

D3.1 Policy Document Review and Practices Report



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Project acronym:	EPCS-TE
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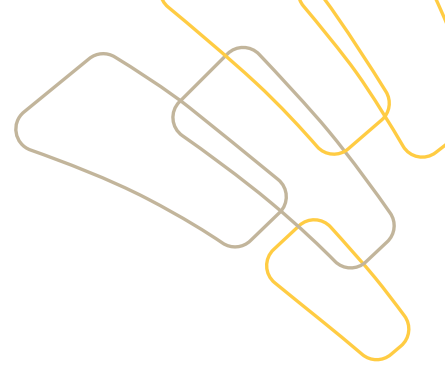


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1. Introduction

This report is a deliverable (D3.1) of the WP3 “Mapping existing policy documents, practices, and empirical evidence”, and aims to provide a summary of the key policy documents and practices of collaboration between National Anti-Doping Organisations (NADOs) and Universities, relevant to integrating anti-doping education within tertiary education settings and clean sport, in general. Together with the deliverables D3.2 and D3.3, the present report provides the foundation for the development of the project’s Framework for the Partnership of Clean Sport Tertiary Education.

The report presents a two-part analysis. The first part provides an integrated overview of key policy documents: the Recommendation on Anti-Doping Education Guidelines for Tertiary Education Institutions Rec(2016)2¹ of the Monitoring Group of the Anti-Doping Convention of the Council of Europe (hereafter CoE Recommendation); the UNESCO Resolution 10CP/14 - Enhancement of Education Capacity and Academic Research in the Fight against Doping adopted at the 10th Conference of Parties of the International Convention against Doping in Sport² (hereafter UNESCO Resolution); and the World Anti-Doping Agency’s (WADA) 2027 International Standard for Education (ISE)³ with its accompanying Guidelines (hereafter WADA ISE). The second part presents case summaries of NADO-university partnerships that illustrate how these policy documents can be operationalised through formal instruments (e.g., memoranda of understanding, accreditation schemes). The report also includes a Discussion and Recommendations section.

¹ Council of Europe (2016). Recommendation Rec 2 (2016) 2 of the Monitoring Group on Anti-Doping Education Guidelines for Tertiary Education Institutions. Council of Europe: Strasbourg, France. Retrieved from: <https://rm.coe.int/recommendation-rec-2016-2-of-the-monitoring-group-on-anti-doping-educa/1680735154>

² UNESCO (2025) Enhancement of Education Capacity and Academic Research in the Fight against Doping (Resolution 10CP/14) <https://unesdoc.unesco.org/ark:/48223/pf0000396227>

³ World Anti-Doping Agency (2025). International Standard for Education. WADA: Montreal, Canada. Retrieved from: <https://www.wada-ama.org/en/resources/world-anti-doping-code-and-international-standards/international-standard-education-ise>

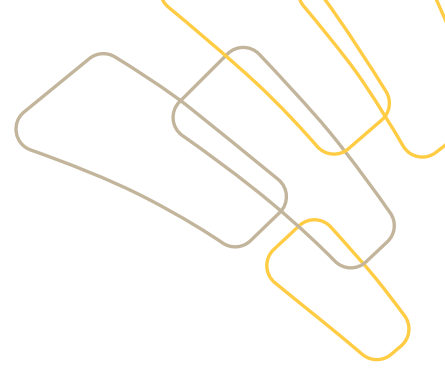
2. Key Policy Documents

National Anti-Doping Organisations have a remit to promote anti-doping education and establish partnerships that support this mission. Tertiary education institutions, particularly universities, are key stakeholders for promoting clean sport and preventing doping (Aguilar-Navarro et al., 2022; Nicholls et al., 2025). This report focuses exclusively on universities.

Three complementary policy documents support NADO–university collaboration: CoE Recommendation, UNESCO Resolution, and WADA ISE.

