

D5.1 Guidelines for Implementing and Evaluating the Partnership for Clean Sport in Tertiary Education



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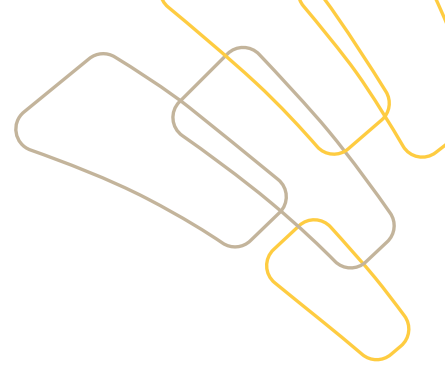


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1. Introduction

These Implementation Guidelines support National Anti-Doping Organisations (NADOs) and universities in putting into practice the **Framework for the Partnership for Clean Sport in Tertiary Education** (hereafter the Partnership). They provide structured, step-by-step guidance for establishing, maintaining, and evaluating NADO-university partnerships across the three pillars of the Partnership:

- Pillar 1: Education and Professional Development
- Pillar 2: Research and Knowledge Exchange
- Pillar 3: Outreach, Prevention and Community Engagement.

Implementation should be understood as a continuous, iterative cycle: partners plan, act, monitor, evaluate, and refine. These guidelines support each stage of that cycle.

2. Implementing Cross-Cutting Enabler 1: Strategic Partnership & Capacity Building

Strategic partnerships and capacity building provide the structural foundation on which all three pillars of the Partnership rest. A well-formalised, adequately resourced, and institutionally supported partnership creates the conditions for education, research, and community engagement activities to flourish, to reach their intended audiences, and to generate lasting impact. This section provides implementation guidance for establishing and maintaining that foundation.

2.1 Conducting a Needs Assessment

Before any formal agreement is signed, both the NADO and the university should jointly assess the institutional landscape in which they will be working. This assessment should establish a shared baseline and identify priorities for collaboration. Key questions to address include:

- What existing anti-doping or clean sport education activities, if any, are already taking place within the university?
- Which academic programmes, student populations, and staff groups are most relevant for NADO–university collaboration?

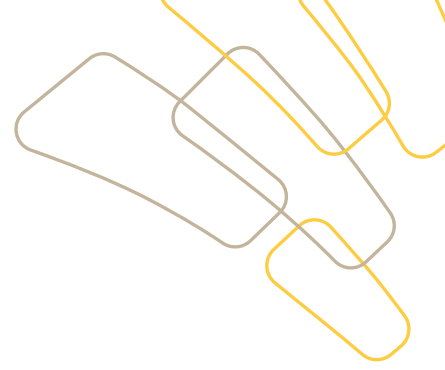
- What resources (human, financial, material, digital) can each partner realistically commit?
- What are the main barriers and enabling factors for integrating anti-doping education within the university's curriculum and wider community activities?
- Which target groups (e.g., student-athletes, sport science students, coaches-in-training, students with impairments, recreational athletes) should be prioritised?
- What expertise exists within the university that is relevant to anti-doping education, research, and prevention?

Needs assessment findings should directly inform the content and scope of the formal partnership agreement.

2.2 Formalising the Partnership

A formal partnership agreement (e.g., Memorandum of Understanding (MoU), Terms of Reference, or equivalent instrument) is essential for establishing a sustainable and mutually beneficial collaboration. Drawing on established models such as those developed by UK Anti-Doping (UKAD) and the Cyprus Anti-Doping Authority (CyADA), the partnership agreement should specify, at a minimum:

Element	Content
Aims and objectives	The overarching goals of the partnership, aligned with the three Partnership pillars.
Roles and responsibilities	What each partner commits to doing, including named contact persons and institutional leads (e.g., a 'Clean Sport Lead' at the university).
Target groups	The student, staff, athlete, and community populations to be reached.
Activities	The specific education, research, and outreach activities to be undertaken, linked to each pillar.



