world anti-doping agency

Testing
Professional Standard

GLDF | Global **L**earning and **D**evelopment **F**ramework

The professional standard aims to support the anti-doping industry by providing a benchmark of competence for a specific role. Anti-Doping Organizations (ADOs) can use the professional standard to support the evaluation of competence and importantly to support practitioner development by identifying professional development needs.
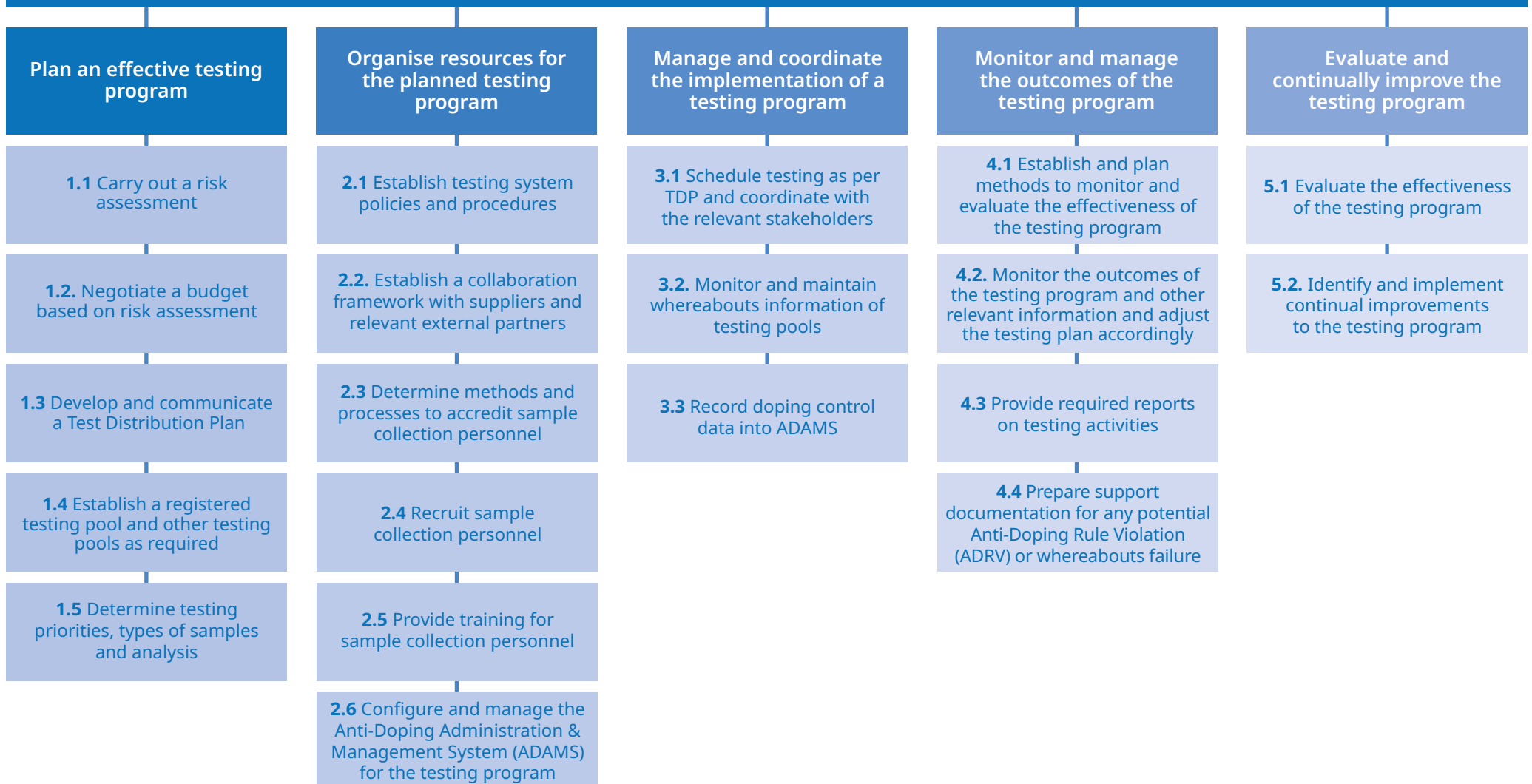
The professional standard:

- describes the main functions for a given anti-doping role
- details the expected standard of competence for each of these functions using performance criteria
- details the knowledge and skill requirements for the role

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KEY PURPOSE

To protect clean sport and the integrity of athletes by developing and managing effective testing programs that are compliant with the World Anti-doping Code and standards and other applicable regulations.