1. The CoE Recommendation provides a non-binding, authoritative framework urging States Parties to implement values-based anti-doping education in higher education. It specifies curricular integration, program aims, learning outcomes, and suitable pedagogical approaches. Importantly, it encourages universities to coordinate with NADOs using both informal arrangements (e.g., joint workshops, educator training) and formal instruments (e.g., memoranda of understanding) to integrate anti-doping education into degree programmes and professional pathways.
2. WADA ISE establishes mandatory requirements for Code signatories, including NADOs, to develop, implement, and evaluate anti-doping education programmes. It specifies four essential components: values-based education, awareness-raising, information provision, and anti-doping education, alongside minimum topic coverage such as rights and responsibilities, strict liability, the Prohibited List, supplements, Therapeutic Use Exemptions, testing procedures, whereabouts (ADAMS), and reporting misconduct. Its Guidelines provide practical guidance on programme design, educator training, and monitoring and evaluation. The ISE encourages partnerships with universities for research, programme evaluation, and educator support.
3. The UNESCO Resolution reinforces the strategic role of higher education in promoting clean sport. It urges Member States to support universities in integrating anti-doping education into academic programmes and highlights collaboration with NADOs and other sport stakeholders for education, awareness initiatives, and research on sport integrity.

From the standpoint of NADO–university collaboration, the three documents are complementary rather than hierarchical. The CoE Recommendation explicitly addresses higher education institutions (HEIs), legitimising engagement with NADOs and the integration of anti-doping education into



curricula. The UNESCO Resolution reinforces this globally, encouraging Member States and sport stakeholders to strengthen anti-doping education in higher education and to promote collaboration with relevant organisations, including NADOs. WADA ISE, in turn, regulates the obligations of Code signatories, encouraging partnerships with academic and research institutions for joint research and for monitoring and evaluating anti-doping education programmes (ISE Art. 6.3), though it does not mandate formal agreements with universities.

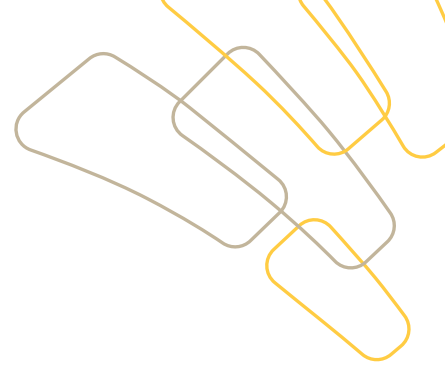
In practice, the CoE Recommendation and UNESCO Resolution act as policy catalysts, supporting HEI engagement, while WADA ISE provides the binding implementation standard for Code signatories, shaping content, processes, and evaluation cycles. NADO-university partnerships formalised through memoranda of understanding (MoUs), accreditation schemes, or inter institutional protocols naturally align with these frameworks. Such collaborations embed ISE values, topics, and educator standards, address the CoE Recommendation's call for curricular integration, and respond to UNESCO's encouragement to strengthen education and collaboration. WADA ISE's emphasis on monitoring and evaluation makes universities ideal partners for outcome measurement and social-science research.

Section B presents case studies illustrating these dynamics, including national programmes from Project EPCS-TE and UK Anti-Doping (UKAD), which has established a comprehensive programme enabling collaboration with British universities. These examples demonstrate how the policy intent of the CoE Recommendation and UNESCO Resolution translates into practical, ISE compliant delivery.

3. NADO-UNIVERSITY PARTNERSHIPS: CASE SUMMARIES

3.1. UK Anti-Doping (UKAD) – Clean Sport Higher Education Partnership

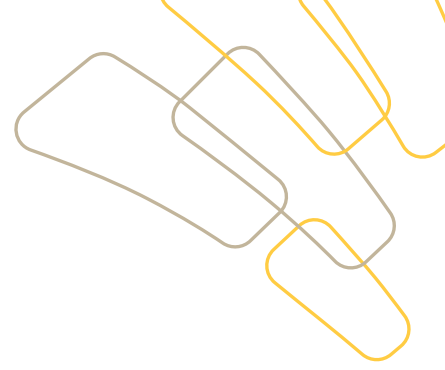
Instrument(s) used to support the partnership (e.g., Terms of Reference, Terms and Conditions etc.)	Partnership is free and there are several actions that each institution must undertake to achieve and maintain their Partner status. An institution must appoint a Clean Sport Lead who must agree to Terms and Conditions as well as the Terms of Use for accessing resources such as UKAD education curriculum, digital assets and education delivery templates. They must engage within semester meetings sharing best practise and collaborating with other partners and these meetings have meeting agenda and minute templates. Each year each institution is required to develop and deliver a Clean Sport Implementation plan, of which there is a template and support guidance document made available. Finally, there is a requirement for annual data submission and case study which allows UKAD to monitor and evaluate impact.
Number of universities NADO has partnership with	2025/2026 - 52 2024/2025 - 59 2023/2024 - 65 2022/2023 - 60
Primary objective(s) of the partnership(s)	• To support the HE sector to further develop the culture of clean sport across the UK. • To equip elite and recreational university student athletes with clean sport/anti-doping knowledge. • To equip targeted university students (linked to key ASP) with clean sport/anti-doping knowledge through their formal degree programmes.