Element	Content
Resources	The financial, human, material, and digital resources committed by each partner.
Monitoring and evaluation	The indicators and processes for tracking implementation and assessing impact (see Section 4).
Communication	How partners will communicate, report to each other, and share findings.
Review cycle	The schedule for periodic review and renewal of the partnership.
Clean Sport Commitment Pledge	The university's written institutional commitment to uphold and promote clean sport values.

It is recommended that each university appoints a **Clean Sport Liaison** – a member of academic or professional staff who serves as the primary institutional contact for the partnership and coordinates delivery of the Partnership.

2.3 Building Institutional Capacity

Successful implementation requires that staff from both the NADO and university have the knowledge, skills, and confidence to deliver on the partnership's aims. Capacity building should be an ongoing priority throughout the life of the partnership and should include:

- **Training for academic staff:** NADOs should provide – or facilitate access to – training sessions, workshops, and resources that build academic staff knowledge of the World Anti-Doping Code (e.g., Anti-Doping Rule Violations; WADA Prohibited List, Therapeutic Use Exemptions) and the broader clean sport education strategy of the NADO. This is particularly important in disciplines where anti-doping knowledge is less embedded (e.g., education, law, psychology, nutrition).
- **Educator accreditation:** NADOs should establish a process for training and accrediting their

Educators. Universities may contribute to the process for training, assessment, accreditation, and reaccreditation.

- **Access to NADO resources:** NADOs should make their educational materials available and accessible to universities.

3. Implementing the Three Pillars

3.1 Pillar 1: Education and Professional Development

This pillar covers the integration of anti-doping education within university curricula, professional development, and lifelong learning pathways. Key implementation steps include:

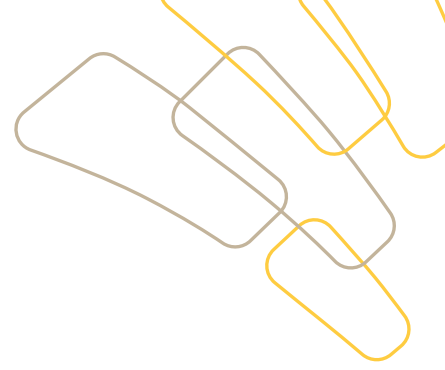
3.1.1 Curriculum Integration & Co-Development

NADOs should work with academic staff to embed clean sport and anti-doping topics within existing undergraduate and postgraduate modules, particularly in disciplines identified by the Council of Europe Recommendation Rec(2016)2 as most relevant, including sport science, physical education, medicine, nutrition, physiotherapy, pharmacy, psychology, sport management, sport law, and education.

Integration may take different forms depending on institutional context:

- **Standalone modules:** Dedicated anti-doping or clean sport education units within sport-related degree programmes.
- **Embedded content:** Anti-doping topics integrated into existing modules (e.g., ethics in sport, pharmacology, sports medicine, coaching science).
- **Cross-disciplinary approaches:** Emerging interdisciplinary topics provide natural entry points for anti-doping content across a wider range of disciplines. Indicatively, such topics may include healthy lifestyles, sport integrity, and emerging trends in image and performance enhancing drugs (IPEDs) in competitive and recreational sport.

NADOs and universities can co-develop learning materials aligned with the mandatory curriculum topics specified in WADA ISE Article 8.1.1, including: anti-doping rule violations; the Prohibited List; Therapeutic Use Exemptions; testing procedures; whereabouts requirements; supplement risks;



and the spirit of sport values. Content should be adapted to the level and needs of each learner group. Values-based education, awareness-raising, and anti-doping information provision represent key target areas.

3.1.2 Continuing Professional Development (CPD)

Beyond initial qualification programmes, the partnership should offer Continuing Professional Development (CPD) opportunities for sport professionals, coaches, athlete support personnel, and others working in contexts where doping risks are relevant. CPD activities may include joint seminars, workshops, webinars, online short courses, and micro-credentials. Where possible, CPD activities should be formally accredited by relevant professional bodies.