Main functions

Plan an effective testing program	Organise resources for the planned testing program	Manage and coordinate the implementation of a testing program	Monitor and manage the outcomes of the testing program	Evaluate and continually improve the testing program
1.1 Carry out a risk assessment	**2.1** Establish testing system policies and procedures	**3.1** Schedule testing as per TDP and coordinate with the relevant stakeholders	**4.1** Establish and plan methods to monitor and evaluate the effectiveness of the testing program	**5.1** Evaluate the effectiveness of the testing program
1.2. Negotiate a budget based on risk assessment	**2.2.** Establish a collaboration framework with suppliers and relevant external partners	**3.2.** Monitor and maintain whereabouts information of testing pools	**4.2.** Monitor the outcomes of the testing program and other relevant information and adjust the testing plan accordingly	**5.2.** Identify and implement continual improvements to the testing program
1.3 Develop and communicate a Test Distribution Plan	**2.3** Determine methods and processes to accredit sample collection personnel	**3.3** Record doping control data into ADAMS	**4.3** Provide required reports on testing activities	
1.4 Establish a registered testing pool and other testing pools as required	**2.4** Recruit sample collection personnel		**4.4** Prepare support documentation for any potential Anti-Doping Rule Violation (ADRV) or whereabouts failure	
1.5 Determine testing priorities, types of samples and analysis	**2.5** Provide training for sample collection personnel			
	2.6 Configure and manage the Anti-Doping Administration & Management System (ADAMS) for the testing program			

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	Plan an effective testing program	
Standard	**Performance Criteria** **You must be able to:**	**Knowledge and understanding**

🔍 | 1.1
 	
Carry out a risk assessment
	PC1 Ensure the risk assessment includes all athletes from sports/disciplines/ nations under the jurisdiction of your organisation
	
	PC2 Identify and obtain the information and data needed for the risk assessment
	
	PC3 Identify the following risks
	   • Physical and other demands of the sport/discipline
	   • Prohibited substances/methods most likely to enhance performance
	   • Rewards and potential incentives for doping
	   • History of doping
	   • Statistics and research on doping trends
	   • Available intelligence
	   • Outcomes of previous test distribution planning cycles
	   • When an athlete is most likely to benefit from doping
	   • Sport/discipline career patterns
	
	PC4 Adjust the outcomes of the risk analysis including objective evaluation of qualitative risk factors (Prohibited substances and/or methods, Statistics/ Research on doping trends, Available Intelligence, Outcomes of previous Test Distribution Plan (TDP) cycles, Seasonal patterns Sport/discipline career pattern)
	
	PC5 Document the risk assessment as compliant with International Standard for Testing and Investigations (ISTI) requirements
	
	PC6 Adjust the risk assessment based on current updated data if there are any changes
		K1 The role and importance of a risk assessment to planning the testing program
		
		K2 The jurisdictions of different types of anti-doping organisations (ADOs)
		
		K3 The information and data needed to carry out a risk assessment
		
		K4 How to identify and assess risks
		
		K5 Risks which may contribute to doping and how to identify and evaluate them
		
		K6 Why and how to adjust the outcomes of risk assessment
		
		K7 ISTI requirements relevant to recording the risk assessment
		
		K8 When and how to update and adjust the risk assessment

🤝 **1.2** Negotiate a budget based on risk assessment	PC1	Identify the proposed budget need based on the TDP	K1	How to identify a proposed budget for a TDP
	PC2	Ensure the budget proposal includes the following costs: • Sample collection and other personnel, including logistical costs • Sample collection equipment • Sample transport • Sample analysis • Long-term sample storage • Athlete Passport Management Unit contracts	K2	Expenditure items which the budget should cover
			K3	How to optimise use of resources
			K4	How to develop a persuasive business case for the budget, including the possible consequences of underfunding
	PC3	Seek opportunities to optimize the use of resources	K5	Budget negotiation approaches and techniques
	PC4	Develop a business case for the budget outlining the potential impact of not funding a program which addresses the outcomes of the risk assessment		
	PC5	Negotiate the budget with decision makers which does not compromise the desired outcomes of the testing program		
📄 **1.3** Develop and communicate a test distribution plan	PC1	Develop the TDP based on the risk assessment	K1	The role and importance of a TDP
	PC2	Define the types of athletes and criteria for inclusion in their testing pools in the TDP as appropriate to organisation's authority	K2	How to define the types of athletes and criteria for inclusion in the TDP's testing pools
	PC3	Ensure the TDP takes account of in-competition, out-of-competition	K3	Why it is important for the TDP to cover in- and out-of-competition
	PC4	Identify the most effective times for testing	K4	How to determine times and targets for testing
	PC5	Define targets for testing based on the risk assessment	K5	How to develop effective contingency plans
	PC6	Establish contingency plans	K6	Stakeholders who should receive the TDP
	PC7	Communicate the TDP to relevant stakeholders	K7	ISTI requirements for documenting the TDP
	PC8	Ensure the TDP is fully documented in line with ISTI requirements		

