IAEA
International Atomic Energy Agency

Education and Training Appraisal in Radiation Protection and Safety (EduTA)

Guidelines

Vienna, May 2025

IAEA Services Series 51

IAEA SAFETY STANDARDS AND RELATED PUBLICATIONS

IAEA SAFETY STANDARDS

Under the terms of Article III of its Statute, the IAEA is authorized to establish or adopt standards of safety for protection of health and minimization of danger to life and property, and to provide for the application of these standards.

The publications by means of which the IAEA establishes standards are issued in the **IAEA Safety Standards Series**. This series covers nuclear safety, radiation safety, transport safety and waste safety. The publication categories in the series are **Safety Fundamentals**, **Safety Requirements** and **Safety Guides**.

Information on the IAEA's safety standards programme is available on the IAEA web site:

http://www-ns.iaea.org/standards/

The site provides the texts in English of published and draft safety standards. The texts of safety standards issued in Arabic, Chinese, French, Russian and Spanish, the IAEA Safety Glossary and a status report for safety standards under development are also available. For further information, please contact the IAEA at: Vienna International Centre, PO Box 100, 1400 Vienna, Austria.

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EDUCATION AND TRAINING APPRAISAL IN RADIATION PROTECTION AND SAFETY (EduTA)

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IAEA SERVICES SERIES No. 51

EDUCATION AND TRAINING APPRAISAL IN RADIATION PROTECTION AND SAFETY (EduTA)

GUIDELINES

INTERNATIONAL ATOMIC ENERGY AGENCY
VIENNA, 2025

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FOREWORD

The IAEA's Education and Training Appraisal in Radiation Protection and Safety (EduTA) service was established in 2005 to advise Member States on ways to develop and strengthen their national legal and regulatory framework for education, training, qualification and competence in radiation protection and safety, and their national education and training infrastructure to build the competence of personnel in line with this framework. The EduTA service aims to achieve this by enabling a systematic peer review of national provisions, policies and arrangements against IAEA safety standards and the sharing of relevant good practices. These EduTA guidelines set out expectations and foster consistency in the preparation for and the conduct and follow-up of an EduTA mission.

IAEA Safety Standards Series No. GSR Part 3, Radiation Protection and Safety of Radiation Sources: International Basic Safety Standards, establishes the main requirements for the review of the national legal and regulatory framework for education, training, qualification and competence. This is a core component of the EduTA process. Other requirements, such as those established in IAEA Safety Standards Series No. GSR Part 1 (Rev. 1), Governmental, Legal and Regulatory Framework for Safety, are used to conduct, inter alia, a review of national provisions for national policies and strategies on education and training in radiation protection and safety. Such policies and strategies are relevant to the sustainability and effectiveness of the national programmes that build competence in radiation protection and safety. In conjunction with GSR Parts 1 and 3, IAEA Safety Guides and other IAEA publications are also used in order to conduct a thorough review.

The qualifications and the competence required by personnel with responsibilities in radiation protection may vary from country to country, depending on the roles and functions assigned to them by the national legal and regulatory framework. Therefore, the learning paths to build the required competence through education and training may also differ significantly. The EduTA process accommodates such different national approaches: once the roles and functions of the different categories of personnel, as provided in IAEA Safety Requirements, are identified within the national legal and regulatory framework, the effectiveness of the national approaches to build the required competence of such personnel is evaluated.

Draft EduTA guidelines were developed for the first EduTA mission in 2005, and these have been updated periodically, as necessary to align with the evolving IAEA safety standards. To support the development of these guidelines, advice from external experts has been solicited, feedback from host countries has been collected and review meetings have been held. The IAEA's Steering Committee on Education and Training in Radiation, Transport and Waste Safety has included discussions on lessons learned from, and the effectiveness of, the EduTA service in several of its annual meetings, with feedback provided from members who have served as experts in an EduTA mission and from countries that have hosted an EduTA mission. In addition, a review of the results of EduTA missions conducted from 2005 to 2017 has been carried out, identifying the most common areas where Member States need to strengthen their national legal and regulatory frameworks for education and training, and the most common challenges faced when establishing policies and strategies on education and training to promote sustainability and effectiveness when building competence. A consultancy meeting was held from 8 to 10 August 2023 to review the draft EduTA guidelines and prepare a final version for publication.

The IAEA officer responsible for this publication was A. Luciani of the Division of Radiation, Transport and Waste Safety.

EDITORIAL NOTE

This publication has been prepared from the original material as submitted by the contributors and has not been edited by the editorial staff of the IAEA. The views expressed remain the responsibility of the contributors and do not necessarily represent the views of the IAEA or its Member States.

Guidance and recommendations provided here in relation to identified good practices represent expert opinion but are not made on the basis of a consensus of all Member States.

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1. INTRODUCTION

1.1. BACKGROUND

The IAEA's Statute, in Article III.A.6, authorizes the Agency to "establish or adopt … standards of safety for protection of health and minimization of danger to life and property". The IAEA has also a statutory responsibility to provide for the application of the safety standards in its Member States. In order to evaluate and provide advice on the application of the standards, the IAEA offers its Member States a wide range of review services, in which an IAEA-led team of experts compares Member States' provisions in a certain area with relevant IAEA safety standards.

The goal of the Education and Training Appraisal in Radiation Protection and Safety (EduTA) service is to provide Member States with advice on developing and strengthening their national legal and regulatory framework for education, training, qualification and competence in radiation protection and safety in line with IAEA safety standards: focusing mainly on IAEA Safety Standards Series Nos GSR Part 1 (Rev. 1), Governmental, Legal and Regulatory Framework for Safety [1] and GSR Part 3, Radiation Protection and Safety of Radiation Sources: International Basic Safety Standards [2]. The EduTA service also provides advice on the effectiveness and sustainability of the national education and training programmes to build the competence of personnel with responsibilities in radiation protection and safety, in line with this framework.

Since the EduTA service was established in 2005, 33 missions have been organized using draft guidelines prepared as working material and revised when necessary to reflect the evolving IAEA safety standards. The lessons learned from missions and the feedback from host countries and EduTA mission team members provided the basis for the revision and publication of the present Guidelines, promoting efficiency and transparency in the conduct of an EduTA mission.

1.2. OBJECTIVE

The purpose of this publication is to provide guidance on the preparation, implementation and reporting of EduTA missions, including follow-up missions. In particular, this publication provides:

- Information to host countries, peer reviewers and IAEA staff on the preparation, conduct and reporting of initial and follow-up missions;
- A consistent and systematic methodology for;
  - Conducting the review of the legal and regulatory framework for education and training in radiation protection and safety;
  - Evaluating the status of the national mechanisms, approaches and capabilities for building competence in radiation protection and safety;
  - Identifying areas to improve the legal and regulatory framework for education and training in radiation protection and safety to meet IAEA safety standards;
  - Evaluating the adequacy of the national mechanisms, approaches and capability for building competence as required by the legal and regulatory framework;
  - Providing recommendations and suggestions related to the identified areas for improvement based on the IAEA safety standards;
  - Providing assistance, if necessary, with the development of an action plan to achieve improvements.

1.3. SCOPE

This publication applies to Member States interested in hosting an EduTA mission. It also applies to the peer reviewers and IAEA staff involved in organizing such missions. It is intended to cover all aspects of preparation and conduct of a mission, providing detailed information on each phase, from the preliminary steps to be taken for initiating the mission, to the preparatory phase, the conduct of the mission and subsequent post-mission activities and follow-up missions. The scope of the EduTA service is provided in section 2.2.

1.4. STRUCTURE

Section 1 provides the background, objectives and scope of the Guidelines. Section 2 provides basic information on the EduTA service, its objective and scope, an outline of the process and related activities, and elements that can be customized for each mission. Section 3 details the information that the host country, the mission team and the IAEA staff need to be aware of when preparing for a mission. Section 4 describes the mission activities from the initial team meeting to the exit meeting. Section 5 provides information on writing the report and describes the stages of its development. Section 6 focuses on the feedback on the EduTA mission. Section 7 provides information on the follow-up mission and in particular on its objective and the process to be followed for its request, preparation and conduct Appendices I to IV provide additional information and templates for the preparation for, and conduct of, a mission. The references and bibliography provide lists of the main IAEA publications to be used by the mission team and national counterparts for the establishment or improvement of a national infrastructure for building competence in radiation protection and safety. These publications provide the basis for the preparation and conduct of an EduTA mission.