3.1.3 Flexible, Accessible, & Inclusive Learning

To maximise reach and reduce barriers to access and promote inclusion, partners should consider co-developing flexible learning formats, including digital resources, e-learning modules, bite-size online units, and hybrid delivery options. Digital resources should be made available across all delivery platforms and should be reviewed and updated regularly to reflect changes to the WADA Prohibited List and anti-doping regulations.

3.2 Pillar 2: Research and Knowledge Exchange

This pillar encompasses collaborative research between NADOs and universities to generate, translate, and apply evidence relevant to anti-doping education and prevention. In line with WADA ISE Article 8.3, NADOs are encouraged to seek academic partnerships to support education programme development, evaluation, and broader research purposes.

3.2.1 Applied Research

- Partners should identify and agree on applied research priorities that are directly relevant to the NADO's operational needs. These may include:
- Evaluation of the effectiveness of anti-doping education programmes and specific education activities.
- Studies on emerging doping trends, new substances, and methods relevant to the national sport context.
- Research on factors associated with anti-doping rule violations and compliance.

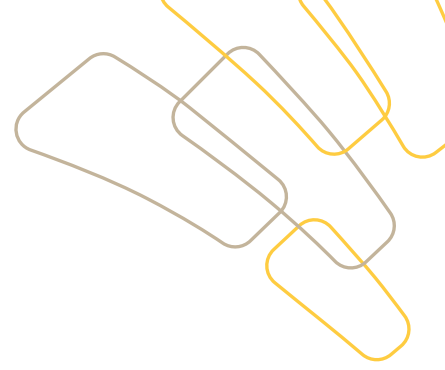
- Operational challenges addressed by NADOs.
- Development of new and improved detection methods for prohibited substances and methods.
- Athlete Biological Passport.

3.2.2 Fundamental Research

- Universities may also conduct more fundamental academic research addressing questions of direct relevance to the NADO's mission, including:
- Behavioural, psychological, and social determinants of doping attitudes and behaviour.
- Mapping risk and protective factors, and model how they influence doping vulnerability across different populations.
- Development and testing of theory-informed behaviour change interventions.
- Longitudinal studies tracking the development of clean sport values and doping intentions across athlete career stages.
- Improved understanding of the pharmacology of doping agents.

3.2.3 Knowledge Exchange

- One of the distinctive strengths of NADO–university partnerships is the complementarity of expertise they bring together: the operational knowledge, practitioner experience, and real-world insight of the NADO on one hand, and the scientific rigour, methodological expertise, and analytical capacity of the university on the other. When these two forms of expertise are combined, they generate research that is both practically grounded and academically robust, as well as research findings that are more likely to be relevant, credible, and actionable. Partners should, therefore, establish clear pathways for translating findings into practical tools, policy recommendations, and educational resources that are accessible to NADOs, universities, sport federations, and other stakeholders. Knowledge exchange activities may include policy briefs, practitioner-facing reports,
- conference presentations, NADO staff training events, and contributions to national and international anti-doping policy processes, ensuring that the insights generated within the



partnership reach and benefit the wider anti-doping community.

3.3 Pillar 3: Outreach, Prevention and Community Engagement

This pillar covers activities that promote clean sport values and raise awareness of doping risks within the university community and beyond. Outreach activities should be designed using participatory and co-creation approaches, involving students, student-athletes, and other target groups in the design and delivery of campaigns and events.

3.3.1 University-Based Awareness Activities

- Partners should develop and deliver awareness-raising campaigns and events targeting the university community, including student-athletes, recreational exercisers, academic staff, and university sport staff. Activities may include:
- On-campus campaigns (posters, displays, information stands) placed in sports facilities, health science buildings, student unions, and other high-footfall locations.
- Events and workshops linked to key dates, such as WADA's Play True Day; the European Week of Sport; and the European Week of Clean Sport – an international collaborative initiative funded by Erasmus+ Sport, focused on promoting clean sport values and attitudes and drug-free sport participation (<https://cleansportweek.eu/>).
- Online campaigns on platforms popular with students (e.g., Instagram, TikTok, podcasts).
- Ambassador and peer-education programmes, involving student-athletes and other students as clean sport advocates.
- Storytelling and case-study approaches that move beyond facts and figures to share authentic, relatable narratives from athletes and students (e.g., lived experiences).
- Embedding clean sport values within university sport competitions, scholarship programmes, and athlete support pathways.