✔ **1.4** **Establish a registered testing pool and other testing pools as required**	**PC1**	Develop and apply an effective methodology to prioritize sports/disciplines/nations and athletes according to the risk assessment and ISTI criteria	**K1** How to prioritize sports/disciplines/nations and athletes
	PC2	Use the outcomes of prioritization to establish the registered testing pool and other pools if required	**K2** Different types of testing pools and which are required
	PC3	Establish for each pool: • Required whereabouts filings • Minimum number of tests per year • Whereabouts failure consequences	**K3** How to establish whereabouts filings, minimum tests per year and whereabouts failures consequences
	PC4	Establish effective administrative processes and operational resources to manage the different types of testing pools	**K4** The administrative processes and operational resources needed to manage different types of pools
🔬 **1.5** **Determine testing priorities, types of samples and analysis**	**PC1**	Use the outcomes of risk assessment to determine out-of-competition and in-competition testing	**K1** Differences between in and out of competition testing and why they are needed
	PC2	Ensure out-of-competition testing is likely to be difficult to predict by the athlete	**K2** How to ensure testing is unpredictable
	PC3	Ensure in-competition testing takes account of the seasonal calendar of events, competitions and key events	**K3** The importance of taking account of seasonal calendars
	PC4	Determine the types of tests, analyses and testing times to maximise the probability of detection by different types of athletes, sports/disciplines	**K4** How to select appropriate types of tests, analyses and testing schedules
	PC5	Determine where testing will be targeted or randomized	**K5** Advantages and disadvantages of targeted and randomized testing

2   Organise resources for the planned testing program

Standard	Performance Criteria You must be able to:	Knowledge and understanding
2.1 **Establish testing system policies and procedures**	PC1 Evaluate ISTI requirements and relevant technical documents against your risk assessment and the desired outcomes of the testing program PC2 Identify activities in the testing system where policies and procedures are required to ensure their effectiveness and compliance with ISTI requirements and relevant local regulations PC3 Work with stakeholders to develop appropriate policies and procedures PC4 Ensure policies and procedures are documented and communicated to relevant staff PC5 Ensure protection of testing related data	K1 ISTI requirements, relevant local regulations and other technical documents relevant to testing policies and procedures K2 The types of activities for which policies and procedures are appropriate K3 The stakeholders to work with when developing testing policies and procedures K4 How to document and communicate testing policies and procedures K5 ISPPPI requirements
2.2 **Establish a cooperation framework with suppliers and relevant external partners**	PC1 Identify the suppliers and external partners to be included in the cooperation framework (e.g., courier and laboratory etc.) PC2 Where required, ensure suppliers can meet the requirements of the ISTI PC3 Develop and agree specifications for the services they will provide, reporting and communication methods and each party's roles and responsibilities PC4 Ensure all agreements are fully documented and comply with the relevant requirements of the Code and legal requirements PC5 Monitor the implementation of agreements, ensuring they are being met by all parties PC6 Take effective measures to resolve any conflicts with and between parties to the cooperation framework	K1 The types of suppliers and external partners who should be included in a cooperation partnership K2 ISTI requirements for the use of suppliers K3 How to develop specifications for services K4 How to work with suppliers to agree reporting and communication methods K5 How to document supplier contracts and agreements K6 Monitoring methods for managing supplier agreements K7 The types of difficulties and conflicts that may occur when working with suppliers and how to address these