2. OVERVIEW OF THE EDUCATION AND TRAINING APPRAISAL IN RADIATION PROTECTION AND SAFETY

Building competence in radiation protection and safety through education and training is fundamental in establishing a comprehensive, sustainable national infrastructure for radiation safety, which in turn is essential for protecting people from the harmful effects of ionizing radiation. The EduTA service, which paves the way for the development of such competence, plays a key role in promoting the application of the IAEA safety standards, as does any other review service of the IAEA. It also contribute to the establishment and strengthening of the whole national infrastructure for radiation protection and safety.

IAEA safety standards establish a wide range of requirements and provide recommendations on the education, training, qualification and competence of all persons engaged in activities relevant to protection and safety. Furthermore, IAEA safety standards also consider the arrangements to be in place for the provision of the education and training services aimed at building and maintaining the competence of persons and organizations that have responsibilities relating to protection and safety. The EduTA service provides a cross-cutting review of the national provisions to fulfil these requirements and recommendations, and it also considers the national education and training capabilities to build competence in line with the national provisions.

EduTA is a specific peer review within the portfolio of IAEA peer review services. It complements other services and focuses on a coherent and comprehensive set of IAEA safety standards in a specific area. An EduTA mission is requested by a Member State wishing to strengthen its legal and regulatory framework for education and training in radiation protection and safety, in line with IAEA safety standards. It can be also requested by Member States willing to develop sustainable capabilities to build the competence required by the legal and regulatory framework, for all the personnel with

responsibilities in radiation protection and safety. A mission can also be requested in order to follow up on recommendations and suggestions from other review services (e.g. the Integrated Regulatory Review Service (IRRS)) that identify deficiencies for which the conduct of an EduTA mission could be beneficial.

2.1. AIM OF AN EDUCATION AND TRAINING APPRAISAL IN RADIATION PROTECTION AND SAFETY

The aim of an EduTA mission is to provide advice to support the establishment or improvement of national infrastructure[1] for building competence in radiation protection and safety by:

- Evaluating the status of the host country's regulatory framework for education and training in radiation protection and safety, against the IAEA safety standards, in particular GSR Part 1 (Rev. 1) [1] and GSR Part 3 [2];
- Evaluating the adequacy of the national approaches and capabilities to build competence in radiation protection and safety in line with the above framework, against the IAEA safety standards and other publications including GSR Part 1 (Rev. 1) [1] and Ref. [3];
- Evaluating the adequacy of the national arrangements to host the IAEA Postgraduate Educational Course in Radiation Protection and the Safety of Radiation Sources (see Ref. [4]);
- Providing advice on any identified needs for improvement;
- Preparing a report that includes observations, recommendations, suggestions and an action plan for strengthening the national infrastructure for building competence in radiation protection and safety.

This aim is consistent with the establishment and implementation of a national policy and strategy on education and training. Some Member States have already developed policies and strategies in safety (as required by Requirement 1 of GSR Part 1 (Rev. 1) [1]) that include provisions related to building competence. In this case the EduTA mission provides an opportunity to review the progress made in implementing the strategy, and to evaluate how effective the national education and training programme is in addressing the competences needed. For those Member States still in the process of developing a policy and strategy on education and training (e.g. reflecting the methodology provided in Ref. [3]), the EduTA mission helps to identify the strengths and weaknesses in the existing legal and regulatory framework for education and training and the adequacy of the national mechanisms, approaches and capabilities for building competence in line with this framework.

Other aims include:

- To provide key staff in the host Member State with an opportunity to discuss with peer reviewers their legal and regulatory framework for education and training in radiation protection and safety, the adequacy of the national approaches, and their capability for building competence in line with this framework;
- To promote the IAEA safety standards that are relevant to the scope of the appraisal;
- To provide feedback on the use and application of the IAEA safety standards.

The mission team can also assist the host country by raising the profile of the education and training activities in radiation protection and safety through meetings with high-level government officials.

[1] The national infrastructure for building competence in radiation protection and safety includes the legal and regulatory framework for education and training in this area and the approaches and capabilities needed to build competence in line with this framework.

Such meetings are an opportunity to explain the importance of establishing a national infrastructure for building competence in line with IAEA safety standards that effectively addresses the national education and training needs of all personnel with responsibilities in radiation protection and safety.

2.2. SCOPE OF AN EDUCATION AND TRAINING APPRAISAL IN RADIATION PROTECTION AND SAFETY

The scope of an EduTA mission includes a review of the national regulatory framework for education and training in radiation protection and safety. It also includes the evaluation of the national infrastructure for building competence in line with this framework. The EduTA covers all persons that have responsibilities relating to radiation protection and safety in all facilities and activities (as required by GSR Part 3 [2]).

The regulatory framework for education and training in areas beyond, but associated with, radiation protection and safety (e.g. nuclear engineering and technologies, occupational health, emergency preparedness and response) are out of the scope of the EduTA service.

An EduTA mission is structured in two compulsory modules (A and B) and an additional module (C) for countries hosting the Postgraduate Educational Course in Radiation Protection and the Safety of Radiation Sources (see Ref. [4]):

Module A: Establishment of the legal and regulatory framework for education and training

In this module, the responsibilities of the government, the regulatory body and the employer, registrant and licensee are examined regarding the establishment, verification and application of the national requirements. Compliance with the relevant IAEA safety standards is also evaluated. The following aspects are reviewed:

- Establishment of national requirements for education and training for:
  - Qualified experts in radiation protection;
  - Radiation protection officers;
  - Health professionals;
  - Other personnel working with ionizing radiation;
  - Regulatory staff.
- Compliance with the national requirements for the competence of personnel during:
  - Authorization;
  - Review and assessment;
  - Inspection of facilities and activities.
- Application of the national requirements for education and training in radiation protection and safety in:
  - Planned exposure situations;
  - Emergency exposure situations;
  - Existing exposure situations.
- Establishment of the national policy and strategy for education and training in radiation protection and safety.

Module B: Implementation of the legal and regulatory framework for education and training

In this module, the national capabilities for, and approaches to, building competence in line with the legal and regulatory framework for education and training are examined, particularly considering the

sustainability of the national education and training programme for building the competence of the personnel for whom national requirements have been established (as covered in Module A). The following aspects are reviewed:

— Analysis of the education and training needs;
— Design of the national education and training programme;
— Development and implementation of the national education and training programme;
— Evaluation of the national education and training programme.

Module C: Specific appraisal for the Postgraduate Educational Course in Radiation Protection and the Safety of Radiation Sources

This module includes a specific appraisal with regard to the organization of the Postgraduate Educational Course in Radiation Protection and the Safety of Radiation Sources (see Ref. [4]). This module particularly targets those Member States hosting or planning to host such a course under the auspices of IAEA; however, it can be used by all those Member State willing to examine their programmes to build competence in radiation protection and safety at postgraduate level.

2.3. OUTLINE OF THE ACTIVITIES UNDERTAKEN DURING AN EDUCATION AND TRAINING APPRAISAL IN RADIATION PROTECTION AND SAFETY

The activities undertaken during a mission include meetings and interviews with high-level government officials, regulatory body staff, education and training providers and, whenever needed, any other interested parties involved in building competence in radiation protection and safety (e.g. professional associations, service providers). The aim of these meetings and interviews is to assess the status of the national infrastructure for education and training in radiation protection and safety, in order to provide advice on how improvements can be made. However, based on the needs of the host country, other activities such as presentations on the IAEA safety standards, or meetings with decision makers concerned particularly with the establishment of a national policy and strategy on education and training might be included as well.

The mission team members review the status of the national infrastructure for education and training in radiation protection and safety, resulting in the drafting of an action plan with national counterparts which includes recommendations and suggestions for improvement. In reviewing the national infrastructure for education and training in radiation protection and safety, team members perform various tasks including:

— Reviewing the pre-mission self-assessment questionnaire completed by the host country;
— Interviewing staff from the regulatory body, education and training providers and any other interested parties involved in building competence in radiation protection and safety;
— Examining and observing the actual and effective application of the national legal and regulatory framework on education and training when visiting facilities and activities where personnel with responsibilities in radiation protection and safety are required to carry out duties;
— Examining the national approaches and capabilities to build competence in radiation protection and safety when visiting the national education and training providers;
— Developing recommendations and suggestions, and drafting an action plan in consultation with the host country.

