

Curriculum for Clean Sports - Trainer-coaches

Level in Sports Structure Qualification (KSS)	Educational level	1. Principles and values of clean sport
3	TC3	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> List at least three examples of sporting values. Describe Be PROUD in brief. Explain how to become a supporter of clean sport. State where you can find more information about Be PROUD. Recognise the core values of Be PROUD: Passionate, Real, Outspoken, United and Dedicated. Explain why you are a role model. <p><u>Skills:</u></p> <ul style="list-style-type: none"> Explain why, for at least one sporting achievement, you are proud of it. <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> Join as a supporter of clean sport. Stand up for clean sports by sending a Be PROUD postcard to someone you are proud of.
4	TC4	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Define sporting values in your own words. Sum up the core values of Be PROUD: Passionate, Real, Outspoken, United and Dedicated. Describe the role of a Be PROUD ambassador. Recognise risk factors that make deliberate doping more likely. Recognise vulnerable moments during the career of an elite athlete when the risk of deliberate doping is higher (at-risk moments). <p><u>Skills:</u></p> <ul style="list-style-type: none"> State why you want to be a Be PROUD ambassador (where applicable). Give the reasons why sporting values are important for you. <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> Allow the subject of clean sport / sporting values to be discussed with your athletes by applying (in collaboration with the sports association) for an education session with Doping Authority Netherlands or by encouraging them to complete an e-learning module of Doping Authority Netherlands. Encourage your athletes to join as supporters of clean sport as well.
5	TC5	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> List at least 5 risk factors that make deliberate doping more likely. List at least 4 vulnerable moments during the career of an elite athlete when the risk of deliberate doping is higher (at-risk moments). <p><u>Skills:</u></p> <ul style="list-style-type: none"> Using your own sporting values, give the reasons for how you would address clean sport dilemmas that you and your athletes could encounter. <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> Speak openly with your athletes and support team about clean sport dilemmas. Be alert and respond to the risk factors and at-risk moments, for example by providing support/extra support relating to diet, mental training or education about clean sports. Assume responsibility for a preventive anti-doping policy with your athletes and support team.

Curriculum for Clean Sports - Trainer-coaches

Level in Sports Structure Qualification (KSS)	Educational level	2. Anti-doping regulations and organisations
3	TC3	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Explain in general terms the role of Doping Authority Netherlands. • Explain in general terms what the role of WADA is. • Explain the global arrangements to ensure that the same anti-doping rules apply to almost everyone involved in sports (Code). • Explain to whom the anti-doping regulations apply. • Explain in general terms how the anti-doping rules from WADA reach athletes and coaches. • Explain how you can ask Doping Authority Netherlands questions (email: dopingvragen@dopingautoriteit.nl, WhatsApp: + 31 (0)6-11226200). • Explain where more information can be found about the anti-doping regulations. <p><u>Skills:</u></p> <p>X</p> <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Be understanding about the existence of the anti-doping regulations. • Encourage your athletes to comply with anti-doping regulations.
4	TC4	<p><u>Knowledge:</u></p> <p>X</p> <p><u>Skills:</u></p> <p>X</p> <p><u>Behaviour:</u></p> <p>X</p>
5	TC5	<p><u>Knowledge:</u></p> <p>X</p> <p><u>Skills:</u></p> <p>X</p> <p><u>Behaviour:</u></p> <p>X</p>

Curriculum for Clean Sports - Trainer-coaches

Level in Sports Structure Qualification (KSS)	Educational level	3. Prohibited list
3	TC3	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • State which substances and methods are classified as doping (the substances and methods on the prohibited list). • List three criteria that WADA uses to determine whether something should be on the prohibited list. • State when the prohibited list may change (at least every year on 1 January). • Describe the overall structure of the prohibited list with the distinction in/out of competition and that beta blockers are prohibited in certain sports. • Health risks of substances and methods on the recognised prohibited list. • Briefly describe the principle of 'strict liability'. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Ability to consult the current prohibited list. • Recognise situations in which you must be particularly alert to prevent your athletes using prohibited substances or methods (medicines, nutritional supplements, substances of abuse/drugs). <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Be alert to prevent your athletes using prohibited substances and/or methods. • Encourage your athletes to be alert to avoid using prohibited substances / methods. • Check every year in about October whether the prohibited list has changed.
4	TC4	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Briefly describe the health risks of substances and methods. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Recognise situations in a foreign country in which you should be particularly alert to prevent your athletes using prohibited substances or methods (country-specific warnings). <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Encourage your athletes to check every year in about October whether the prohibited list has changed.
5	TC5	<p><u>Knowledge:</u> X</p> <p><u>Skills:</u> X</p> <p><u>Behaviour:</u> X</p>