2.3 Determine methods and processes to accredit sample collection personnel	PC1 Identify the accreditation requirements for sample collection personnel PC2 Identify and evaluate organisations offering accreditation PC3 Ensure all relevant sample collection personnel achieve relevant accreditation as appropriate to their responsibilities and are evaluated	K1 The ISTI accreditation requirements and local regulations for different types of sample collection personnel K2 How to identify and evaluate different accreditation suppliers K3 How to accredit and evaluate sample collection personnel
2.4 Recruit sample collection personnel	PC1 Evaluate the advantages and disadvantages of outsourcing versus engaging own sample collection personnel PC2 Develop job descriptions, person specifications and selection criteria appropriate to the types of personnel PC3 Review the test distribution plan to identify the numbers and types of sample collection personnel required PC4 Evaluate effective recruitment sources for different sample collection personnel (e.g., hospitals, universities, sport establishment, existing sample collection personnel) PC5 Establish and implement fair and effective methods of selecting sample collection personnel	K1 The typical advantages and disadvantages of outsourcing versus recruiting and using own personnel K2 How to develop job descriptions, person specifications and selection criteria K3 The different types of sources from which sample collection personnel can be recruited K4 Fair and effective methods of selection

2.5 **Provide training for sample collection personnel**	PC1	Identify the skills and knowledge required of different types of sample collection personnel	K1	Areas of skill and knowledge required for different types of sample collection personnel
	PC2	Carry out a training needs analysis to identify training priorities for new and existing sample collection personnel	K2	How to conduct a training needs analysis
	PC3	Research and evaluate appropriate training methods	K3	Different training methods appropriate to sample collection personnel and their advantages and disadvantages
	PC4	Develop and implement training programs which meet the needs of sample collection personnel, accreditation requirements and testing timelines	K4	How to develop and manage training programs for sample collection personnel
	PC5	Monitor and evaluate the processes and outcomes of sample collection personnel training and identify potential improvements	K5	How to evaluate the processes and outcomes of training
2.6 **Configure and manage Anti-Doping Administration & Management System (ADAMS) for the testing program**	PC1	Review ISTI and the planned testing program to identify how use of ADAMS can be optimized, including the use of monitoring tools provided by ADAMS and other supplementary tools	K1	Opportunities and tools to optimize the use of ADAMS
	PC2	Ensure that Athlete Passport Management Units (APMU) notifications are set up in the ADAMS account and prioritise information and guidance provided by APMU and laboratory in testing program	K2	How to set up ADAMS for the testing program
	PC3	Ensure staff are assigned to appropriate roles in ADAMS and are appropriately trained	K3	How to train others in the use of ADAMS for testing programs
	PC4	Make best use of ADAMS to ensure the effective delivery of the testing program and to meet ISTI requirements		

3 Manage and coordinate the implementation of the testing program

Standard	Performance Criteria You must be able to:	Knowledge and understanding
3.1 Schedule testing as per test distribution plan and coordinate with relevant stakeholders	**PC1** Ensure that the testing schedule is consistent with the TDP **PC2** Ensure the testing schedule takes account of: • Unpredictability • Proportional to the athlete's population • Competition schedules and upcoming major events • APMUs, and Lab Experts recommendations • Intelligence and other relevant information **PC3** Ensure that minimizing inconvenience to the athlete, team or officials does not negatively impact the effectiveness of the test **PC4** Communicate the testing schedule to Sample Collection Personnel and other relevant stakeholders **PC5** Coordinate the TDP with other ADOs, Laboratories, transport companies and other relevant stakeholders	**K1** How to design a testing schedule **K2** Features of a testing schedule which will improve its effectiveness **K3** How to document and communicate a testing schedule **K4** How to coordinate a testing schedule with other stakeholders

⚠ **3.2** **Monitor and maintain whereabouts information of testing pools**	**PC1** Establish effective processes to monitor athlete whereabouts **PC2** Ensure that whereabouts information and the monitoring of whereabouts is consistent with the requirements of each testing pool **PC3** Ensure that whereabouts failures are identified, recorded, investigated and appropriate consequences are implemented **PC4** Follow up any intelligence that may suggest the whereabouts information is inaccurate	**K1** The types of suppliers and external partners who should be included in a cooperation partnership **K2** ISTI requirements for the use of suppliers **K3** How to develop specifications for services **K4** How to work with suppliers to agree reporting and communication methods **K5** How to document supplier contracts and agreements **K6** Monitoring methods for managing supplier agreements **K7** The types of difficulties and conflicts that may occur when working with suppliers and how to address these
✔ **3.3** **Record doping control data into ADAMS**	**PC1** Ensure all information required by the ISTI relevant to the testing program is recorded into ADAMS **PC2** Ensure all information recorded into ADAMS is accurate and up to date	**K1** Testing program information that must be recorded into ADAMS

