a collective manner G1A (RSK)	14h00 - 17h00 Case study 9 Organisational Limits G1B (KP)	13h30 - 15h30 Role play exercise 2 Individual Mindfulness G1A (CD)	13h30 - 15h30 Role play exercise 1 Individual Responses to Uncertainty: a Psychology Outlook G1B (RF)	14h00 - 17h00 Case Study 12 Complex & Ethical Leadership G1A (YG)	14h - 17h00 Case study 11 Leadership as Process: Key Mechanisms G1B (RK/NK)	14h00 - 17h00 Debriefing Concept Map G1A (ME)	14h00 - 17h00 Case Study 13 Integrative Case Study G1B (YG)	13h30 - 15h30 Multiple Choice Quiz (Modules 1&2)	15h30 - 16h30 Presentation of personal project (Module 3) (RK & ER)
		15h30 - 17h00 Leadership for Safety: an Evolving Problematic (NK & CT)						16h30 - 17h30 Conclusions (RK & ER)	

Colour legend	Ice Breaker	Lecture	Case study	Debriefing session	Role Play Exercise	Evaluation & Feedback	Trainee test
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## In-presence sessions lecturers

BJ - Benoit JOURNE	JLE - Jean-Louis ERMINE	RK - Renata KAMINSKA
CD - Carole DANIEL	KP - Kristina POTOČNIK	RSK- Ravi S. KUDESIA
CP - Colin PILBEAM	ME - Martin EPPLER	VL - Valérie LAGRANGE
CT- Catherine THOMAS	ND - Nicolas DECHY	YG - Yoann GUNTZBURGER
ER - Evelyne ROUBY	NK- Natalia JUBAULT	
	KRASNOPEVTSEVA	
JR - Jacques REPUSSARD	RF – Rhona FLIN	

### 3. Individual Tutored Project (October – April 2027)

Personal project supervision involves individual and collective sessions. At least 5 meetings with the pedagogical team will take place.

### 4. Final Session and Expert Exchange (June 2027)

This session is dedicated to personal project presentation, final exams and complemented by exchanges with experts.

### 5. Issuance of the Master-Level Diploma (December 2027)

The Certified Master-Level Diploma will be issued in December 2027.

## VIII. Pedagogical Team

This list is indicative and may be subject to change.

**Benoit Journé:** Professor of Management (specialised in Safety Management), University of Nantes (France).

**Carole Daniel:** Associate Professor of Leadership and Change, SKEMA Business School, (France).

**Catherine Thomas:** Professor in Management (specialised in Organisational Dynamics and KnowledgeManagement), Université Côte d'Azur (France).

**Colin Pilbeam:** Professor of Organisational Safety (specialised in Safety Leadership), Cranfield University (SATM) (United Kingdom).

**Evelyne Rouby:** Associate Professor in Management (specialised in Organisational Dynamics and Human Resources Management), Université Côte d'Azur (France).

**Jacques Repussard:** Former Director General (2003/2016) of the Nuclear Safety and Radiation Protection Institute (IRSN, France) & AIEA Expert (France).

**Jean-Louis Ermine:** International consultant in Knowledge Management and Professor Emeritus, Institut Mines-Telecom (France).

**Kristina Potocnik:** Professor of Organisational Behaviour, University of Edinburgh Business School (Scotland).

**Martin Eppler:** Professor, University of St. Gallen (Switzerland).

**Natalia Jubault Krasnopevtseva:** Assistant Professor in Management and Leadership for Safety, University of Brest (France).

**Nicolas Dechy:** Head of human and organisational factors specialist's bureau at ASNR (France).

**Ravi S. Kudesia:** Assistant Professor of Human Resource Management (Mindfulness expert), Temple University, Fox School of Business (USA).

**Renata Kaminska:** Professor of Strategy and Innovation, SKEMA Business School (France).

**Rhona Flin:** Professor of Industrial Psychology, Aberdeen Business School, Robert Gordon (Scotland).

**Valérie Lagrange:** Expert in Safety Leadership and Human Factors – Electricité de France, International Strategic adviser for the EDF's Direction of Nuclear Generation and Engineering (France).

**Yoann Guntzburger:** Associate Professor in Science and Technology Studies, SKEMA Business School (France).

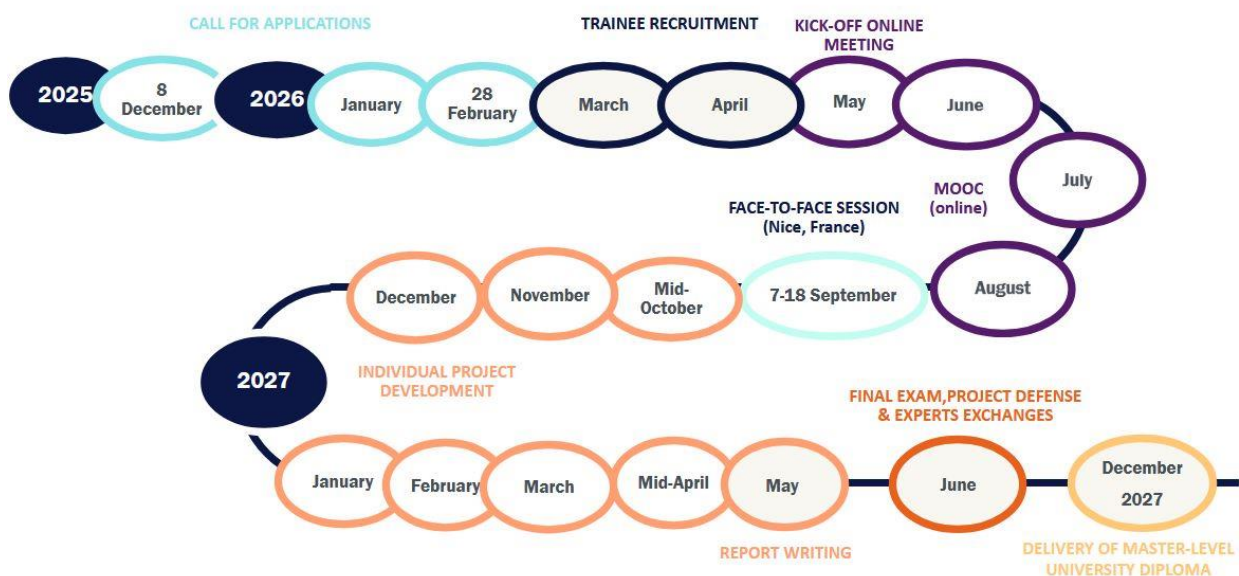
## IX. Application Process and Training Programme Timeline

### Application process timeline

08 December 2025 – 28 February 2026: Call for applications

01 March-15 April 2026: Recruitment of participants (Interviews + selection)

11 May 2026: Leadership for Safety Executive Training Programme Kick-off



### Required application documents

- Detailed Curriculum Vitae
- Cover letter (including description of career plan)
- Recommendation letter from the candidate's line manager
- Commitment letter from a preapproved tutor in the candidate's organisation
- Professional or Academic references
- English Certificate: B2 language level minimum (if applicable)



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the European Union**

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