The host country needs to complete and submit to the IAEA the pre-mission self-assessment questionnaire and to translate all the supporting evidence for the self-assessment questionnaire and any other relevant documents into English at least three months before the mission takes place.

2.4. CUSTOMIZATION OF THE MISSION

In conducting a mission, consideration is given to the varying national approaches in assigning certain roles and duties to the personnel with responsibilities in radiation protection and safety, the actual range of facilities and activities in the host country where such personnel are involved, and the variety of approaches and providers of education and training to build the competence for such personnel to enable them to carry out the assigned duties. The mission team needs to acknowledge such variation when evaluating the alignment of the national regulatory framework on education and training with IAEA safety standards, and when examining the availability of sustainable capabilities to build competence in line with such a framework.

Modules A and B are always expected to be part of the mission, while Module C will only be included at the request of the host country; it is always necessary to include the latter module when the host country hosts (or plans to host) a Postgraduate Educational Course under the auspices of the IAEA.

The agenda for each mission is customized through discussions with the host country in advance of the mission. Those discussions will normally be focused on the scope and objectives of the mission. Beyond the regulatory body (including all the regulatory authorities), other interested parties that should be involved during the mission are identified. When requested by the host country, specific sessions can be included to provide information and share experience from team members on particular topics (e.g. establishment of the national strategy on education and training; development of qualification criteria for specific categories of personnel such as qualified experts in radiation protection).

2.5. LANGUAGE OF THE MISSION

As English is the working language of the IAEA, all written material needs to be provided in English by the national counterparts, and the mission report is written in English. The meetings and interviews are also held in English. Using another IAEA official language can be explored on a case-by-case basis.

2.6. MISSION TEAM COMPOSITION AND MISSION DURATION

An EduTA mission team is usually comprised of three to six international experts and IAEA staff. The composition of the team depends on the scope of the mission and includes:

- The team leader, recruited from a Member State;
- The team coordinator, an IAEA staff member (acting as contact point);
- The team members, recruited from Member States and/or the IAEA Secretariat.

The entire EduTA process (commencing with a formal request leading to the formation of a mission team, and continuing with the conduct of the appraisal mission, the submission of the draft final report and the completion of the final report) typically takes up to 12 months.

The mission itself typically lasts at least five days. The duration is commensurate with the maturity of the national infrastructure for education and training, and the scope of the mission (e.g. whether Module C or specific sessions are included, as agreed between the mission team and host country).

2.7. PROCESS FOR AN EDUCATION AND TRAINING APPRAISAL IN RADIATION PROTECTION AND SAFETY

The schematic diagram in Fig. 1 illustrates the main actions in each phase of the EduTA process (i.e. before, during and after the mission takes place). Appendix I indicates the chronological sequence of these actions and who is responsible for their implementation.

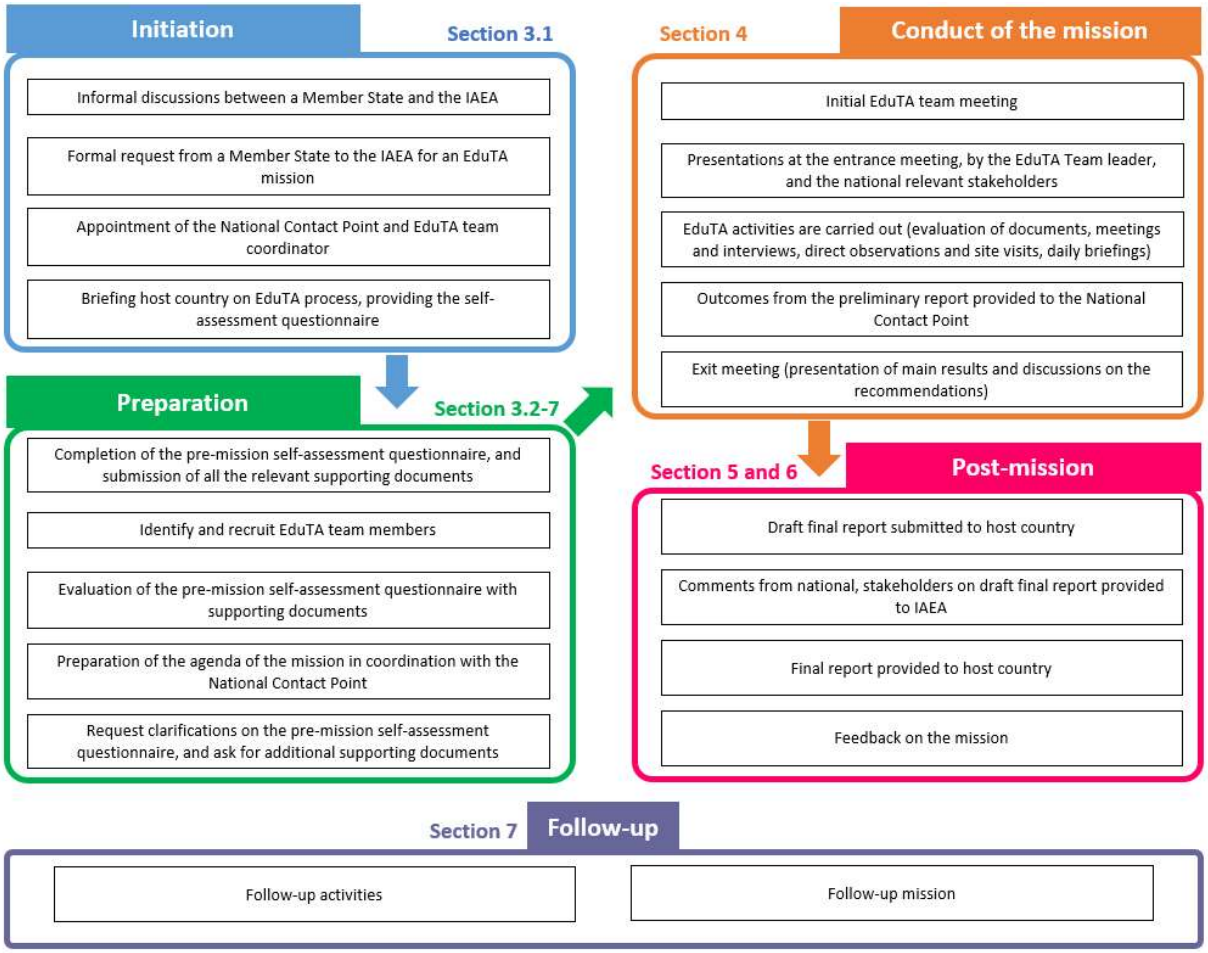

FIG. 1. Flowchart of the EduTA process with relevant sections of these Guidelines indicated for each phase

3. INITIATION AND PREPARATION OF A MISSION

3.1. PRELIMINARY CONTACT

Prior to a formal request for an EduTA mission, informal discussions might take place between the Member State and the IAEA to provide information on the scope and objectives of the mission, benefits for the host Member State, customization of the modules, and the selection of appropriate national counterparts. Resources for supporting the mission will be also considered whenever feasible, including through the IAEA technical cooperation programme. In some cases, the IAEA might recommend that a country requests an EduTA mission, even on the basis of the conclusions, recommendations and suggestions issued within other appraisal and advisory services.

3.2. FORMAL REQUEST

The request to conduct an EduTA mission is sent to the IAEA by the requesting Member State through the official channel, at least six months in advance of the proposed date of the mission. This gives the Member State sufficient time to conduct the self-assessment, and at the same time allows the IAEA to identify appropriate experts and to prepare for the mission. The formal request for a mission is submitted to the Director of the IAEA Division of Radiation, Transport and Waste Safety. An example of a formal request for an EduTA mission is provided in Appendix V.

On receipt of the formal request, the IAEA reviews the request and begins dialogue with the Member State. The IAEA responds to the request for the mission giving the contact details of the IAEA staff member designated as mission team coordinator. The IAEA also requests the Member State to nominate a person as the National Contact Point and identifies the main national counterpart, if these were not already provided in the initial formal request. The main national counterpart is usually the regulatory body (or one of the regulatory bodies, if there is more than one); however, depending on the national arrangements, the main national counterpart can also be a technical support organization, or the main national education and training provider in radiation protection and safety.