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Monitor and manage the outcomes of the testing program

Standard	Performance Criteria You must be able to:	Knowledge and understanding
⊙ 4.1 **Establish and plan methods to monitor and evaluate the effectiveness of the testing program**	**PC1** Identify key performance indicators for the testing program **PC2** Identify information and data to be collected, including: • After every test • After athlete whereabouts submission deadlines and updates • On receipt of information or intelligence • Periodic review of testing statistics **PC3** Establish information and data collection methods **PC4** Establish how the data will be analysed, evaluated and reported **PC5** Identify and agree how the testing program can be adjusted within the cycle in response to evaluation results **PC6** Communicate plans for monitoring and evaluation to relevant stakeholders	**K1** How to design KPIs for a testing program **K2** The information that needs to be collected on the testing program in order to evaluate its effectiveness **K3** Effective data and information collection methods **K4** Effective data and information analysis methods **K5** How to adjust a testing program within the cycle **K6** Stakeholders with whom to communicate monitoring and evaluation plans

4.2
Monitor the outcomes of the testing program and other relevant information and adjust testing plan accordingly
	PC1 Use planned monitoring and evaluation methods
	
	PC2 Monitor the outcomes of the testing program at agreed intervals to cover:
	  • Unsuccessful attempt reports
	  • Information provided from doping control forms
	  • Doping control officer reports
	  • Laboratory and APMU feedback
	  • Suspicious whereabouts activities
	  • Receipt of relevant information and intelligence
	
	PC3 Carry out periodic reviews of testing statistics to ensure progress is being maintained towards agreed targets
	
	PC4 Evaluate all collected information and data using planned evaluation methods
	
	PC5 Identify any deviations from the agreed testing program, targets and any new information
	
	PC6 Work with colleagues and experts to identify trends or targets for further investigations and analysis
	
	PC7 Make adjustments to the testing program or trigger contingency plans or special projects as required
		K1 How to monitor testing program outcomes
		
		K2 The types of information and data which should be collected
		
		K3 How to review testing statistics to measure progress against targets
		
		K4 Typical types of deviations from plans
		
		K5 How to identify trends or targets for further investigation and analysis
		
		K6 The types of adjustments which can be made to the testing program in response to ongoing evaluation

4.3 Provide required reports on testing activities	**PC1** Produce, record and distribute reports on the testing program as required by ISTI and your ADO **PC2** Ensure all reports are accurate, up to date and contain the required information and data **PC3** Meet all applicable deadlines for the submission of reports	**K1** The types of reports which are required by ISTI and individual ADOs **K2** How to produce the required reports **K3** The importance of deadline and time management

📄 **4.4** **Prepare support documentation for any potential Anti-Doping Rule Violation (ADRV) or whereabouts failure**	**PC1** Review paperwork where there is an adverse analytical finding (AAF) or other breach of the rules (e.g., whereabouts failure/violation, failure to comply etc.) **PC2** Liaise with colleagues, suppliers and stakeholders to ensure information is valid and reliable **PC3** Provide required assistance to any relevant investigation **PC4** Compile necessary support documentation as required by ISTI **PC5** Provide the support documentation to the appropriate ADO and other stakeholders within applicable timelines	**K1** AAFs and other rule breaches which can arise during a testing program **K2** The importance of working with valid and reliable information **K3** The types of assistance to be provided to an investigation **K4** Documentation that should be compiled for potential ADRVs and other breaches **K5** Who should receive support documentation for a potential ADRV or other rule breach