3.3.2 Youth and Community Outreach

Universities can extend their reach beyond their own campuses through joint outreach initiatives with schools, youth sport organisations, and local communities. These activities support the “Playground to Podium” principle of the WADA ISE by promoting values-based anti-doping

education from an early age and fostering a culture of clean sport across the wider community.

3.3.3 Inclusive Outreach

All outreach and prevention activities should be designed to be accessible and relevant to diverse groups, including student-athletes with impairments, students from different cultural backgrounds, recreational athletes, and students from sport-related and other disciplines that can be relevant to anti-doping education. Content and delivery formats should be adapted to the specific characteristics and needs of each group, in line with WADA ISE Article 9.3.

3.3.4 Clean Sport Commitment Pledge

As part of its engagement with the Partnership, each university is encouraged to sign and publicly promote a **Clean Sport Commitment Pledge**, a written institutional declaration that the university commits to upholding and promoting clean sport values in its sport competitions, academic programmes, and community activities.

4. Implementing Cross-Cutting Enabler 2: Partnership Coordination, Monitoring, & Evaluation

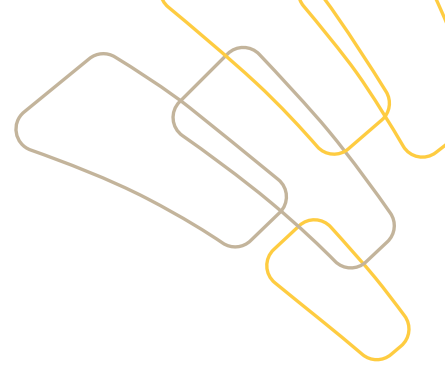
Systematic coordination, monitoring, and evaluation are essential for demonstrating the value of the partnership, identifying what is working and what needs to change, meeting WADA ISE requirements, and building an evidence base that can inform future activity.

4.1 Establishing a Coordination Structure

A clear coordination structure should be agreed from the outset and documented in the Partnership agreement. This should operate at two levels:

- **Strategic level:** Annual meetings involving senior NADO leadership and university management to review the overall direction, resourcing, and impact of the partnership, and to agree priorities for the following year.
- **Operational level:** More frequent meetings between the NADO and the university's Clean Sport Liaison to plan, review, and adjust the delivery of activities under the Annual Partnership Plan.

Extended stakeholder coordination: Where the partnership involves sport federations or other external partners, a broader coordination structure – such as a joint steering group or advisory board



– should be established to maintain alignment and shared ownership across the wider partnership network.

4.2 Periodic Assessment Plan

Each partnership should document its activities through a **Periodic Assessment Plan**, which should specify:

- The education, research, and outreach activities to be delivered under each Partnership pillar.
- The target groups for each activity.
- The staff responsible for delivery (NADO and/or university).
- Timelines and delivery formats (in-person, online, hybrid, events-based).
- The monitoring procedures and data recording methods to be used.
- The methods for assessing learning outcomes and participant experience.

The Annual Partnership Plan should be developed jointly by the NADO and university at the start of each academic year, reviewed mid-year, and evaluated at the end of the year to inform the following year's Plan.

4.3 Process Monitoring: What to Track

Process monitoring involves the ongoing recording of data about partnership activities and their reach. Partners should agree a minimum set of process indicators at the start of each year and track these consistently throughout, selecting those that best fit the scope, activities, and target groups of their specific partnership. Table 2 presents a range of recommended indicators across key areas of partnership activity, from which partners can draw as appropriate to their context.