The person nominated by the host country to be the National Contact Point is an important link between the host country and the mission team. The National Contact Point is usually an experienced senior official who is knowledgeable on all matters relating to the EduTA service and has a good understanding of the appraisal process as well as a good overview of the national education and training infrastructure. The National Contact Point needs to have some managerial or leadership functions to enable resources to be accessed. He or she is also expected to have the appropriate authority to interface with host country officials from other interested parties relevant to the mission.

Once the name of the National Contact Point has been received, the mission team coordinator contacts the National Contact Point in order to:

- Provide an overview of the steps for implementing the EduTA mission;
- Provide the pre-mission self-assessment questionnaire with instructions on how to complete it;
- Provide guidance on the national interested parties that are expected to be involved in the completion of the questionnaire.

The National Contact Point is also invited to liaise with the Radiation Safety Information Management System[2] (RASIMS) coordinator to ensure that the Member State's information related to Thematic Safety Area 6 (TSA 6) on education and training in radiation protection and safety is duly revised and updated.

3.3. PREPARATORY PHASE

The preparatory phase includes all the activities following the formal request by the Member State, but before the start of the mission. It normally covers a period of three months.

[2] https://rasims.iaea.org/

In preparation for an EduTA mission, the mission team coordinator undertakes the following activities:

- Identification of the team members;
- Assignment of tasks to specific team members, to be completed both before and during the mission;
- Provision of reports to the team members, related to EduTA missions (or other missions when relevant) previously conducted in the host country;
- Preparation of the mission agenda (see Appendix IV).

The National Contact Point makes the necessary arrangements to ensure:

- Completion of the pre-mission self-assessment questionnaire;
- Update of the country's profile for TSA 6 in RASIMS;
- Identification of national interested parties, other than the main national counterparts, relevant to the scope and objectives of EduTA.

3.4. PRE-MISSION SELF-ASSESSMENT QUESTIONNAIRE

3.4.1. Completion of questionnaire

The host country, under the coordination of the National Contact Point and with contributions from all the identified national counterparts relevant to the scope and objectives of EduTA, completes the pre-mission self-assessment questionnaire. The National Contact Point sends the completed questionnaire with all the relevant supporting documents (e.g. laws, regulations and other documents) to the mission team coordinator at least three months in advance of the visit of the team to the host Member State. The supporting documents should be provided in English.

The completion of the pre-mission self-assessment questionnaire and the provision of the relevant supporting documents is fundamental as it provides the basis for the mission team's initial review. For that purpose, the team coordinator carries out a preliminary check to verify whether:

- Answers have been provided to all the questions with accurate references to the supporting documents;
- All the supporting documents have been provided in electronic form.

If necessary, the mission team coordinator requests the National Contact Point to revise the self-assessment questionnaire and supplement the supporting documents.

Once the assessment questionnaire and supporting documents have passed the preliminary check, and prior to the mission, the mission team coordinator sends the following documentation and information to the team members for their review:

- Pre-mission self-assessment questionnaire and other documents provided by the host country;
- IAEA safety standards relevant to the appraisal;
- EduTA Guidelines;
- Reports from any previous review missions and advisory services (e.g. EduTA, IRRS), if available;
- Profile of the host Member State in RASIMS for TSA 6;
- Report template;
- Other mission instructions.

3.4.2. Evaluation of questionnaire

The mission team members review the information in the questionnaire and supporting documentation and make their initial evaluation of how well the host country's arrangements align with the IAEA safety standards. The team members provide the team coordinator with written feedback according to their assigned tasks (see Section 3.5). The team coordinator collects and collates all the contributions for further consideration by the team leader: together they decide whether it is necessary to request any clarification, further information, or additional supporting document from the National Contact Point before the mission.

3.5. MISSION TEAM RECRUITMENT

Mission team members are recruited from Member States and the IAEA Secretariat when appropriate. Special attention is given to avoid any potential conflict of interest (e.g. no representative from the host country is included in the team).

All team members are experts in relation to the aspects to be addressed during the appraisal mission. They are expected to have:

- Full understanding of the EduTA Guidelines;
- Awareness of their role as team member;
- Good communication skills, good spoken and written English;
- Good report writing skills.

In addition, the team members need to have a sense of responsibility for the mission as a whole and be willing and able to work in a team. Team members need to be committed to the objectives of the mission, keeping the IAEA safety standards as reference, however they also need an open mind towards approaches that vary from those they are familiar with. The team members are expected to dedicate sufficient time to the preparation and conduct of the mission, and the reporting associated with it.

In relation to the specific roles of the EduTA mission team members, the following specific attributes are relevant:

- The team leader is a senior expert from a Member State who:
  - Is experienced in the regulatory aspects of radiation protection and safety;
  - Has an in-depth knowledge of the IAEA safety standards on education and training in radiation protection and safety;
  - Is familiar with the common approaches and capabilities needed to build the competence of the personnel with responsibilities in radiation protection and safety;
  - Has known leadership qualities;
  - Has effective communication skills with good spoken and written English;
  - Has a proven ability to build effective teams;
  - Has a clear understanding of the peer review process (gained through the participation in previous missions or ad-hoc training).
- The team coordinator is an IAEA staff member, primarily engaged in developing and promoting the IAEA safety standards on education and training in radiation protection and safety. The team coordinator is experienced in providing assistance to Member States on the application of these standards and on the development of the national capabilities to build the required competence;

— The team members have a full understanding of the relevant IAEA safety standards and have a range of experiences covering all the specific areas within the scope of the mission, including:
  - Establishment and development of the legal and regulatory framework on education and training in radiation protection and safety, generally and/or for specific categories of personnel such as qualified experts in radiation protection, radiation protection officers or health professionals;
  - Development of a national policy and strategy on education and training in radiation protection and safety;
  - Development of national capabilities to build competence in radiation protection and safety in line with the legal and regulatory framework, with particular consideration of sustainability aspects.

A detailed overview of the responsibilities of the mission participants (i.e. team leader, team coordinator, team members, National Contact Point) is provided in Appendix II.

Missions typically comprise 3 - 6 international experts. For follow-up missions (see Section 7), a reduced team can be considered. In particular, expertise will be needed in the areas for which recommendations and suggestions have been issued in the initial mission.

Team members are recruited and cleared for the mission in accordance with IAEA administrative procedures. This process needs to start at least two months before the mission.

3.6. PREPARATION OF THE MISSION AGENDA

The team leader, with the support of the team coordinator, establishes the agenda of the mission in coordination with the National Contact Point. In doing so, particular consideration is given to the information provided in the pre-mission self-assessment questionnaire, so as to identify, inter alia, the interested parties to be met, and the organizations (e.g. education and training providers) to be visited in order to assess the status of the national capabilities for education and training in radiation protection and safety.

In setting the agenda, sufficient time needs to be made available for each part of the mission, as described in Section 4 and in Appendix I, taking into account travel time as well. Furthermore, the mission agenda should reflect and, where necessary, be adjusted in line with the specific objectives of the mission, as agreed with the host country (see Section 2.4).

An example of a typical mission agenda is provided in Appendix IV.

3.7. MISSION LOGISTICS

Before the mission is conducted, the team coordinator:

— Identifies the source of funding for the mission;
— Agrees the dates of the mission with the National Contact Point;
— Ensures every team member is duly informed about the scope of the mission, their role, the issues to be addressed, and mission logistics;
— Facilitates the coordination among all team members so that appropriate travel arrangements (including accommodation) can be made, taking into account any advice provided by the National Contact Point.

Prior to starting the mission, team members have the responsibility to:

— Ensure that all necessary personal travel arrangements (including visa, if required) have been made and provide their travel details to the team coordinator;
— Ensure compliance with health requirements in the host country (e.g. immunizations);
— Undergo the IAEA training for security in the field, as appropriate to the country being visited;
— Ensure they have access to the hardware and software (e.g. a laptop computer with the appropriate electrical adapter, word processing, presentation and other software);
— Read the pre-mission self-assessment questionnaire and other relevant documents, focusing on the specific areas assigned to them. Based on their review of this material, team members identify issues:
  - To be addressed prior to the mission, informing the team coordinator so that clarifications and further information can be requested from the National Contact Point;
  - To be further discussed and reviewed during the mission.