5 Evaluate and continually improve the testing program

Standard	Performance Criteria You must be able to:	Knowledge and understanding
5.1 Evaluate the effectiveness of the testing program	**PC1** Compile, check and review all information and data collected during the testing program **PC2** Measure the testing program's achievement of planned key performance indicators **PC3** Evaluate the testing program's effectiveness in meeting other key parameters, including: • Ratio of unsuccessful attempts • Number of errors on doping control forms • Number of advanced warnings • Athlete chatter about testing • Athlete comments on doping control forms **PC4** Identify any areas of non-compliance with the ISTI and solutions that were introduced to address these **PC5** Document an evaluation of the overall effectiveness of the testing program	**K1** The importance of checking and validating data and information **K2** How to measure the achievement of KPIs **K3** Other key parameters that can be used when evaluating effectiveness of a testing program and how to select them **K4** How to document a testing program's evaluation
5.2 Identify and implement continual improvements to the testing program	**PC1** Work with colleagues and stakeholders to use the outcomes of monitoring, evaluation and review of ISTI and other applicable regulations **PC2** Identify what works effectively and where improvements are necessary **PC3** Propose improvements which will enhance the effectiveness of the testing program **PC4** Agree potential improvements with relevant colleagues and stakeholders **PC5** Document and communicate proposed improvements to those who will be affected **PC6** Ensure all agreed improvements are implemented in future testing programs and that methods are in place to monitor and evaluate their effectiveness	**K1** The importance of continuous quality improvement in a testing program **K2** Typical areas for improvement in a testing program **K3** How to work with colleagues and stakeholders on program effectiveness **K4** How to document and communicate testing program improvements **K5** How to monitor and evaluate specific improvements in a testing program

Skills

Based on the results of a survey that was circulated among testing practitioners across the anti-doping industry in 2023, a list of skills was identified as necessary for the profession. The following list details skills deemed as essential by 75% or more of respondents. Such skills should be assessed in candidates applying for a testing role:

- Ability to work with sensitive information and maintain confidentiality
- Ability to work in compliance with code, standards, ethics
- Planning
- Teamwork collaboration
- Time management/ prioritization
- Decision making
- Ability to deal with internal and external stakeholders
- Listening
- Willingness and ability to learn
- Writing
- Project management
- Speaking
- Analytical and logical thinking
- Strategic thinking
- Ability to give and receive feedback
- Ability to multi-task
- Ability to work under pressure
- Being able to use word processing spreadsheets, social media, data visualization and email communication
- Self-motivation
- Critical thinking
- Strategic thinking
- Ability to give and receive feedback

Collaborators

WADA, while leading the standard setting work to develop the professional standards, works collaboratively with stakeholders and WADA technical teams. The development work for testing was conducted by the Technical Working Group composed of:

- Chika Hirai - Japan Anti-Doping Agency (JADA)
- Fahmy Galant – South African Institute for Drug-free Sport (SAIDS)
- Francesca Rossi – French Anti-Doping Agency (AFLD)
- Ilaria Baudo – World Anti-Doping Agency (WADA)
- Jenny Schulze – Anti-Doping Sweden (ADSE)
- Jude Ellis - International Paralympic Committee (IPC)
- Minjung Seo – Korean Anti-Doping Agency (KADA)
- Olivier Banuls – International Testing Agency (ITA)
- Thomas Capdevielle - Athletics Integrity Unit (AIU)

This group was chaired by a senior education practitioner from the anti-doping industry:

- Karri Dawson - Canadian Centre for Ethics in Sport (CCES)

Quality Management

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GLDF Overview

One of WADA's six priorities under the World Anti-Doping Agency's 2020-2024 Strategic Plan is to 'Grow Impact'. As one of the key initiatives under this priority, the Agency has committed 'to developing training programs and qualifications standards for anti-doping professionals to improve professionalism and enhance the capabilities of the anti-doping workforce'.

Accordingly, in April 2020, WADA's Education Department commenced development of a Global Learning and Development Framework (GLDF), through which specific, standardized training for a range of anti-doping roles are being developed and made available for Anti-Doping Organizations (ADOs) and other stakeholders worldwide within the anti-doping ecosystem. The GLDF establishes role descriptors, professional standards and global learning and development activities for practitioner roles in the anti-doping industry.

The professional standards have been used by WADA to develop competency-based training programs. They can be read alongside:

(1) the role descriptor for the corresponding role, a simple document which clarifies the main characteristics of key anti-doping roles and can be used as a basis for developing a job description when ADOs are looking to recruit a position for a given role.

(2) the anti-doping core competency framework, which details the values and competencies that are common across the various roles in the anti-doping industry.

The Professional (occupational) Standards are the benchmarks of good practice and describe the expected standard of competence for a given role. They should not be confused with the International Standards, which are a set of documents that, along with the World Anti-Doping Code, seek to harmonize anti-doping policies, rules and regulations among Anti-Doping Organizations (ADOs) for specific technical and operational parts of anti-doping programs.