

Global Laboratory Leadership Programme (GLLP)

Terms of Reference

Instructions

This document provides instructions and examples to assist implementers in developing a terms of reference document for a Global Laboratory Leadership Programme.

Instructions are provided in **bold text** and *examples* are provided in *italics* text. The template is provided as an example and can be used as is or edited to meet country or regional needs. All documents that are referred to within are hosted on the [WHO Health Security Learning Platform \(HSLP\)](#) and the [APHL Learning Center \(ALC\)](#). The content of both learning platforms is identical.

NOTE: Text in *italics* is provided as examples and should be adapted to the specific country context, needs and requirements.

TABLE OF CONTENTS

Update the Table of Contents using the Word Table of Contents update function after you have finalized your ToR.

GLLP IMPLEMENTATION AT A GLANCE

<p>Context and justification</p> <p>Short description of why GLLP is important in the country/region.</p> <p><i>Laboratories play a critical role in the detection, prevention and control of diseases and enhanced laboratory capacity is identified as a core indicator of International Health Regulations (IHR) implementation. Effective function of this essential component mandates that laboratory management including laboratory directors and senior laboratory managers worldwide receive specialized training in leadership and management.</i></p>	
<p>Goal</p> <p>Define the goal of the programme. The goal should align with Section 2 below. The general goal of the GLLP follows, it can be used as is, adapted or replaced with a country/region-specific goal.</p> <p><i>The goal of the Global Laboratory Leadership Programme (GLLP) is to foster and mentor current and emerging laboratory leaders to build, strengthen and sustain national laboratory systems.</i></p>	<p>Target audience</p> <p>Define the general target audience for your country/regional programme. The audience should align with Section 6.1.1 below. Participant prerequisites are provided in more detail later in the document.</p> <p><i>Current and emerging laboratory leaders from public health, veterinary and environmental sectors.</i></p>
<p>Duration and delivery modes</p> <p>Define the duration and mode of delivery of the programme This should align with Section 7.1 and 7.2 below.</p> <p><i>18 months, representing a total of 330 learning hours delivered through a combination of 180 hours of face-to-face and 20 hours of online learning, 30 hours on-the-job assignments, 75 hours of work on capstone projects, and supported by 25 hours of mentoring.</i></p>	<p>Language</p> <p>Define the language in which the programme will be presented. Align with Section 5.3 below.</p>
	<p>Venue</p> <p>Define the location in which the programme will be presented. Align with Section 5.3 below.</p>
	<p>Dates</p> <p>Define the dates the programme will be presented. Align with Section 5.3 below.</p>

Expected numbers of trainees Define the number of participants programme will be support. Align with Section 6.1.1 below.	Qualifications: Define the required qualifications for participants, instructors and mentors aligning with Section 6 below.
Collaborators Define any programme collaborators aligning with Section 5 below.	Required participant qualifications Required instructor qualifications Required mentor qualifications
Competencies targeted and related modules Define competencies to be targeted and their related modules aligning with section 7.2 below	

1. CONTEXT

Well-functioning, sustainable laboratory services, operating in accordance with international principles of quality and safety, are an integral part of strong health systems and are crucial for improving public health. Successful detection, characterization and tracking of disease transmission, which is essential for the prevention and control of public health events, requires effective laboratory systems. In turn, strong laboratory leadership is crucial to ensure that the laboratory system is operational.

Towards this end, six leading organizations [the Food and Agriculture Organization of the United Nations (FAO), the World Health Organization (WHO), the World Organization for Animal Health (WOAH), the European Centre for Disease Prevention and Control (ECDC), the U.S. Centers for Disease Control and Prevention (CDC), and the Association of Public Health Laboratories (APHL)] have partnered to develop a Global Laboratory Leadership Programme (GLLP) targeting human and animal health laboratories, as well as laboratories with public health impact (e.g. environmental, agricultural, food or chemical laboratories). The GLLP is based on a competency framework¹ that aims at harmonizing and building global consensus on critical laboratory leadership competencies applicable across human, animal, environmental and other relevant health sectors and includes the following competencies: Laboratory system; Leadership; Management; Communication; Quality management system; Biosafety and biosecurity; Disease surveillance and outbreak investigation; Emergency preparedness, response and recovery; and Research.