Main target groups of the partnership/ activities (e.g., elite/ talented athletes; exercisers; coaches; personal trainers; students; academic staff)	Each institution identifies their own target group for clean sport engagement which can differ depending on the landscape at the institution (e.g., academic courses providers, Sport scholarship scheme). However, 99% of partner institutions have sport scholars and 69% have TASS (Talented Athlete Scholarship Scheme) athletes of which are the identified priority for engagement along with the ASP who support these athletes. As both the landscape and partner evolve over time, UKAD encourages the inclusion of a wider subset of athletes and ASP in order to influence a clean sport culture shift within the institution.
How does NADO monitor and evaluate the partnership?	Day-to-day tracking is done via a university tracker (excel) whereas annual data is imported into a university dashboard in addition to case studies. Each institution then has their own implementation plan with rating against Key Performance Indicators.
Good Practice/Replicable elements	• Clean Sport Workshop, made freely available to all students and staff within Sport and Health Science disciplines. • Clean Sport Working Group, aiming to meet quarterly and feed into the planning, delivery and review of university Clean Sport practice. • Student placements, dedicated to the delivery of the University's Clean Sport plan. • All sport staff at the University completing UKAD's eLearning Module "Coach Clean" every 2 years.
Website (if applicable)	Clean Sport Higher Education Partnership UK Anti-Doping

3.2. Cyprus Anti-Doping Authority (CyADA) – University Partnership Programme

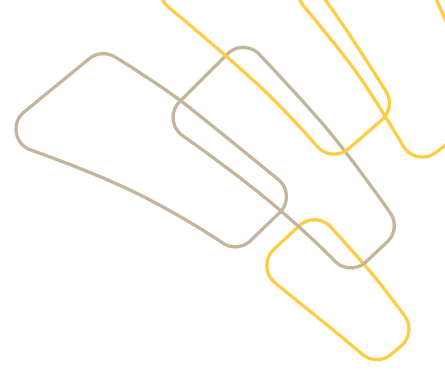
Instrument(s) used to support the partnership (e.g., Terms of Reference, Terms and Conditions etc.)	Memoranda of Understanding (MoUs) between CyADA and participating universities; cooperation in practice (but not written or formal); programme requirements and annual monitoring established by CyADA.
Number of universities NADO has partnership with	2
Primary objective(s) of the partnership(s)	• Embed consistent, current anti-doping education in academic sport programmes. • Promote education, research collaboration, exchange of information, and applied experiences.
Main target groups of the partnership/ activities (e.g., elite/ talented athletes; exercisers; coaches; personal trainers; students; academic staff)	• Student-athletes. • Coaches and Athlete Support Personnel (ASP). • Students in sport-related degrees.
How does NADO monitor and evaluate the partnership?	Annual questionnaire and evidence portfolio; CyADA may conduct site visits.
Good Practice/ Replicable elements	• Formal MoU template and Clean Sport Statement for rapid institutional adoption. • Research collaboration pathway (letters for WADA/EC grants) to build evaluation capacity.
Website (if applicable)	N/A