Indicator	Examples / Measurement approach
Education activities delivered	Number and type of lectures, workshops, seminars, e-learning modules, awareness events.
Reach	Number of students, staff, and athletes reached through each activity, by target group.

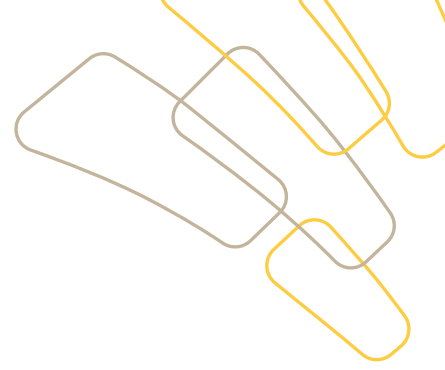
Indicator	Examples / Measurement approach
CPD participation	Number of sport professionals, coaches, and educators completing CPD activities.
NADO educator training	Number of NADO educators trained.
Research outputs	Publications, conference presentations, policy briefs, NADO reports.
Student pathways	Number of placements, internships, dissertations, and guest lecture collaborations.
Partnership activities	Number of working meetings, joint planning sessions, and inter-institutional events.

Monitoring data may be recorded in a shared tracking system (e.g., a shared spreadsheet or partnership management tool) and reviewed at regular working meetings between NADO and university representatives.

4.4 Impact Evaluation: What to Assess

Beyond process monitoring, partners should evaluate the impact of their activities on target populations: that is, how the activities have altered outcomes in the target groups (e.g., attitude change towards doping, improved awareness about the health risks of doping). Drawing on validated psychosocial assessment tools – including WADA’s Social Science Research Package (Donovan et al., 2015) and recent advances in brief psychological assessment (Ntoumanis et al., 2025) – impact evaluation should assess changes in:

- Knowledge and awareness of anti-doping rules, the Prohibited List, and associated health risks.
- Attitudes towards doping.
- Perceived social norms regarding doping (descriptive norms: how prevalent doping is perceived to be; injunctive norms: whether significant others approve or disapprove of doping).



- Moral reasoning towards doping.
- Self-efficacy to avoid doping and to report doping concerns.
- Intentions to compete and train clean.
- Uptake of clean sport behaviours (e.g., use of batch-tested supplements, seeking medication checks, reporting suspected doping).

Impact evaluation should ideally use a pre–post design, measuring relevant psychosocial constructs before and after an education activity or programme. Partners should discuss which outcomes are most relevant given their specific activities and target groups.

Alongside quantitative assessment, qualitative methods (e.g., focus groups, semi-structured interviews) can provide valuable in-depth insight into participants' experiences, perceived barriers to clean sport behaviour, and the contextual factors shaping the impact of education activities. Such approaches are particularly useful for understanding why certain activities are effective or not, and for generating hypotheses that can inform the refinement of future education interventions.

4.5 Continuous Improvement

Monitoring and evaluation findings should be used actively to evaluate and improve the partnership. To this end, partners should:

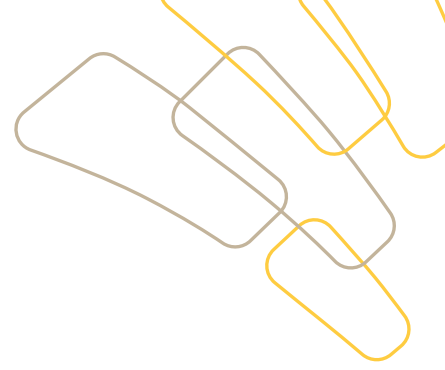
- Discuss what worked well and what could be improved.
- Identify any activities that should be scaled up, modified, or discontinued – as per the needs of the partnership partners and target groups.
- Agree on priorities and adjustments for the following Periodic Assessment Plan.
- Share good practice and lessons learned with other NADO–university partnerships and, where possible, with the wider anti-doping community through publications, conference presentations, or contributions to WADA and Council of Europe reporting processes.