3.8. RESPONSIBILITIES OF THE HOST COUNTRY

The National Contact Point needs to be familiar with the scope and objectives of EduTA missions and have a deep understanding of the national infrastructure for education and training in radiation protection and safety, particularly the regulatory framework in this area. The National Contact Point acts as the host country's mission administrator and logistics officer. The National Contact Point needs to: (a) have access to, or be in the position to request, any resource needed when hosting the mission; (b) have credibility with staff from his/her organization as well as from the other national interested parties; and (c) be able to obtain clarification from all relevant sources.

The responsibilities of the National Contact Point include:

— Cooperating with the team coordinator over the administrative arrangements and other preparations for the mission;
— Acquiring and administering all local resources for the mission;
— Ensuring the availability and preparedness of relevant local interested parties;
— Facilitating reservations for accommodation and making arrangements for in-country travel including local transportation;
— Providing adequate working space and resources for the team (e.g. printers, paper, computer projector, free access to the internet);
— Facilitating communication between the team members and their base organizations (especially the IAEA), and between team members within the host country;
— Arranging access for team members to enter facilities, as needed.

More information on the responsibilities of the National Contact Point is provided in Appendix II.

4. CONDUCT OF THE MISSION

4.1. INITIAL TEAM MEETING

When team members have arrived in the host country, an initial team meeting is conducted to discuss the specifics of the mission. A typical agenda for the initial team meeting is given in Appendix III.

The team leader:

- Briefs the team on the objectives of the mission;
- Summarizes the issues that were identified during the analysis of the pre-mission self-assessment questionnaire;
- Lays out the priorities in the discussion to be held with the national counterparts;
- Reviews the mission agenda;
- Outlines the structure of the mission report and reminds the team of the need to finalize and agree upon the preliminary report before the end of the mission.

The team members give their initial impressions from their review of the pre-mission self-assessment questionnaire and note any further issues they have identified prior to the mission.

The National Contact Point is invited to attend the initial team meeting, to meet the team, highlight host country expectations and discuss local arrangements.

4.2. ENTRANCE MEETING

The entrance meeting is the official start of the EduTA mission. It is essential to ensure that all the national interested parties are aware of the scope and objectives of the mission, the benefits of an appropriate national infrastructure for education and training in radiation protection and safety in accordance with IAEA safety standards, and the schedule of the meetings and visits (The sample mission agenda presented in Appendix IV includes details for the entrance meeting).

The meeting should be opened by a high-level government official, to demonstrate commitment to the objectives of the mission and to ensure interested parties recognize the importance of establishing a regulatory framework for education and training, and developing national capabilities to build competence in line with this framework. The mission team leader needs to highlight the importance of establishing a national policy and strategy on education and training in radiation protection and safety, to ensure that the required competence is built in a timely and sustainable manner.

The team leader presents the scope and objectives of the mission, emphasizing that the mission is conducted in support of the host country's organizations, with the expectation of providing recommendations, suggestions and an action plan for the establishment and/or improvement of the host country's national infrastructure for education and training in radiation protection and safety. The host country is encouraged to brief the team on the status of the regulatory framework on education and training in radiation protection and safety, with an overview of the current capabilities to build competence in the area.

The entrance meeting is expected to be attended by:

- The mission team members;
- The host country's National Contact Point;
- Relevant high-level government officials and, if established, the head of the regulatory body. If different authorities regulate the radiation safety of facilities and activities, high-level representatives and staff from each authority need to participate;
- Representatives from other organizations likely to be involved in the mission, particularly education and training providers and, whenever needed, any other interested parties involved in building competence in radiation protection and safety (e.g. professional associations, service providers);
- Other relevant counterparts identified by the host country.

4.3. REVIEW PROCESS

The team members review the status of the national regulatory framework for education and training in radiation protection and safety, and the approaches and capabilities available for building the competence in line with the framework, taking into account all areas that are included in the scope of the EduTA mission (e.g. specific provisions for the Postgraduate Educational Course). For that purpose, three main methods are used:

- Evaluation of the pre-mission self-assessment questionnaire and the supporting evidence provided by the host country before and during the mission;
- Meetings and interviews with national counterparts;
- Direct observations and site visits.

The mission team meets daily, usually at the end of each day, to discuss findings, draw some preliminary conclusions, prepare potential recommendations and suggestions, and identify any examples of good practices found during the mission. The National Contact Point is kept informed of progress and included in these discussions as necessary to ensure consensus on the output from the mission.

4.3.1. Evaluation of documents

Beyond the information provided as part of the pre-mission self-assessment questionnaire, additional documents in the form of government and regulatory body documents, presentations, informative material (e.g. leaflets, reports), guidance and provisions from academic institutions and professional associations, and education and training programmes might be provided, reviewed and taken into consideration during the mission. Such documents can provide a better understanding of the regulatory framework for education and training in radiation protection and safety and a basis for evaluating the national approach to and capabilities for building competence in line with such a framework.

4.3.2. Meetings and interviews

Meetings are primarily aimed at exchanging information between the national counterparts and the mission team members. The meetings provide the opportunity for open discussions and building a consensus. The main objective of the interviews is to get clarification, if necessary, on the documents provided by the host country. Meetings and interviews also provide an opportunity for the host country's participating organizations to share their practices and professional opinions with the team, and to learn from the experience of the team members.

If different authorities regulate education and training in radiation safety, meetings and interviews are conducted with representatives from each relevant authority. As appropriate, meetings and interviews are conducted with representatives of government departments and any other interested parties (e.g. education and training providers, professional associations) that have responsibility for education and training in radiation protection and safety.

4.3.3. Direct observations and site visits

Observing how the regulatory framework for education and training in radiation protection and safety is implemented, may also be of value. Both the physical and human resources available to build competence in line with the framework need to be taken into account. This could be achieved through:

— Consultation with personnel who have responsibility for radiation protection and safety in the facilities and activities. Taking into account their actual role and functions, the consultation is intended to identify:
  - The actual learning path followed to build the required competence;
  - The education, training qualification and/or competence requirements provided in the regulatory framework for these personnel.
— Observing the status of the physical infrastructure to build competence, particularly considering its appropriateness and effectiveness to build the competence required by personnel with responsibility in radiation protection and safety to execute their role and functions.

Interviews and direct observations may be carried out during site visits in:

— Facilities and activities where the personnel with responsibility in radiation protection and safety are employed or provide their advice whenever needed;
— Education and training providers, where trainers and physical infrastructure are used to build the competence of the personnel with responsibility for radiation protection and safety.

The National Contact Point informs the staff at those organizations visited of the scope and objectives of the EduTA mission and provides assurance that the visit is being conducted solely to observe the implementation of the regulatory framework for education and training in radiation protection and safety, and the availability of appropriate capabilities to build the required competence. It is important that these individuals understand that the visit is not an IAEA review of their facility or of them personally.

Mission team members are accompanied by a national counterpart to facilitate the logistics.

4.3.4. Daily briefings

At the end of each day, the mission team meets to discuss the main findings of the day, as derived from the evaluation of the documents (see Section 4.3.1), the meetings and interviews (see Section 4.3.2), the direct observations and the site visits (see Section 4.3.3). The team leader establishes how these meetings are conducted. The following items are expected to be covered in the agenda:

— A summary of the day's findings by each team member;
— Identification of areas where clarification or further information is needed;
— Identification of any inconsistency between the information gathered during the day and the information provided earlier (e.g. in the pre-mission self-assessment questionnaire);
— Agreement on a strategy to obtain missing information and clarification;
— Determination of whether or not any of the day's findings might necessitate some adjustment to the remaining schedule for the mission;
— A summary of the activities (e.g. meetings, site visits) to be conducted during the next day, with confirmation of any further information or points of clarification needed;
— Identification of any matters that the team leader needs to refer to the National Contact Point.