The programme consists of 4 components, including:

- over 200 hours of didactic sessions on the nine competencies
- mentorship to support learning and professional development
- individual and group activities between didactic sessions to support learning, including small projects to reinforce learning
- mentored capstone project to reinforce learning and support national laboratory system building needs
- development of a community of practice, a platform for knowledge sharing, networking and community building

The GLLP Partners have defined the Core Values for implementation of GLLP:

- One Health - Multisectoral representation and involvement in the governance of GLLP planning, development, implementation, evaluation, and participation in GLLP from human, animal and environmental health sectors.

¹ World Health Organization. (2019). Laboratory leadership competency framework. World Health Organization. <https://iris.who.int/handle/10665/311445>. License: CC BY-NC-SA 3.0 IGO
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- Ownership - Commitment to workforce capacity development by incorporating GLLP-based programmes at national level, through equivalence with national continuing education policy(ies), and/or integration in national curriculum.
- Sustainability - Development of the capacity, including availability of resources, to maintain or improve delivery of GLLP

Country specific GLLP information

Add a country/region-specific GLLP implementation information. This can include the dates when the GLLP programme was first presented in the country/region, the agencies involved in the discussions, the organization designated for hosting the programme, the implementer responsible for the delivery of the programme (if different from the national entity), and the sectors involved in the programme.

2. PROGRAMME GOAL

The goal of the GLLP is to foster and mentor current and emerging laboratory leaders to build, strengthen and sustain national laboratory systems. A laboratory leader is defined in the laboratory leadership competency framework as an “individual laboratory science subject matter expert responsible for managing finances, motivating staff, advocating for the laboratory, building relationships with external partners and navigating legislative processes.”

Optional text to be included for the first iteration of the programme: *Furthermore, this first in-country validation of selected GLLP modules will help review and consolidate content, methodologies and processes and will inform the design and development of the subsequent iterations of the programme.*

3. EXPECTED RESULTS

Define expected programme results aligning them with other sections of this document. The descriptions below should be revised according to country needs.

At the end of the implementation of the GLLP in **COUNTRY NAME** there will be:

Number	Description
Add number	Laboratory leaders qualified to build, strengthen and sustain the national laboratory system
Add number	GLLP mentors trained to support the programme
Add number	GLLP instructors/facilitators trained to support the programme
	Programme content, methodologies and processes available to support programme improvement
	Improved synergy and collaboration between human, animal, and environment sector laboratory programme participants
	Add other results as needed

4. PROGRAMME SPECIFIC OBJECTIVES

The GLLP programme objectives are listed below, add any additional country-specific objectives.

Upon completion of GLLP, participants will be able to:

1. Assess the laboratory system performance and formulate plans to advance and sustain the system
2. Recognize, adopt, and apply best practices in the human, animal, and environmental sectors to ensure quality laboratory services
3. Advocate for the contribution of human, animal and environmental laboratories
4. Successfully demonstrate laboratory management and leadership skills including effective communication
5. Mentor laboratory professionals to help build human resource capacity
6. **Add additional objectives here as needed**

Add leadership competencies to be included in programme content. The nine leadership competencies from the Laboratory Leadership Competency Framework are listed below. Add any additional competencies per country needs. If the full GLLP curriculum is delivered, all 9 of the competencies listed below will be supported.

To meet these objectives, GLLP in **COUNTRY NAME** will include content to support the following laboratory leadership competencies: **(Remove below if any competencies excluded from the programme model.)**

1. Laboratory systems
2. Leadership
3. Management
4. Communication
5. Quality Management Systems
6. Biosafety and Biosecurity
7. Disease Surveillance and Outbreak Investigation
8. Emergency Preparedness, Response and Recovery
9. Research
- 10. Add additional competencies here as needed**

5. ORGANIZATIONAL ARRANGEMENTS

5.1 Personnel

Collaborators

Define collaborators in the table and specific roles and responsibilities below

Collaborators	Organization	Contact Person
National entity	Designated organization responsible for hosting GLLP and coordinating GLLP implementation	
Implementer	Designated organization responsible for the delivery of the programme including delivery of the content (can be the same of the national entity or outsourced)	
National collaborator (and regional/international collaborators if appropriate)	Designated national health authorities specifically addressing laboratory strengthening and having an interest in laboratory workforce development and supporting national entity in GLLP implementation. (should include steering committee and technical working group members)	

National entity roles and responsibilities

Refer to the GLLP Planning and Implementation Guide and the GLLP Implementation Roadmap and describe the roles and responsibilities of the national entity.