5. Scalability and Contextual Adaptation

The Partnership and these Implementation Guidelines are designed to be flexible and scalable, recognising that NADOs and universities operate in very different national contexts, with very different

levels of resources, infrastructure, and prior experience of collaboration. The following principles should guide adaptation:

- **Start where you are:** Partnerships need not implement all three pillars simultaneously. Partners with limited resources may begin with a focused, achievable collaboration in one pillar – for example, a single curriculum module or an awareness-raising campaign – and expand progressively as the partnership matures.
- **Use existing resources:** Partners should make full use of resources already available, including NADO or WADA ADEL platform materials, existing university e-learning infrastructure, and other shared resources.
- **Seek external funding:** Partnerships should explore national, European (e.g., Erasmus+, EU health programmes), and WADA-supported funding streams to sustain and expand their activities.
- **Engage the wider ecosystem:** Beyond the NADO–university dyad, partners should involve sport federations, national Olympic and Paralympic committees, schools, and other relevant stakeholders to maximise reach and impact.

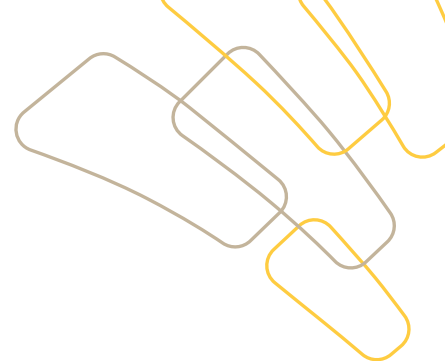


Annex A. Implementation Checklist

This checklist supports NADOs and universities in tracking progress across all components of the Partnership for Clean Sport in Tertiary Education. It is organised to mirror the structure of the Implementation Guidelines — Cross-Cutting Enabler 1, the three Pillars, and Cross-Cutting Enabler 2 — and should be reviewed and updated as part of each **Periodic Assessment Plan** cycle. Partners should select the actions most relevant to the scope and context of their specific partnership. The **Lead** column indicates the primary responsible party (NADO, university, or joint); the **Status / Notes** column can be used to record progress, dates of completion, or relevant observations.

Cross-Cutting Enabler 1: Strategic Partnership & Capacity Building		
Action	Lead	Status / Notes
Needs Assessment		
☐ Conduct a joint needs assessment of existing activities, resources, target groups, and priorities.	Joint	
☐ Identify relevant academic programmes, student populations, and staff groups for collaboration.	Joint	
☐ Map existing barriers and enabling factors for anti-doping education in the university context.	Joint	
☐ Identify university research expertise relevant to anti-doping education and prevention.	University	
Formalising the Partnership		
☐ Agree and sign a formal partnership agreement (MoU, Terms of Reference, or equivalent).	Joint	
☐ Appoint a Clean Sport Liaison at the university as primary institutional contact.	University	
☐ Designate a named NADO staff member responsible for the university partnership.	NADO	
☐ Sign and promote the Clean Sport Commitment Pledge.	University	
☐ Invite sport federations or other stakeholders to participate in joint governance structures (e.g.,	Joint	

steering group or advisory board) where appropriate.		
Building Institutional Capacity		
☐ Deliver training for academic staff on anti-doping rules, the Prohibited List, TUEs, and the NADO's clean sport education strategy.	NADO	
☐ Identify and support internal anti-doping champions at the university.	University	
☐ Establish a process for training, accrediting, and reaccrediting Educators, with university involvement where appropriate.	NADO	
☐ Make NADO and WADA ADEL educational materials available and accessible to university partners.	NADO	
☐ Explore and submit joint funding applications (national, European, WADA-supported).	Joint	
Pillar 1: Education and Professional Development		
Action	Lead	Status / Notes
Curriculum Integration & Co-Development		
☐ Identify degree programmes and modules relevant for anti-doping content integration (e.g., sport science, medicine, nutrition, law, education, psychology).	Joint	
☐ Agree the form of integration: standalone module, embedded content, and/or cross-disciplinary approach.	Joint	
☐ Co-develop teaching and learning materials aligned with WADA ISE Article 8.1.1 mandatory topics.	Joint	
☐ Ensure content includes values-based education, awareness-raising, and anti-doping information provision.	Joint	
☐ Review and update digital resources regularly to reflect changes to the Prohibited List and regulations.	Joint	