4.4. PREPARATION OF THE MISSION REPORT

A preliminary report including the mission background, objectives, scope, findings, conclusions, recommendations, suggestions and any identified good practices, is drafted during the mission along with an action plan. The preliminary report is provided to the National Contact Point before the exit meeting, to allow the national counterparts sufficient time to review and provide comments on its

content. The various stages that need to be planned by the team leader with the support of the team coordinator to prepare the mission report are provided below:

- Each team member drafts the findings and preliminary conclusions and identifies possible recommendations and suggestions in the specific areas assigned to them. For this purpose, two phases can be identified:
  - The initial review of the pre-mission self-assessment questionnaire and any other documents provided prior to the mission (see Section 3.4);
  - The evaluation of the information gathered during the conduct of the mission through documents (see Section 4.3.1), meetings and interviews (see Section 4.3.2), and direct observations and site visits (see Section 4.3.3).
- At the earliest opportunity and regularly during the mission, the team leader:
  - Collects and collates all the team members' contributions to prepare the report;
  - Holds a team meeting (see Section 4.3.4) to formulate the team's agreed conclusions, recommendations and suggestions and to note any examples of good practice.
- When collating team members' contributions into a single report, the team leader obtains agreement on the broad conclusions and recommendations to the host state, and informs the National Contact Point.

Details on the general structure of the report are given in Section 5.

4.5. EXIT MEETING

The mission concludes with an exit meeting. This meeting is normally attended by those who attended the entrance meeting (see Section 4.2). Other interested parties that have been identified during the mission as relevant to its scope and objectives may also be invited to participate.

The exit meeting consists of a presentation by the team leader with a description of the mission's activities, the areas reviewed, the main findings and conclusions, the recommendations and suggestions, and any examples of notable good practice identified during the mission. The draft action plan is also presented and discussed with the attendees in the meeting.

The team leader explains to the host country that the report at this stage is a preliminary report that needs further review before the final mission report is issued. The main conclusions with the recommendations and suggestions normally remains as agreed before the end of the mission, while the action plan is finalized after the report has been finalized (see Section 5).

5. DOCUMENTATION AND REPORTING

5.1. REPORT WRITING

The team leader is responsible for the overall management of the report. To this end the team leader is supported by the team coordinator. The format of the report follows includes the following topics:

- Executive summary, providing an overview on the main findings and conclusions, including the bases for the recommendations and suggestions;
- Background, describing the reasons that led to the organization of the mission;
- Objectives and terms of reference of the mission;
- Conduct of the mission, summarizing the activities carried out by the team from the initial team meeting through to the exit meeting, including the site visits, meetings and interviews;

— For each area of appraisal of the national infrastructure for education and training in radiation protection and safety:
  - Findings, describing what has been found, including all the references to the supporting documents;
  - Observations, pointing out arrangements that do not align with the relevant provisions of IAEA safety standards, and the extent to which they are deficient;
  - Recommendations relate to aspects of direct relevance to safety and are based on IAEA safety requirements; they address areas where alignment with IAEA safety requirements is absent, incomplete or inadequate; the recommendations are specific, realistic and designed to result in tangible improvements (they are concise and self-explanatory, using "should" language);
  - Suggestions relate to aspects that, while not essential to meet IAEA safety requirements, may enhance the sustainability and effectiveness of the national infrastructure to build competence, in line with the guidance presented in IAEA Safety Guides or other IAEA publications; they may be proposed in conjunction with a recommendation or may stand on their own following a discussion of the associated background (they are concise and self-explanatory, using "should consider" language);
  - Basis for the recommendations and suggestions, providing the reference to the corresponding IAEA safety standards;
  - Acknowledgement of any notable example of good practice identified during the mission. Any outstanding arrangement, programme or performance that is superior to those generally observed elsewhere, or that is particularly innovative and worthy of the attention of other regulatory bodies and organizations in other Member States can be noted under the heading of 'Good Practice'. Good practices have a similar basis to suggestions, and the basis is clearly documented in the mission report. Notable aspects of organization, arrangement, programme or performance of the training that do not fully meet the good practice criteria can be highlighted in the text of the report.
— An action plan for the implementation of the recommendations and suggestions set out in the report, identifying the organization(s) responsible for implementation and the estimated time frame. The action plan is jointly drafted by the mission team and the national counterparts. An example of an action plan is included in the report template;
— List of sites visited.

5.2. PRELIMINARY REPORT

A preliminary version of the report, following the report template, is expected to be developed towards the end of the mission. It is drafted on the basis of the team members' contributions collated day-by-day by the mission team leader (see Section 4.4), with the aim of identifying, as early as possible, any issue, lack of information or clarification still to be addressed during the mission.

The team leader ensures that all team members read the draft preliminary report to cross-check the sections that they prepared against those in which they were not involved. The aim of the cross-checking is to ensure the comprehensiveness and accuracy of the report, and to avoid contradictions or inconsistencies among the parts drafted by different team members.

The team leader carries out the final check of the preliminary report. He or she then requests the host country's comments (through the National Contact Point) on the report to ensure technical and factual accuracy and a common understanding of its content.

Before the exit meeting, the main observations, recommendations and suggestions of the preliminary report are shared with the National Contact Point (who will be normally expected to forward it to all relevant organizations for comments). These outputs of the mission provide the basis for the presentation and for discussions with all the concerned national counterparts in the exit meeting (see Section 4.5). If the preliminary report is sufficiently advanced, the team leader may decide to give it to the host country at the end of the mission.

5.3. FINAL REPORT

After the end of the mission, the team leader reviews the preliminary report, taking into account the discussions held during the exit meeting; the team coordinator then submits the report to the host country through the National Contact Point. The National Contact Point is expected to collate comments on the preliminary report from all participating organizations within the host country and submit all comments to the team coordinator. At this stage, the comments from the host country are limited to issues relating to the factual correctness of the information contained in the preliminary report, not to the recommendations and suggestions. The National Contact Point returns the comments to the team coordinator within the agreed time frame.

Upon receipt of comments from the host country, the team coordinator, in conjunction with the team leader and with appropriate coordination with other team members, assesses the comments and prepares the final report, with a view to issuing it within one month of receipt of the comments. The final report is approved by the team leader before it is submitted through official channels to the host country. Distribution of the final report is restricted to the host country, team members and appropriate IAEA staff.

The host country is encouraged to make the mission report public as soon after it is issued as possible. If this is not done within 90 days of the IAEA transmittal letter; the report is made available to the public by the IAEA unless the host country specifically requests that it remain restricted.

6. FEEDBACK ON THE MISSION

Following each mission, the mission team coordinator corresponds with the team members to get their feedback and discuss lessons learned from the mission. Areas for improvement and examples of good practices are considered in relation to, inter alia:

- Steps for the organization of the mission (preparation, conduct of the mission);
- Processes for collecting information and reporting;
- Reference material and resources utilized (questionnaire, report template, agenda);
- The competences needed by the EduTA mission team members.

In addition, the team coordinator solicits feedback from the host country through the National Contact Point regarding the host country's experience.

The collected information is analysed by the team coordinator to be taken into consideration for improving the EduTA service.

7. FOLLOW-UP MISSION

The objective of an EduTA follow-up mission is to continue the work of improving the national infrastructure for building competence in radiation protection and safety by reviewing the host country’s progress in response to the initial EduTA mission agreed action plan and recommendations.

A host country may request a follow-up mission when it sees a benefit in receiving further advice:

— During the implementation of the action plan, particularly when the surrounding circumstances and conditions at the time of the initial mission have changed and, therefore, the action plan might need to be revised;
— After the completion of the action plan, to acknowledge the progress made (also in compliance with any auditing required by the national regulatory framework), or to make further progress towards strengthening the national infrastructure for building competence in radiation protection and safety.

An EduTA follow-up mission usually takes place five years after the initial mission, or whenever it is considered appropriate by the host country, considering, inter alia, the IAEA advice. The host country and the IAEA conduct informal discussions on the objectives of a follow-up mission, giving consideration to the status of the implementation of the action plan.

When a host country has not achieved timely progress with the implementation of the action plan of the initial mission, the IAEA makes further contact with the host country to assess whether a follow-up mission would be beneficial, or whether an expert mission with a limited scope and objectives aimed at providing assistance in the specific area where the host country is facing challenges would be more effective.

The process for a follow-up mission is the same as for an initial mission (see Fig. 1). The procedures are followed are as set out in the other sections and appendices of these Guidelines, except where noted in this Section.

7.1. PREPARATION FOR A FOLLOW-UP MISSION

Upon the decision to conduct a follow-up mission, a team coordinator is appointed to arrange the preparation of the mission; this will include tasks similar to those involved in preparing for the initial mission (see Section 3.3).