Implementer roles and responsibilities

Refer to the GLLP Planning and Implementation Guide and the GLLP Implementation Roadmap and describe the roles and responsibilities of the GLLP implementer.

Steering Committee

Include a list of individuals represented on the Steering Committee (if applicable)

Name	Sector	Organization

Steering committee roles and responsibilities

Refer to the GLLP Planning and Implementation Guide and the GLLP Implementation Roadmap and describe the roles and responsibilities of the steering committee.

Technical Working Group

Include a list of individuals represented on the Technical Working Group (if applicable)

Name	Sector	Organization

Technical working group roles and responsibilities

Refer to the GLLP Planning and Implementation Guide and the GLLP Implementation Roadmap and describe the roles and responsibilities of the technical working group.

Programme staff

Include a list of positions that will support programme planning, implementation, monitoring, evaluation and improvement and respective time commitments. Do not include instructors, mentors, technical working group members. Time commitment can be shown in Full Time Equivalents (FTEs), where 1 FTE is comparable to a full-time worker (e.g., if 3 people are working 50% of their full time, it will be 1.5 FTE).

Responsibility	FTE	Name/Organization
Programme coordination (manage and coordinate all phases of programme)	Add number	Add Name/Organization
Administrative support (logistics and communication)	Add number	Add Name/Organization
Monitoring and evaluation focal point	Add number	Add Name/Organization
<i>Add other responsibilities as needed</i>		

5.2 Commitment

Include a brief explanation about long-term programme sustainability planning including discussions with government entities, including but not limited to the Ministries, public health agencies, etc.

5.3 Overview of implementation

Timeline

Refer to the GLLP Implementation Roadmap and list key benchmarks from the “What needs to be done” column.

Benchmarks	Date	Responsible party

Programme language

Indicate the language of programme delivery (language of instruction, communication, language of materials, etc.)

Venue

Indicate the name and address of the venue where the programme will be delivered (if in-person) or the platform to be used for virtual sessions (for example, Zoom, Microsoft Teams)

Programme dates

Indicate the dates from the first opening programme session through graduation of the participants.

Funding source/s

Indicate funding source/s for implementation of the programme (see [Sample Budget by GLLP Implementation Phase](#) for reference).

6. PARTICIPANTS, INSTRUCTORS AND MENTORS

6.1 Participants

6.1.1 Target audience and cohort composition

Define country/region-specific target audience

The GLLP target audience in country X is mid- to upper-level career laboratory professionals with a minimum of 3 years of managerial and decision-making experience with laboratory programmes and at least 10 years of laboratory experience. Participants may be from multidisciplinary private and public sector laboratories.

Define cohort composition:

15 participants will be recruited from the national and regional district levels

- *human health sector (8 participants)*
- *veterinary health sector (4 participants)*
- *environmental health sector (3 participants)*

6.1.2 Selection process

6.1.2.1 Recruitment criteria

Define participant criteria to meet country-specific needs. The example below can be modified or replaced.

Candidates from human health, veterinary and environmental sectors should fulfill the following criteria:

- *3 years of managerial and decision-making experience with laboratory programmes*
- *10 years of laboratory experience at national or regional level*
- *Graduate degree in laboratory science, biology, veterinary, ecology or similar degree (may also ask for evidence of specialization or a higher degree)*
- *Demonstrated ability of managing staff/decision making role*
- *Good working knowledge of English (spoken and written)*
- *High level of computer proficiency*
- **Add other criteria as determined by country**

Note: if you are utilizing the [Participant Interview Guide and Selection Checklist](#), make sure to edit these two forms to match the criteria outlined above.

6.1.2.2 Application/nomination and selection processes

Define the application/nomination and selection processes. Selection may be through an open announcement with self-selected applicants, an open announcement with nomination, by selected nomination or by other methods as determined by the country. The application, nomination and selection processes should be clearly stated and transparent. Below is an example of an open self-selected application process to be modified or replaced.