3.3. ADoP – University Partnership Programme

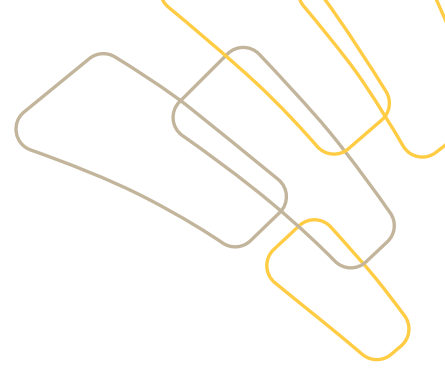
Instrument(s) used to support the partnership (e.g., Terms of Reference, Terms and Conditions etc.)	ADoP establishes and operationalizes its partnerships with Higher Education Institutions through: Formally signed Cooperation Protocols, which define objectives, obligations, areas of action and timing of actions. Annual Training Plans developed jointly with each institution, specifying modules, sessions, target audiences and methodologies. Pedagogical references and official educational content of the ADoP, including materials used in the Postgraduate Course in Doping Prevention (FMH ULisboa). Framework and compliance documents associated with the World Anti-Doping Code and Portuguese legislation (Law No. 81/2021).
Number of universities NADO has partnership with	Formal protocols signed Faculty of Human Kinetics – University of Lisbon (FMHUL; in full execution). Faculty of Sport – University of Porto (FADEUP; active protocol, still in the initial phase of practical implementation). UAARE / UAARE Superior – national support network for high school performance in Higher Education. Training protocols (already signed) with biannual face-to-face training: University of Porto University of Coimbra University of Aveiro University of Minho Polytechnic Institute of Leiria Polytechnic Institute of Santarém Regular and annual academic collaborations (not formalized by cooperation protocol): University of Maia

	Lusófona University of Lisbon Lusófona University of Porto Faculty of Medicine – New University of Lisbon Faculty of Sciences – University of Lisbon Faculty of Law – University of Lisbon Polytechnic Institute of Castelo Branco European participation and cooperation in higher education: Faculty of Human Motricity of ULisboa – within the scope of the EPCS-TE project.
Primary objective(s) of the partnership(s)	Develop advanced training in anti-doping, namely through the Post-Graduation in Doping Prevention (FMHUL). Promote a culture of clean sport in higher education institutions, reinforcing ethics, integrity and compliance with anti-doping rules. To train students, university athletes and professionals of the future (doctors, coaches, lawyers, physiologists, nutritionists, psychologists, etc.) with essential knowledge in the area. To stimulate scientific research on doping, in collaboration with institutions such as FADEUP, promoting new projects, publications and exchange of researchers. Integration within European anti-doping education networks, such as the Erasmus+ EPCS-TE project.
Main target groups of the partnership/activities (e.g., elite/talented athletes; exercisers; coaches; personal trainers; students; academic staff)	ADoP's activities in Higher Education are mainly aimed at: University students in the areas: Sports Sciences Sports Law and Law Medicine and Sports Medicine Nursing, Physiotherapy, Pharmacy, Psychology



	Nutrition and Dietetics (according to the target audience of the FMH Graduate Program) College athletes, including: High-performance athletes integrated into universities Student-athletes from the UAARE/UAARE Superior networks University faculty and technical staff, including: Teachers Sports managers Coaches Support Units for High Performance in Higher Education Future professionals who will work in a sports context
How does NADO monitor and evaluate the partnership?	The monitoring of cooperation with Higher Education is carried out through: Surveys applied in each training session, evaluating satisfaction, usefulness, perceived impact and recommendations. Analysis of the implementation of annual training plans with partner institutions. Formal follow-up of joint activities described in protocols, such as: Execution of postgraduate modules Seminars, Workshops, & Conferences UAARE actions Integration into European platforms and projects, such as EPCS-TE, which includes assessment requirements and partner reporting.

Good Practice/Replicable elements	1. Free or highly accessible advanced training. The Postgraduate Course in Doping Prevention is supported by the PRR, with reduced tuition fees, promoting wide access. 2. Formal protocols that structure actions. FMHUL, FADEUP and UAARE Superior Network agreements include clear commitments on training, research, awareness raising and the creation of new curricular offers. 3. Multi-stakeholder engagement. From academics to researchers, athletes, teachers, laboratories and national bodies, integrated in the training content and activities. 4. Creating innovative academic programs. The FMHUL + ADoP Postgraduate Program is considered a pioneering project in Portugal and rare internationally. 5. Promotion of applied research. Protocols such as FADEUP's explicitly include joint research, internships and academic exchange. 6. Participation in European consortia. ADoP is part of the EPCSTE, strengthening the harmonisation of anti-doping education in European higher education.
Website (if applicable)	N/A