The team coordinator requests the host country to submit a report describing and documenting its progress in implementing the action plan from the initial mission, together with updated versions of the reference material provided previously, as well as any newly developed material related to the implementation of the action plan.

The follow-up mission team comprises the team coordinator (an IAEA staff member), together with an appropriate range of team members. It is desirable that the follow-up mission team includes the team leader and team members who participated in the initial mission to the extent possible, to ensure continuity, consistency and efficiency. The recruitment of team members is undertaken in accordance with the initial mission provisions.

7.2. CONDUCT OF A FOLLOW-UP MISSION

As for the initial mission, the necessary information is gathered through a combination of the questionnaire, written material provided in advance of the mission, interviews and meetings with relevant interested parties, meetings, site visits, and direct observations. On completion of the review, a follow-up mission preliminary report is prepared, summarizing the team's observations on the implementation of the action plan agreed in the initial mission, and providing any new observations, with related conclusions, recommendations and suggestions, as necessary.

The follow-up mission team's review of the progress made by the host country in implementing the actions in response to an EduTA recommendation is expressed using the following categories and providing the proper justification: (a) Recommendation remains open, or (b) Recommendation is closed. When a recommendation made during the initial mission is no longer relevant to the follow-up mission, the initial recommendation might be closed, providing the appropriate justification, concurrent with the opening of a new, related recommendation.

All results of the follow-up mission are reported in the same way as for an initial mission. A revision of the action plan of the initial mission may be suggested to the host country.

APPENDIX I.

ACTIONS FOR PREPARING AND CONDUCTING AN EDUCATION AND TRAINING APPRAISAL MISSION

Tables I.1–1.4 indicate the specific actions to be taken before, during and after an EduTA mission, as well as the party responsible for each action and indicative timing for its implementation. The numbering of the actions continues from one table to the next to represent the sequence of actions.

TABLE I.1. INITIATION OF THE MISSION

No.	Action	Responsibility	Timing (indicative)
1	Informal discussions between a Member State and the IAEA	Member State and IAEA	Prior to the submission of a formal request for a EduTA
2	Formal request from a Member State to the IAEA for an EduTA	Member State	At least six months prior to mission
3	Appointment of the National Contact Point and mission team coordinator	Member State and IAEA	As soon as possible after receipt of formal request for an EduTA
4	Briefing of host country on EduTA process, provision of self-assessment questionnaire	IAEA	After the appointment of National Contact Point and team coordinator
5	Identification and recruitment of mission team members	IAEA, through the mission team coordinator	At least three months prior to the mission

TABLE I.2. PREPARATORY PHASE OF THE MISSION

No.	Action	Responsibility	Timing (indicative)
6	Completion of the pre-mission self-assessment questionnaire and submission of all the relevant supporting documents	Member State, through the National Contact Point	At least three months prior to the mission
7	Evaluation of the pre-mission self-assessment questionnaire with supporting documents	EduTA mission team	At least one month prior to the mission
8	Preparation of the agenda of the mission	EduTA mission team in coordination with the National Contact Point	At least one month prior to the mission
9	Request for clarifications on the pre-mission self-assessment questionnaire, and for additional supporting documents, if necessary.	Mission team coordinator on behalf of the mission team	Prior to the mission

TABLE I.3. CONDUCT OF THE MISSION

No.	Action	Responsibility	Timing (indicative)
10	Initial mission team meeting	Mission team leader	The evening before the start of the mission
11	Presentations at the entrance meeting by the mission team leader and the relevant national counterparts	Mission team leader, Member State	First day of the mission
12	EduTA activities carried out as per mission agenda (evaluation of documents, meetings and interviews, direct observations and site visits, daily briefings)	Mission team, Member State	Throughout the mission period
13	Provision of preliminary report to the National Contact Point	Mission team leader	Before the mission exit meeting (e.g. day before)
14	Exit meeting (presentation of main results and discussions on the recommendations)	Mission team leader	Last day of the mission

TABLE I.4. POST-MISSION ACTIVITIES

No.	Action	Responsibility	Timing (indicative)
15	Submission of draft final report to the Member State	Mission team coordinator	No later than one month following mission
16	Provision to IAEA of comments from national interested parties on draft final report	Member State, through the National contact Point	No later than one month after receiving draft final report
17	Provision of final report to the Member State	IAEA	No later than one month after receiving comments from Member State on draft final report
18	Feedback on the mission	Mission team coordinator	No later than one week after the finalization of the final report

APPENDIX II.

RESPONSIBILITIES OF THE MISSION PARTICIPANTS

A detailed overview of the responsibilities of the mission participants (i.e. mission team leader, coordinator and members; National Contact Point) is provided in the following sections.

II.1. MISSION TEAM LEADER

The mission team leader should have an overview of all activities that take place during the EduTA mission and should take the lead to ensure the mission is conducted as agreed with national counterparts, generating the expected outputs. The mission team leader is primarily responsible for:

- Working closely with the mission team coordinator in advance of the mission;
- Coordinating with the team coordinator for external interaction related to the conduct of the EduTA mission;
- Communicating with mission team members on a regular basis prior to and during the mission, in order to ensure that they are adequately prepared and informed;
- Providing leadership and explaining his/her expectations of each team member;
- Helping team members to overcome any initial stress and promoting a team spirit;
- Directing the team towards the main objectives early in the EduTA mission, identifying deliverables, assigning tasks and responsibilities to the team members;
- Recognizing and managing the strengths and weaknesses of team members;
- Leading the mission, including supervising the review, ensuring schedules are met, and providing leadership in the resolution of issues that may arise;
- Leading the initial team meeting, and entrance and exit meetings, and providing guidance for the conduct of the daily meetings;
- Coordinating with the National Contact Point and the team coordinator to prepare public information needed during the mission;
- Cross-checking the preliminary report and the final report for comprehensive coverage of the scope of the mission, for accuracy and for contradictions or inconsistencies;
- Collating the preliminary report, based on the contributions from the team members;
- Preparing the final report based on the preliminary report and including the comments received from the host country during the exit meeting;
- Approving the final report before the final issuance.

II.2. MISSION TEAM COORDINATOR

The mission team coordinator is primarily responsible for:

- Serving as the official IAEA liaison with the National Contact Point prior to, during, and after the mission;
- Assuring IAEA representation at meetings with host country government officials;
- Briefing the host country on the EduTA process, including providing a copy of these Guidelines;
- Requesting completion of the pre-mission self-assessment questionnaire with supporting documents, and ensuring the receipt of all documents by the IAEA in a timely manner (preferably three months prior to commencement of the mission);
- Identifying appropriate mission team members, in conjunction with the mission team leader;
- Recommending the assignment of tasks and responsibilities of the team members to the team leader;

— Managing resources, such as financial arrangements for the team, coordinating travel for the team members, and ensuring the provision of special equipment and logistics, as necessary;
— Interacting with the appropriate sections/divisions of the IAEA;
— Providing team members with appropriate pre-mission information, in particular providing access to the self-assessment questionnaire after it is submitted to the IAEA and providing a mission report template, information on the preparation of the initial impressions, preparation for interviews, and other relevant documentation (e.g. report from other missions in the host country);
— Providing guidance to the team leader to help ensure that the objectives of the are met;
— Helping the team leader and the National Contact Point to prepare public information statements relating to the mission;
— Supporting the team leader in collating the preliminary report of the EduTA mission, based on the contributions from the team members;
— Supporting the team leader in preparing the final report based on the preliminary report and taking account of the comments received from the host country during the exit meeting;
— Issuing the final report to the host country following the team leader's approval.

II.3. TEAM MEMBERS

Team members are responsible for:

— Making necessary preparations for the EduTA mission, on the basis of information from the mission team coordinator;
— Reviewing and studying the self-assessment questionnaire results and supporting documents, and preparing the assigned inputs to the preliminary report;
— Conducting the EduTA mission as directed by the team leader;
— Participating in the initial team meeting, and entrance and exit meetings;
— Taking the lead during the interviews with national counterparts for their review area before entering into detailed discussions with the counterparts, reaching a common understanding of the applicable IAEA safety standards which will form the basis for observations;
— Reviewing the assigned areas against IAEA safety standards;
— Making recommendations for all identified cases of non-compliance with IAEA safety requirements;
— Jointly reviewing with the team all observations, conclusions, recommendations and suggestions;
— Providing daily input to the preliminary report, as directed by the team leader;
— Reviewing the completed preliminary report;
— Providing input to the final report;
— Maintaining appropriate confidentiality of sensitive information in accordance with their confidentiality agreement;
— Providing feedback to the IAEA on the EduTA process, after completion of the mission.