1. *An announcement of GLLP recruitment is posted on the Ministries of Health, Agriculture, the Environment websites and amplified by the Ministries' social media platforms.*
2. *Applications are submitted to the GLLP programme coordinator.*

3. An applicant review committee is convened engaging at least 8 members of the technical working group representing the animal, human and environmental health sectors
4. The Participant Interview Guide and Participant Selection Checklist are adapted for country-specific use.
5. The applicant review committee reviews all participant applications and selects 20 candidates to move to interviews.
6. The applicant review committee interviews all candidates and completes the Participant Interview Guide and Participant Selection Checklist.
7. The 15 top scoring candidates from the checklists are invited to participate. In case of a tie, the applicant review committee will determine the best candidate through discussion of the candidates' competencies.
8. Selected candidates' organizations are informed about programme details, programme benefits, selection of the participant, programme requirements and expected time commitment of the participant. A written concurrence from the participant supervisor/organization will be required and kept on file with the programme coordinator.

6.2 Instructors

6.2.1 Target audience and composition

Define country/region-specific instructor target audience

The GLLP instructor target audience is advanced career laboratory professionals with a minimum of 10 years of managerial and decision-making experience with laboratory programmes, at least 15 years of laboratory experience and have extensive experience in teaching adults through an academic or other setting. Participants may be from multidisciplinary private and public sector laboratories and should be subject matter experts in the sessions they will facilitate.

Define cohort composition:

10 instructors will be recruited

- human health sector (5 instructors)
- veterinary health sector (1 instructor)
- environmental health sector (2 instructors)

6.2.2 Instructor roles and responsibilities

Referring to the GLLP Planning and Implementation Guide, describe the roles and responsibilities of the GLLP instructors.

6.2.3 Selection process

6.2.3.1 Instructor recruitment criteria

Define instructor criteria to meet country-specific needs. The example below can be modified or replaced.

Candidates from human health, veterinary and environmental sectors should fulfill the following criteria:

Education:

- Graduate degree in relevant laboratory science or field relevant to curriculum content. Extensive (at least 15) years of professional experience may be substituted for an academic degree.
- **Add other criteria as determined by country**

Work Experience:

- Minimum 10 years of experience in an area related to the modules/sessions to be taught (15 years without a requisite academic degree)
- Minimum 5 years of didactic teaching experience in a university, a laboratory or a teaching institution
- Minimum 5 years of experience in a managerial capacity involving staff supervision
- **Add other criteria as determined by country**

Skills:

- Good communication and facilitation skills, including the capacity to engage and motivate a group of participants through adult learning techniques
- Excellent understanding of the national laboratory system in country X
- Excellent organizational skills and able to adhere to published timetables
- Excellent written and spoken English
- Computer proficiency
- **Add other criteria as determined by country**

Note: if you are utilizing the Instructor Interview Guide and Selection Checklist, make sure to edit these two forms to match the criteria outlined above.

6.2.3.2 Application/nomination/selection process

Define the application/nomination and selection processes. Selection may be through an open announcement with self-selected applicants, an open announcement with nomination, by selected nomination or by other methods as determined by the country. The application, nomination and selection processes should be clearly stated and transparent. Below is an example of an open self-selected application process to be modified or replaced.

1. An announcement of GLLP instructor recruitment is posted on the Ministries of Health, Agriculture, the Environment websites and amplified by the Ministries' social media platforms.
2. Applications are submitted to the GLLP programme coordinator.
3. An applicant review committee is convened, engaging at least 8 members of the technical working group representing the animal, human and environmental health sectors
4. The Instructor Interview Guide and Instructor Selection Checklist are adapted for country-specific use.
5. The applicant review committee reviews all participant applications and selects candidates to move to interviews.
6. The applicant review committee interviews all candidates and completes the Instructor Interview Guide and Instructor Selection Checklist.
7. The top scoring candidates from the checklists are invited to participate as instructors. In case of a tie, the applicant review committee will determine the best candidate through discussion of the candidates' competencies.
8. If instructors are not identified with the requisite knowledge and skills for specific topic areas, candidates may be nominated by the selection committee to apply.

6.2.4 Induction sessions for instructors

Outline high-level design of a training for future GLLP instructors including duration and modes of delivery.

The GLLP training of trainers (TOT) will be 30 hours in duration and delivered through combined modes over an 8-week period as follows:

- 20 hours face-to-face learning
- 2 hours virtual learning at a distance
- 8 hours virtual learning at a distance (homework)

Indicate the venue and dates from the TOT course.

Refer to the GLLP Training of Trainers and Mentors Implementation Guide.