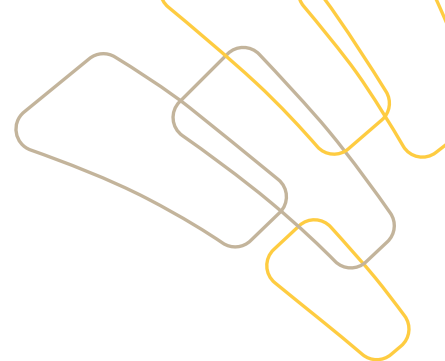


Continuing Professional Development (CPD)		
☐ Develop and deliver CPD opportunities for sport professionals, coaches, and athlete support personnel.	Joint	
☐ Pursue formal accreditation of CPD activities through relevant professional bodies where possible.	Joint	
Flexible, Accessible & Inclusive Learning		
☐ Co-develop flexible formats (e-learning, bite-size modules, hybrid delivery) to maximise reach and accessibility.	Joint	
☐ Ensure resources are accessible across all delivery platforms.	Joint	

Pillar 2: Research and Knowledge Exchange		
Action	Lead	Status / Notes
Applied Research		
☐ Jointly agree applied research priorities relevant to NADO operational needs (e.g., programme evaluation, emerging doping trends, compliance).	Joint	
☐ Design and embed pre–post impact evaluations into education activities from the outset.	Joint	
Fundamental Research		
☐ Identify fundamental research questions relevant to doping behaviour, prevention, and clean sport values.	University	
☐ Pursue longitudinal studies or behaviour change intervention development where capacity allows.	University	
Knowledge Exchange		
☐ Establish clear pathways for translating research findings into policy briefs, practitioner reports, and educational resources.	Joint	

Knowledge Exchange		
☐ Establish clear pathways for translating research findings into policy briefs, practitioner reports, and educational resources.	Joint	
☐ Disseminate findings through conference presentations, NADO staff training events, and publications.	Joint	
☐ Contribute findings to national and international anti-doping reporting processes (e.g., WADA, Council of Europe).	Joint	

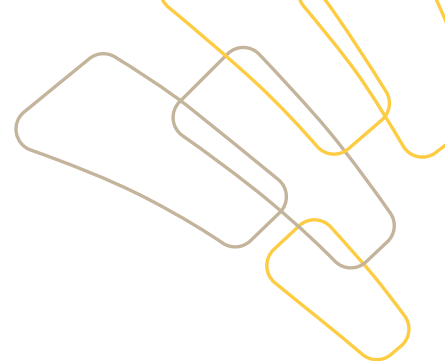
Pillar 3: Outreach, Prevention and Community Engagement		
Action	Lead	Status / Notes
University-Based Awareness Activities		
☐ Plan and deliver on-campus awareness campaigns (posters, information stands, events) in relevant locations.	Joint	
☐ Develop online campaigns on platforms popular with students (e.g., Instagram, TikTok, podcasts).	Joint	
☐ Align campaigns with key awareness dates (e.g., Play True Day, European Week of Sport, European Week of Clean Sport).	Joint	
☐ Establish an ambassador and peer-education programme involving student-athletes.	Joint	
☐ Embed clean sport values within university sport competitions and athlete support pathways.	University	
☐ Use storytelling and case-study approaches to share authentic lived experiences from athletes and students.	Joint	
Youth and Community Outreach		
☐ Develop joint outreach initiatives with schools, youth sport organisations, and local communities.	Joint	



