



SAMEeurope

STUDENT ATHLETES ERASMUS+ MOBILITY IN EUROPE
ERASMUS+ SPORT PROJECT (REF 101050378)



SAMEurope, Student Athletes Erasmus+ Mobility in Europe, is a project Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.

TABLE OF CONTENTS

1. INTRODUCTION	7
2. BEST PRACTICES COMPENDIUM REVISITED	9
3. GOOD PRACTICES IMPLEMENTATION	13
3.1. Definition of dual career student.....	13
3.2. Global recognition for DC students:	
Your DC athlete, my DC athlete	16
3.3 Erasmus+ bilateral agreements	16
3.4 A structure for DC students.....	18
3.5 A microstructure for Erasmus+ DC students	18
3.6 Sports Service + International Relations Office, a perfect match	18
3.7 A welcome protocol	19
3.8 Feedback from DC student.....	20
3.9 Sports and sports facilities offered	21
3.10 Minimum set of benefits	21
3.11 A programme is needed.....	21
3.12 Binding responsibilities.....	21
3.13 Benefits offered.....	21
3.14 IT tool.....	24
4. CONCLUSIONS	27
5. APPENDIX	29

INDEX OF FIGURES

Figure 1. Best practices flow.....	11
Figure 2. Certificate of affiliation to the DC programme	16
Figure 3. Welcome protocol.....	19
Figure 4. Information included in the IT tool	24

INDEX OF TABLES

Table 1. Compendium of best practices	9
Table 2. Best practices compendium:	
administration and benefits.....	10
Table 3. Participant Classification Framework	13
Table 4. Erasmus+ programme bilateral agreement:	
mobility numbers per academic year.....	17
Table 5. Satisfaction survey.....	20
Table 6. List of benefits	22



INTRODUCTION

The SAMEurope (Student Athletes Erasmus+ Mobility in Europe) project aims to implement the recommendations of the EU Guidelines on Dual Careers of Athletes (2012) on the European dimension of dual careers. Higher education institutions (HEIs) encourage students to experiment with mobility abroad, but studying in a foreign country while competing at a high level in sport poses challenges, in addition to the pressures that dual career (DC) students face to improve their sporting performance and succeed in their studies.

This research has been approved by all partners and by the Ethics Committee of the Universitat Jaume I (CEISH/27/2022) and complies with the guidelines of the Declaration of Helsinki.

The aim of the Deliverable D3.3, Good Practices Implementation, is to provide some guidelines for the implementation of the good practices included in Deliverable D3.2, Best Practices Compendium.

The Best Practices Compendium is based on the reality of the SAMEurope consortium, which consists of five European universities: Chalmers University of Technology, Institut national des sciences appliquées de Lyon, Jyväskylä University, Karlsruhe Institute of Technology and Universitat Jaume I.

In this deliverable we want to go one step further and consider the applicability of the Best Practice Compendium to any European university. The aim is to provide recommendations for HEIs to support DC students in their international mobility, with the aim of creating a European network of HEIs committed to support DC students.



BEST PRACTICES COMPENDIUM REVISITED

The SAMEurope project has produced a compendium of best practices (see Deliverable 3.2 for more information):

Table 1. Compendium of best practices

	Definition of dual career student		Feedback from DC students
	Global recognition for DC students		Sports and sports facilities offered
	Erasmus+ bilateral agreements		Minimum set of benefits
	A structure for DC students		A programme is needed
	A microstructure for Erasmus+ DC students		Binding responsibilities
	Sports Service + International Relations Office, a perfect match		Benefits offered
	A welcome protocol		IT tool