II.4. NATIONAL CONTACT POINT

The National Contact Point has a key role in the effective coordination of the mission and is responsible for:

— Liaising with the mission team coordinator in the preparatory phase and during the mission;
— Acquiring and administering all local resources for the mission, including funding for local activities (e.g. supporting the participation in the meetings of interested parties if needed);

— Arranging mission logistics and scheduling within the host country;
— Ensuring that all necessary information (e.g. rules to access the facilities to be visited), is provided to the mission team;
— Making reservations for hotels and arrangements for in-country travel, including local transportation;
— Providing adequate working space and resources, including printers, paper, projector and internet connection for the team;
— Enabling communication between the team members and their base organizations (especially the IAEA), and among team members during their stay in the host country;
— Arranging security clearances for team members to enter facilities, as needed;
— Assisting host organizations and other government organizations in understanding what is needed for a successful mission;
— Ensuring the availability and preparedness of all national counterparts;
— Facilitating communication between the EduTA mission team and the national counterparts, host organizations, and other government organizations;
— Attending EduTA team meetings as requested by the team leader;
— Addressing questions and resolving queries that arise throughout the mission;
— Ensuring that the host country's RASIMS profile for Thematic Safety Area 6 on education and training in radiation protection and safety is updated using the final report from the mission.

APPENDIX III.

SAMPLE AGENDA FOR THE INITIAL TEAM MEETING

This appendix provides a sample agenda for the initial team meeting of an EduTA mission.

TABLE III.1. TOPICS TO BE INCLUDED IN THE AGENDA FOR THE INITIAL TEAM MEETING

Activity	**Responsibility**
Opening remarks	Mission team leader
Introductions: Each team member to give a brief summary of career and current responsibilities	Mission team members
Presentation on the EduTA process	Mission team coordinator
Guidance for reporting and documenting	Mission team coordinator
Discussion on pre-mission self-assessment questionnaire and relevant documents available in the host country, and strategic points to be discussed during the mission	Mission team members
Review of the schedule and practical arrangements	Mission team coordinator and National Contact Point
Closing remarks	Mission team leade

APPENDIX IV.

SAMPLE AGENDA FOR THE MISSION

Each EduTA is unique, and the mission agenda is adjusted according to the local situation, but a general structure of the agenda with the topics typically covered is given below.

TABLE IV.1. SAMPLE AGENDA FOR THE MISSION

Day 1			
Time	**Programme**	**Participant/Presenters**	**Venue**
09:00	Entrance meeting Opening Remarks: Main national counterpart Other counterparts EduTA mission team leader Self-introduction of all attendees Presentation of the EduTA mission programme	 Main national counterpart [name – function] Other counterparts [name – function] EduTA mission team leader All EduTA mission team leader	Venue to be determined
10:00	Presentation of EduTA: - Scope/objectives of the mission - Questionnaire - Conduct of the mission	EduTA mission team leader	Venue to be determined
10:45	Discussion and clarifications	All	Venue to be determined
11:00	Coffee Break		
11:15	Presentation(s) by main national counterpart and other counterparts on: - Overview of activities and facilities that use radiation sources in the host country - National legal and regulatory framework for education and training in radiation protection	Main national counterpart [name – function] Other counterparts [name – function]	Venue to be determined
11:45	Presentation(s) by education and training provider(s) on: Overview of the education and training infrastructure to build competence in radiation safety - Academic programmes - Training courses with particular focus on the courses/programmes for personnel such as qualified experts, radiation protection officers, health professionals, regulators	Main national counterpart [name – function] Other counterparts [name – function]	Venue to be determined
12:45	Discussion and clarifications	All	Venue to be determined
13:00	Break for Lunch		
14:00	Clarification of basic aspects from the IAEA safety standards mentioned in the pre-mission questionnaire (e.g. qualified expert, radiation protection officer, medical physicist and their role and functions in respect to occupational, public, and medical exposure; employers,	Main national counterpart Other counterparts EduTA mission team	Venue to be determined

	registrants and licensees and their responsibilities for training workers) Review of the EduTA questionnaire		
16:30	EduTA mission team: discussion on the information gained during the day	EduTA mission team	EduTA team's venue (e.g. hotel)
19:00	Adjourn		
	Day 2		
Time	**Programme**	**Participant/Presenters**	**Venue**
09:00	Review of the EduTA questionnaire	Main national counterpart Other counterparts EduTA mission team	Venue to be determined
11:00	Coffee Break		
11:20	Review of the EduTA questionnaire	Main national counterpart Other counterparts EduTA mission team	Venue to be determined
13:00	Break for lunch		
14:00	Review of the EduTA questionnaire	Main national counterpart Other counterparts EduTA mission team	Venue to be determined
16:30	EduTA mission team: discussion on the information gained during the day	EduTA mission team	Hotel
17:30	EduTA mission team: individual work to draft report	EduTA mission team	Hotel
19:00	Adjourn		
	Day 3		
Time	**Programme**	**Participant/Presenters**	**Venue**
09:00	Visit to education and training providers for training in radiation protection and safety	Main national counterpart Other counterparts EduTA mission team	Venue to be determined
12:00	Review of the information collected during the visit and discussion with National Contact Point and representatives of the organization(s) visited	Main national counterpart Other counterparts EduTA mission team	Venue to be determined
13:00	Break for lunch		
14:00	Review of the EduTA questionnaire	Main national counterpart Other counterparts EduTA mission team	Venue to be determined
16:00	EduTA mission team: discussion on the information gained during the day	EduTA mission team	Hotel
16:30	EduTA mission team: individual work to draft report	EduTA mission team	Hotel
19:00	Adjourn		
	Day 4		
Time	**Programme**	**Participant/Presenters**	**Venue**
09:00	Visit to education and training providers for training in radiation protection and safety	Main national counterpart Other counterparts EduTA mission team	Venue to be determined
12:00	Review of the information collected during the visit and discussion with National Contact Point and representatives of organization(s) visited	Main national counterpart Other counterparts EduTA mission team	Venue to be determined
13:00	Break for lunch		
14:00	Discussions between EduTA mission team and main national counterpart on preliminary conclusions, recommendations and suggestions, and any notable examples of good practice	Main national counterpart EduTA mission team	Venue to be determined

16:00	Revisions of conclusions, recommendations and suggestions, and any notable examples of good practice	EduTA mission team	Venue to be determined
17:00	EduTA Team: finalization of the draft report and preparation of the presentation	EduTA mission team	Hotel
19:00	Adjourn		

Day 5

Time	**Programme**	**Participant/Presenters**	**Venue**
09:00	EduTA mission team: finalization of the draft report and preparation of the presentation	EduTA mission team	Hotel
11:00	Exit meeting EduTA mission team leader presents the first draft of the report including: - Conclusions - Recommendations Feedback from main national counterpart Presentation of the action plan (recommendations, responsible persons/organizations, time frame) Closing Remarks:	Main national counterpart Other counterparts EduTA mission team Main national counterpart Other counterparts EduTA mission team leader	Venue to be determined
12:30	End of mission		

APPENDIX V.

TEMPLATE LETTER TO REQUEST AN EDUCATION AND TRAINING APPRAISAL IN RADIATION PROTECTION AND SAFETY MISSION

An example of a formal request for an EduTA mission is provided below.

Ms/Mr …….,
Director
Division of Radiation, Transport and Waste Safety,
Department of Nuclear Safety and Security
IAEA
P.O. Box 100
1400 Vienna, Austria

Dear Ms/Mr …….,

I have the honour to refer to the IAEA's Education and Training Appraisal in Radiation Protection and Safety (EduTA) service. We would like to receive an EduTA mission to assess the status of national provisions and infrastructures in this area, in order to identify possible areas of improvement to meet the IAEA safety standards, and to effectively address the national education and training needs. The mission will provide the opportunity to review the progress made and receive further advice on the establishment of sustainable mechanisms to build competence in radiation, transport and waste safety.

We have identified Ms/Mr …… as being the National Contact Point for making detailed arrangement for the organization of the mission. Her/his contact information is as follows:……..

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