Curriculum for Clean Sports - Trainer-coaches

Level in Sports Structure Qualification (KSS)	Educational level	4. Medicines and therapeutic use exemptions
3	TC3	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Recognise medicines. • Understand that medicines may contain prohibited substances, even if they are prescribed by a doctor. • Understand that medical methods may be prohibited, even if they are advised by a doctor. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Check medicines with the Doping Information App. • Help athletes with an application for a therapeutic use exemption for the use of prohibited medicines/methods for medical reasons (where applicable). <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Be alert to your athletes' use of medicines. • Encourage your athletes to check their medicines at all times and contact Doping Authority Netherlands if in doubt. • Encourage your athletes to apply for therapeutic use exemptions (if necessary). • Encourage your athletes to take the therapeutic use exemption to competitions (where applicable).
4	TC4	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Understand that medicines in other countries may contain different ingredients, even if they have the same name as in the Netherlands. • State how to check medicines prescribed abroad, for example with Global Dro. <p><u>Skills:</u></p> <p>X</p> <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Encourage your athletes to inform you and the medical staff about their medication use and any changes in it. • Before participating in events where there may be doping controls, draw up an overview in good time of your athletes' medication use and check whether therapeutic use exemptions are necessary. • Encourage your athletes to assume responsibility for applying for therapeutic use exemptions.
5	TC5	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • State whether the No Needle Policy applies in your sport and, if so, explain what the No Needle Policy means. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Check medicines prescribed abroad, for example with Global Dro. • State arguments for how you would address ethical dilemmas relating to medication use. <p><u>Behaviour:</u></p> <p>X</p>

Curriculum for Clean Sports - Trainer-coaches

Level in Sports Structure Qualification (KSS)	Educational level	5. Nutritional supplements and contaminated meat
3	TC3	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Briefly describe what a nutritional supplement is. • Understand that nutritional supplements may be contaminated with doping substances. • Explain why nutritional supplements may be contaminated with doping substances. • Describe circumstances in which there is a risk of contamination (for nutritional supplements in pill, powder and capsule form, not for sports nutrition such as ready-made sports drinks, bars and gels). • List the types of nutritional supplement that are more likely to cause contamination (pre-workouts, weight-loss supplements, and nutritional supplements that promise a more muscular or slim appearance). • Briefly describe the Dutch Safeguards System for Nutritional Supplements in Elite Sport (NZVT). <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Distinguish between nutritional supplements and sports nutrition. • Check whether nutritional supplements are NZVT-approved, looking at whether the batch number on the product packaging is on the NZVT list. <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Be alert with respect to nutritional supplements. • Encourage your athletes to focus primarily on their sports nutrition, not nutritional supplements. • Encourage your athletes to seek advice from an expert (sports doctor, sports dietitian) and to use nutritional supplements only when necessary and NZVT-approved. • Encourage your athletes to check carefully whether the specific batch of the nutritional supplement that has been purchased is on the NZVT list.
4	TC4	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • List the circumstances in which there is a risk of contamination (for nutritional supplements in pill, powder and capsule form, not for sports nutrition such as pre-prepared sports drinks, bars and gels). • List the types of dietary supplement that are more likely to cause contamination (pre-workouts, weight-loss supplements, and nutritional supplements that promise a more muscular or slim appearance). • Recognise systems in other countries that are similar to the NZVT. • List the countries/regions in the world where meat may be contaminated with clenbuterol or boldenone. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Find information about comparable systems in other countries on the web site of Doping Authority Netherlands. <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Encourage your athletes to inform you and the medical staff about their use of supplements and any changes in that respect. • Before participating in events where there may be doping controls, draw up an overview in good time of your athletes' nutritional supplements and check whether they have been approved by the NZVT or a comparable system from another country. • Encourage your athletes to be cautious about eating meat in China, Mexico, Guatemala, Thailand and Colombia and to comply with the guidelines of the relevant sporting organisations.
5	TC5	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • List three examples of systems similar to the NZVT from other countries. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • State arguments for how you would address ethical dilemmas relating to the use of nutritional supplements. <p><u>Behaviour:</u></p> <p>X</p>