3.5. POLADA – University Partnership Programme

Instrument(s) used to support the partnership (e.g., Terms of Reference, Terms and Conditions etc.)	Memoranda of Understanding (MoUs) between POLADA and universities; cooperation in practice (but not written or formal).
Number of universities NADO has partnership with	4
Primary objective(s) of the partnership(s)	• Embed consistent, current anti-doping education in academic programmes. • Promote education, research collaboration, exchange of information, and applied experiences.
Main target groups of the partnership/ activities (e.g., elite/ talented athletes; exercisers; coaches; personal trainers; students; academic staff)	• Students • Students-athletes. • Coaches and Athlete Support Personnel (ASP). • Students in sport-related degrees.
How does NADO monitor and evaluate the partnership?	No evaluation program in place.
Good Practice/ Replicable elements	• Joint activities, such as conferences.
Website (if applicable)	N/A

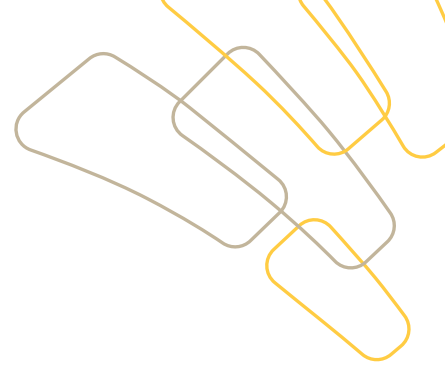
4. Discussion & Recommendations

This report provides a selective overview of NADO–university partnerships in three countries participating in Project EPCS-TE (Cyprus, Poland, and Portugal), alongside a case study of UKAD, which has an established programme with numerous British universities. While the analysis is limited to a small number of partnerships, it offers insights into the types of initiatives supported by universities and how these align with the CoE Recommendation, WADA ISE 2027, and the UNESCO Resolution.

A key observation is that relevant metrics or key performance indicators (KPIs) to monitor and evaluate the NADO–university partnership are not consistently applied. Furthermore, it is unclear whether existing KPIs or other measures assess the effects of the partnership on target populations' doping-related beliefs, values, and other behavioural indicators (e.g., attitudes, intentions, self-efficacy regarding doping).

The following recommendations are proposed to further improve existing NADO–university partnerships, especially with regards to target populations and impact assessment.

- 1. Broaden educational activities:** Universities should expand initiatives to reach diverse populations, including academic staff and recreational athletes, promoting anti-doping education, values, and awareness of health risks. Activities could include awareness-raising campaigns delivered through face-to-face sessions, online platforms, or social media. Participatory approaches and co-creation with target groups are encouraged to enhance relevance, ownership, and engagement (Leask et al., 2019).
- 2. Invest in research collaborations:** In line with WADA ISE, partnerships should include research activities. NADOs may focus on operational issues, service evaluations, or improving programme delivery, while universities can address fundamental questions relevant to NADO mandates, such as designing evidence-based interventions, evaluating their effectiveness, and modelling risk and protective factors for anti-doping rule violations (Backhouse & Patterson, 2025).
- 3. Implement a consistent monitoring and evaluation strategy:** Partnerships should define relevant indicators aligned with their objectives. Examples include the number of

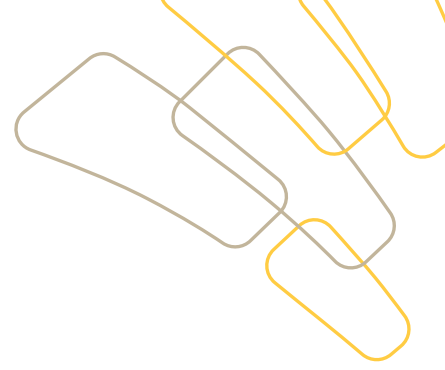


workshops, seminars, or lectures delivered; eLearning completions; target cohort reach; and training completion rates.

- 4. Assess the impact of partnerships on target populations:** Metrics should evaluate changes in target populations' beliefs and behaviour regarding doping. Relevant indicators may include shifts in attitudes, perceived social norms, and self-efficacy, using proxies previously associated with doping behaviour (Ntoumanis et al., 2014; Ntoumanis et al., 2024). Existing resources, such as WADA's Social Science Research Package for Anti-Doping Organisations (Donovan et al., 2015), or recent advances in psychological and behavioural assessment (Ntoumanis et al., 2025), can support this evaluation.

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