6.3 Mentors

6.3.1 Target audience and composition

Define country/region-specific mentor target audience

The GLLP mentor target audience is upper-level career laboratory professionals with a minimum of 10 years of managerial and decision-making experience with laboratory programmes and at least 15 years of laboratory experience. Participants may be from multidisciplinary private and public sector laboratories.

Define cohort composition:

15 mentors will be recruited from the national and regional district levels

- human health sector (8 mentors)
- veterinary health sector (4 mentors)
- environmental health sector (3 mentors)

6.3.2 Mentor roles and responsibilities

Referring to the GLLP Planning and Implementation Guide, describe the roles and responsibilities of the GLLP mentors.

6.3.3 Selection process

6.3.3.1 Mentor recruitment criteria

Define mentor criteria to meet country-specific needs. The example below can be modified or replaced.

Candidates from human health, veterinary and environmental sectors should fulfill the following criteria:

Education:

- Graduate degree in relevant laboratory science or field relevant to curriculum content. Extensive (at least 15) years of professional experience may be substituted for an academic degree.
- **Add other criteria as determined by country**

Work Experience:

- Minimum 10 years of experience in a laboratory management position (15 years without a requisite academic degree)
- **Add other criteria as determined by country**

Skills:

- Good communication skills including active listening and providing corrective feedback
- Ability to inspire and engage with new leaders
- Excellent understanding of the national laboratory system in country X
- Excellent written and spoken English
- Computer proficiency
- **Add other criteria as determined by country**

Note: if you are utilizing the Mentor Interview Guide and Selection Checklist, make sure to edit these two forms to match the criteria outlined above.

Note: if the roles of mentors and instructors are combined with individuals filling both roles, the criteria for mentors and instructors can be combined.

6.3.3.2 Application/nomination/selection process

Define the application/nomination and selection processes. Selection may be through an open announcement with self-selected applicants, an open announcement with nomination, by selected nomination or by other methods as determined by the country. The application, nomination and selection processes should be clearly stated and transparent. Below is an example of an open nomination application process to be modified or replaced.

1. An announcement of GLLP mentor recruitment is posted on the Ministries of Health, Agriculture, the Environment websites and amplified by the Ministries' social media platforms. Organizations are invited to select a nominated candidate from their organization for inclusion in the program.
2. Applications are submitted to the GLLP programme coordinator.

3. An applicant review committee is convened, engaging at least 8 members of the technical working group representing the animal, human and environmental health sectors
4. The Mentor Interview Guide and Mentor Selection Checklist are adapted for country-specific use.
5. The applicant review committee reviews all mentor applications and selects candidates to move to interviews.
6. The applicant review committee interviews all candidates and completes the Mentor Interview Guide and Mentor Selection Checklist.
7. The top scoring candidates from the checklists are invited to participate as mentors. In case of a tie, the applicant review committee will determine the best candidate through discussion of the candidates' competencies.

6.3.4 Induction sessions for mentors

Outline high-level design of a training for future GLLP mentors including duration and modes of delivery.

The GLLP training of mentors (TOM) will be 15 hours in duration and delivered through combined modes over 1-week as follows:

- 14 hours face-to-face learning
- 1 hours virtual learning at a distance

Indicate the venue and dates from the TOM course.

Refer to the [GLLP Training of Trainers and Mentors Implementation Guide](#).

7. DESCRIPTION OF THE CURRICULUM

7.1 Programme high-level design

Outline high-level design of programme including programme duration and modes of delivery.

The GLLP implementation will be 330 hours in duration and delivered through combined modes over an 18-month period as follows:

- 180 hours face-to-face learning (over 12-month period)
- 20 hours virtual learning at distance
- 75 hours capstone project (over 6-month period)
- 30 hours on-the job assignments/small projects
- 25 hours of mentoring support (over 18-month period)

7.2 Programme content, delivery modes and learning methodologies

7.2.1 Programme content

A set of modules are linked to each competency targeted. Approximate respective weight of each module and other content to be covered (in hours) is presented below:

Include the name of competencies and the list of modules as well as their respective duration in hours for the implementation. In addition, include additional components in the second table below.

Refer to the [Laboratory Leadership Competency Framework](#) and [GLLP Modules Content Summary](#) to fill in this section.