Curriculum for Clean Sports - Trainer-coaches

Level in Sports Structure Qualification (KSS)	Educational level	6. Substances of abuse/drugs
3	TC3	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • List at least four examples of substances of abuse/drugs. • Understand that most substances of abuse/drugs are on the prohibited list. • Describe at least three risks of using substances of abuse. <p><u>Skills:</u></p> <p>X</p> <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Discourage your athletes from using substances of abuse/drugs.
4	TC4	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Explain why and where drinking herbal teas from abroad may constitute a risk for athletes who qualify for doping controls. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Find out whether something is coca tea. <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Encourage your athletes to be careful with foreign herbal teas and certainly not to use teas with 'coca' in the name.
5	TC5	<p><u>Knowledge:</u></p> <p>X</p> <p><u>Skills:</u></p> <p>X</p> <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Draw up a policy with the support team for when an athlete is caught using drugs / there are suspicions about drug use.

Curriculum for Clean Sports - Trainer-coaches

Level in Sports Structure Qualification (KSS)	Educational level	7. Doping controls and athlete biological passport
3	TC3	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Explain who can be controlled. • Explain the purpose of a doping control. • List the types of doping control (urine and blood). • Describe the procedure for a urine control. • Describe the procedure for a blood control in broad terms. • Explain the consequences of refusing a doping control. • Understand the rights of athletes during a doping control (for example, that they can always have a chaperone). • Understand the obligations of athletes during a doping control (for example, checking the procedure and that the parent/guardian must sign on behalf of minors). • State where athletes can go with comments on the procedure. • Explain whether, and if so when, an athlete will receive the result of a control. <p><u>Skills:</u> X</p> <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Encourage your athletes to be cooperate with a doping control in the interest of clean sports. • Accompany the athlete to a doping control if the athlete wishes for this (or arrange for someone else from the support team to go). • Cooperate during a doping control (where applicable).
4	TC4	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • List the rights of athletes during a doping control (for example, that they can always have a chaperone). • List the obligations of athletes during a doping control (for example, checking the procedure). • Describe the procedure for a blood control. • Describe in general terms what the athlete biological passport is. • Understand that, in Belgium, doping controls are carried out more frequently and at a lower level. • Understand that international federations also order doping controls that are usually conducted by other parties such as the ITA, PWC or IDTM. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Assess whether a doping control has been conducted in accordance with the correct procedure. • Report doubts about how a doping control has been conducted during the control. <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Be alert with regard to the doping control procedure and state on the doping control form that a control has not complied with the correct procedure (where applicable). • Encourage your athletes to cooperate during a doping control. • Encourage your athletes to be alert with regard to the doping control procedure and to state on the doping control form that a control has not complied with the correct procedure (where applicable).
5	TC5	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Describe what the athlete biological passport is. <p><u>Skills:</u> X</p> <p><u>Behaviour:</u> X</p>