☐ Train and support university students to deliver clean sport education in youth settings.	Joint	
Inclusive Outreach		
☐ Ensure all outreach activities are adapted for diverse groups, including students with impairments, students from different cultural backgrounds, and recreational athletes (WADA ISE Art. 9.3).	Joint	
Clean Sport Commitment Pledge		
☐ University signs the Clean Sport Commitment Pledge and promotes it publicly (website, student induction, staff communications).	University	

Cross-Cutting Enabler 2: Partnership Coordination, Monitoring & Evaluation		
Action	Lead	Status / Notes
Coordination Structure		
☐ Agree and document the coordination structure (strategic and operational levels) in the partnership agreement.	Joint	
☐ Hold strategic-level review meetings at least annually.	Joint	
☐ Hold operational-level working meetings at least termly between NADO and Clean Sport Liaison.	Joint	
☐ Establish a shared digital workspace for storing and updating plans, monitoring data, and shared resources.	Joint	
☐ Where extended stakeholders are involved, establish a joint steering group or advisory board.	Joint	
Periodic Assessment Plan		
☐ Develop the Periodic Assessment Plan jointly at the start of each cycle, specifying activities, target groups, leads, timelines, and monitoring procedures.	Joint	
☐ Review the Periodic Assessment Plan mid-cycle and adjust as needed.	Joint	

☐ Hold operational-level working meetings at least termly between NADO and Clean Sport Liaison.	Joint	
☐ Establish a shared digital workspace for storing and updating plans, monitoring data, and shared resources.	Joint	
☐ Where extended stakeholders are involved, establish a joint steering group or advisory board.	Joint	
Periodic Assessment Plan		
☐ Develop the Periodic Assessment Plan jointly at the start of each cycle, specifying activities, target groups, leads, timelines, and monitoring procedures.	Joint	
☐ Review the Periodic Assessment Plan mid-cycle and adjust as needed.	Joint	
Process Monitoring		
☐ Agree a minimum set of process indicators at the start of each cycle, selected from Table 2 as best fit for the partnership.	Joint	
☐ Record monitoring data consistently throughout the cycle in the shared digital workspace.	Joint	
☐ Review monitoring data at each operational working meeting.	Joint	
Impact Evaluation		
☐ Build pre–post impact evaluations into education activities using validated psychosocial tools (e.g., WADA Social Science Research Package; Ntoumanis et al., 2025).	Joint	
☐ Complement quantitative assessment with qualitative methods (e.g., focus groups, interviews) for in-depth insight where appropriate.	Joint	
☐ Agree which psychosocial outcomes to assess (e.g., attitudes, norms, self-efficacy, intentions) based on specific activities and target groups.	Joint	



Continuous Improvement & Reporting		
☐ Hold an end-of-cycle review meeting to evaluate progress, identify improvements, and agree priorities for the next Periodic Assessment Plan.	Joint	
☐ Document and share good practice and lessons learned with other NADO–university partnerships and the wider anti-doping community.	Joint	
☐ Contribute evaluation findings to WADA and Council of Europe national reporting processes where relevant.	NADO	

Scalability and Contextual Adaptation		
Action	Lead	Status / Notes
☐ Start where you are: begin with one pillar or activity and expand progressively as the partnership matures.	Joint	
☐ Make full use of existing NADO, WADA ADEL, and university resources before developing new materials.	Joint	
☐ Explore national, European (Erasmus+), and WADA-supported funding streams to sustain and expand activities.	Joint	
☐ Involve sport federations, national Olympic/Paralympic committees, and schools to maximise reach and impact.	Joint	
☐ Establish or participate in a community of practice to share lessons learned across NADO–university partnerships.	NADO	
☐ Consider convening an annual or biennial partnership forum across all partner universities to review progress and reaffirm shared commitment.	NADO	

Lead abbreviations: NADO = primary responsibility with the NADO; University = primary responsibility with the university; Joint = shared responsibility between NADO and university. Lead designations are indicative and should be confirmed in the partnership agreement.

References

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