Note: A full GLLP includes all forty-three modules covering all the competencies in the [Laboratory Leadership Competency Framework](#). The curriculum is designed to be delivered in the numbered sequence, with each module building on the previous one. However, it's up to the implementer to decide if the order needs to be changed and how the competencies/modules are delivered based on needs and resources available. If the module order is changed, care should be taken to ensure that prerequisite content is still presented in a way that supports clear understanding. The curriculum is designed to be delivered in the numbered sequence, with each module building on the previous one. If

the module order is changed, care should be taken to ensure that prerequisite content is still presented in a way that supports clear understanding.

Competency (areas of activity)	Module	Method of delivery	Hours
1.1.1, 1.1.2, 1.1.4, 2.2.2, 2.4.3, 5.6.6.	1A1 Introduction to the GLLP		6
TOTAL course content			

Others	Item	Hours
	Opening/closing	
	Recap of previous days	
	Daily and final evaluations*	
	Pre/post tests*	
	On-the-job assignments and small projects/capstone projects	
	Presentation of on-the-job assignments and small projects / capstone projects	
	Mentoring	
TOTAL Others		
TOTAL PROGRAMME		

*Included in module contact hours if GLLP defined schedule is followed.

7.2.2 Delivery modes and learning methodologies

Outline the delivery modes and learning methodologies to be used in the programme. The programme will be delivered through a combination of learning methodologies that will vary depending on the delivery mode.

During the didactic sessions learning methodologies may include:

- Group discussion, brainstorming
- Role plays with structured feed-back
- Case studies with presentation of findings
- Application/simulation exercises
- Assignments/homework and presentation of those
- Field visits of different institutions relevant to the programme
- Interactive presentations
- Mentoring

During the on-the job learning period (projects) learning methodologies may include:

- Assignments/projects
- Research projects
- Self-learning

- Mentoring

7.2.3 Mentoring

Using the Mentorship Guide and the Mentor ToR as resources, describe the mentorship component of the programme, including the expected number of mentorship hours for the duration of the programme.

15 mentors supporting 15 participants (1 mentor:1 participant). Minimum of one in person or virtual meeting per month of at least one hour duration.

7.2.4 Projects

Outline project component of the programme, including how many projects (small projects and capstone, when they will be assigned, participant deliverables (written report, oral presentation, etc.), conditions around group (versus individual) projects, and budget to support projects (if applicable).

Refer to the GLLP Project Development Guide.

7.2.5 Community of practice (CoP)

A community of practice (CoP) is a group of individuals who share a common profession, interest or passion and who learn from each other and improve themselves through interaction with their community. Developing a network of GLLP participants will facilitate continued professional development, allows for network building, provides a platform for information sharing and may assist in attracting additional support for the programme.

Describe how you will develop a CoP within the cohort (and between cohorts if this is not the first iteration of the programme).

8. EVALUATION

8.1 Training programme and participant monitoring and evaluation

Refer to the M&E sections of the GLLP Planning and Implementation Guide and associated Monitoring and Evaluation tools.

Describe monitoring and evaluation (M&E) to be used for both programme M&E and participant performance M&E, the schedule for M&E and the reporting mechanism.

Programme: Module and session evaluation forms, Mentoring evaluation forms, etc.

Participant performance: Pre/post-tests, competencies self-assessment, project evaluation grid, etc.

8.2 Graduation criteria

Describe criteria for successful completion and graduation from the programme. Criteria may include learning assessment scores (pre/post-tests), session attendance, small and capstone project evaluations (oral and/or written), participation in mentoring sessions, participation in the community of practice and any other criteria defined by the programme implementer. The criteria should be clearly stated and communicated to all participants.

8.3 Certificate

Describe certificate awarded to participants (national diploma, advanced training certificate counting towards continuous education, etc. and awarding authority).

8.4 Academic leave policy

Describe the circumstances acceptable for an academic leave of absence and the process for applying for a leave of absence.

Academic leave can be granted to a participant due to their inability to complete the programme due to medical, family and other circumstances. To apply for academic leave, the participant submits an application addressed to the GLLP Programme Coordinator providing the following documents:

- *For medical circumstances – supporting document, note from a medical team*
- *For family circumstances – supporting documents (e.g., birth certificate, etc.)*
- *Conscription for military service - a document from the military registration and enlistment office indicating information about the time and place of service*
- *In other circumstances – supporting documents*

Academic leave lasts until the next iteration starts and the participant is expected to continue the programme keeping the achievements before taking academic leave. Continuation of the programme after academic leave will depend on whether the programme has resources to continue.