Curriculum for Clean Sports - Trainer-coaches

Level in Sports Structure Qualification (KSS)	Educational level	8. Anti-doping rule violations and disciplinary procedure
3	TC3	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Identify anti-doping rule violations. • Understand that you yourself can also commit an anti-doping rule violation. • List the standard sanctions for an anti-doping rule violation (first-time and repeat violations). • List the possible consequences of an anti-doping rule violation for an entire team. <p><u>Skills:</u> X</p> <p><u>Behaviour:</u> X</p>
4	TC4	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • List at least 5 anti-doping rule violations, at least 2 of which you can commit yourself. • Understand your own and your athletes' rights and obligations if an anti-doping rule violation has been identified. • State who you and your athletes can turn to if an anti-doping rule violation has been identified. • State why cooperation during the disciplinary process is important. • Understand rights and obligations during the period of a sanction. • Describe in general terms how a laboratory analysis is carried out. <p><u>Skills:</u> X</p> <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Cooperate during the disciplinary procedure. • Encourage your athletes to cooperate during the disciplinary procedure. • Seek help and work with those involved if an anti-doping rule violation has been identified. • Encourage your athletes to seek help and work with those involved if they have been found to have committed an anti-doping rule violation.
5	TC5	<p><u>Knowledge:</u> X</p> <p><u>Skills:</u> X</p> <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Draw up agreements with the support team about a protocol for doping matters during major events (Olympics, Paralympics, World Championships, European Championships). For example, who will be on the 'crisis team', who will act as spokesperson, what steps can be taken?

Curriculum for Clean Sports - Trainer-coaches

Level in Sports Structure Qualification (KSS)	Educational level	9. Discussing anti-doping rule violations (suspected or otherwise)
3	TC3	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Explain the importance of discussing anti-doping rule violations (suspected or otherwise). • List where one can discuss anti-doping rule violations (suspected or otherwise) anonymously and in confidence. For example, the sports association, the Netherlands Centre for Safe Sports of the NOC*NSF and the Doping Hotline of Doping Authority Netherlands. <p><u>Skills:</u> X</p> <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Be alert to doping in your circles.
4	TC4	<p><u>Knowledge:</u> X</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Appreciate the importance of reporting anti-doping rule violations (suspected or otherwise). • Use the options for reporting anti-doping rule violations (if necessary), whether suspected or otherwise. <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Encourage your athletes to be alert to doping in their circles. • Report anti-doping rule violations (suspected or otherwise) to your Sports Association, the Netherlands Centre for Safe Sport of NOC*NSF or the Doping Hotline of Doping Authority Netherlands.
5	TC5	<p><u>Knowledge:</u> X</p> <p><u>Skills:</u> X</p> <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Encourage your athletes to report anti-doping rule violations (suspected or otherwise) to their sports association, the Netherlands Centre for Safe Sport of NOC*NSF or the Doping Hotline of Doping Authority Netherlands.

Curriculum for Clean Sports - Trainer-coaches

Level in Sports Structure Qualification (KSS)	Educational level	10. Registered testing pool
3	TC3	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • State which group of athletes has a whereabouts obligation. • Describe in broad terms the whereabouts obligation. <p><u>Skills:</u></p> <p>X</p> <p><u>Behaviour:</u></p> <p>X</p>
4	TC4	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Describe the whereabouts obligation, including the data that must be provided on a daily basis. • State the difference between the Registered Testing Pool of Doping Authority Netherlands and the Registered Testing Pool of the International Federation. • Recognise a Filing Failure and its consequences. • Recognise a Missed Test and its consequences. • Explain when whereabouts failures can result in an anti-doping rule violation. • Understand that evading a doping control is not a Filing Failure or Missed Test but a direct anti-doping rule violation. <p><u>Skills:</u></p> <p>X</p> <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Be understanding about the existence of the whereabouts obligation.
5	TC5	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Identify where (ADAMS) and how (website, Athlete Central app) athletes should submit whereabouts information. • Understand that ADAMS is a WADA system and not a Doping Authority Netherlands system. • List the information an athlete can and must provide (postal address, place of residence, 60-minute time slot (the Hour), competition schedule, regular activities with times). • Explain what a Filing Failure is and its consequences. • Explain what a Missed Test is and its consequences. • Understand that an athlete may appeal against a 'strike' to Doping Authority Netherlands or the International Federation. <p><u>Skills:</u></p> <p>X</p> <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Encourage your athletes to submit accurate whereabouts information in good time (where applicable). • Encourage athletes who are in a testing pool to apply for therapeutic exemptions before using prohibited medication (if necessary). • Monitor whereabouts failures involving your athletes. • Work with the support team to determine what the policy will be if there are whereabouts failures.