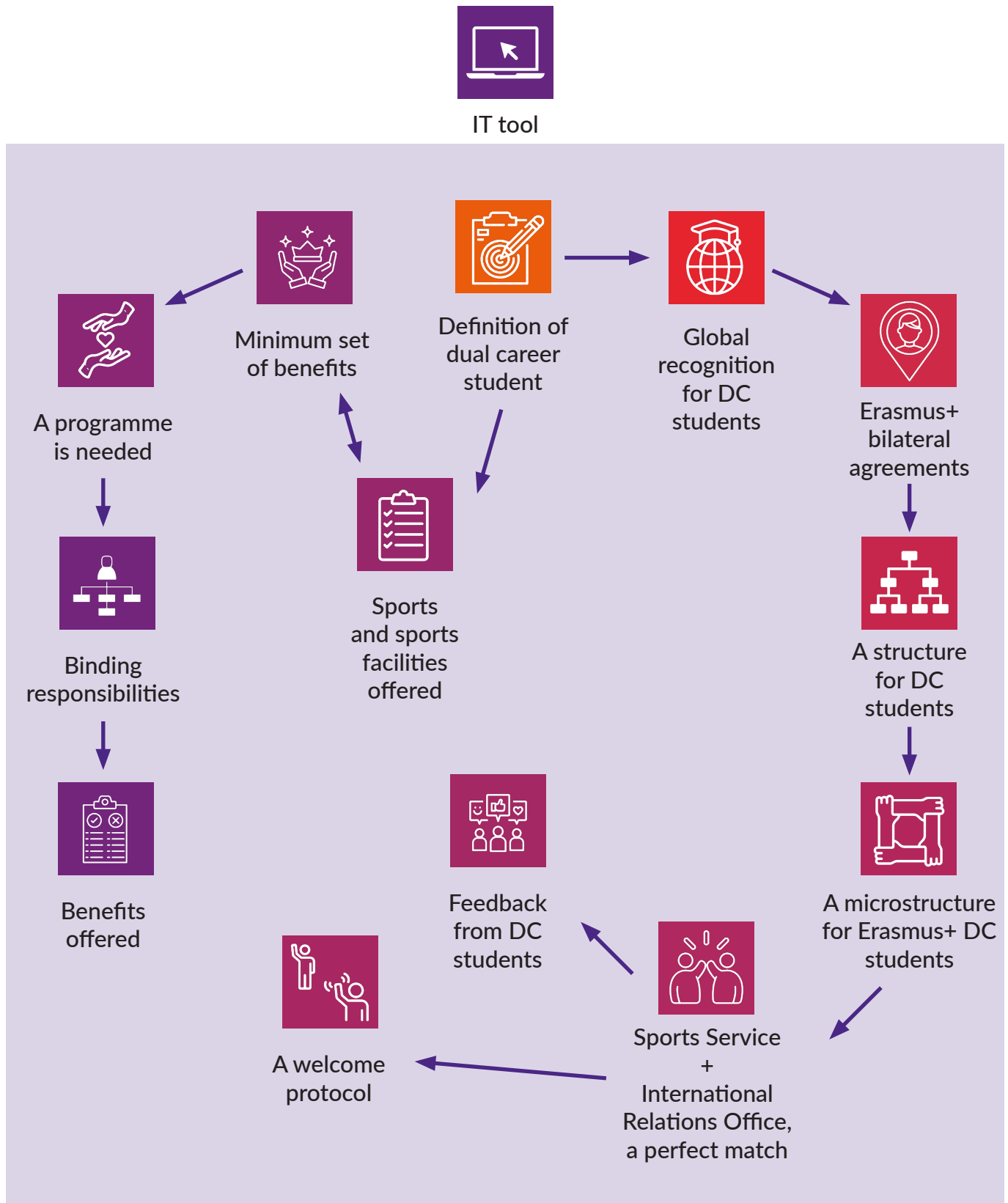
Further research led the SAMEurope partners to organize the best practices in two main categories: administration and benefits. The definition of dual career student would be the starting point, and the

IT tool, a digital map designed to look for the perfect university according to the students' degree and sport, would be the container in which all this information is included.

Table 2. Best practices compendium: administration and benefits

Definition of dual career student	
Administration	Benefits
Global recognition for DC students	Minimum set of benefits
Erasmus+ bilateral agreements	A programme is needed
A structure for DC students	Binding responsibilities
A microstructure for Erasmus+ DC students	Benefits offered
Sports Service + International Relations Office, a perfect match	Sports and sports facilities offered
A welcome protocol	
Feedback from DC students	
IT tool	

Figure 1 shows the flow that connects all the best practices





GOOD PRACTICES IMPLEMENTATION

The purpose of this section is to help all HEIs willing to be part of the SAMEurope network to implement the best practice compendium in order to create a strong, cohesive network of HEIs who actively support DC students to experience an international mobility.

All 14 best practices would be explained and some guidance on their implementation would be provided. Good practices would be presented following the order given in figure 1.

3.1. Definition of dual career student

In the specialized scientific literature, the term 'elite athlete' is overused and poorly defined.¹ For this reason, the starting point for the work of the SAMEurope project was the definition of the 'dual career student' for the purposes of the project. In the context of elite sport,

the term 'dual career' is applied to an elite athlete who combines sport with work or studies.² For the purposes of this project, however, we focus on elite athletes who combine their university studies with the practice of their sport.

For the SAMEurope project, a dual career student is defined as a student who receives academic, sporting and/or social benefits for combining his or her university studies with the practice of his or her elite sport.

All universities participating in the SAMEurope network should accept and implement this definition of a dual career athlete. It is also crucial that all universities share the same concept of what constitutes an 'elite' athlete. To this end, the SAMEurope project has reached a consensus to use McKay et al (2022)³ classification as a common basis.

¹ McAuley, Alexander B.T., Baker, Joseph and Kelly, Adam L. (2022). Defining "elite" status in sport: from chaos to clarity. *German Journal of Exercise and Sport Research*, 52, 193-197. <https://doi.org/10.1007/s12662-021-00737-3>

² Capranica, Laura et al. (2022). Understanding dual career views of European university athletes: The more than gold project focus groups. *PLOS ONE*, 17(2), e0264175. <https://doi.org/10.1371/journal.pone.0264175>

European Commission, Directorate-General for Education, Youth, Sport and Culture. (2016). Study on the minimum quality requirements for dual career services: Final report. Publications Office. Retrieved from: <https://data.europa.eu/doi/10.2766/345818>

Stambulova, Natalia and Paul Wylleman (2015). Special Issue: Dual career development and transitions. *Psychology of Sport and Exercise*, 21, 1-134. Stambulova, Natalia (2012). EU Guidelines on Dual Careers. Retrieved from: https://ec.europa.eu/assets/eac/sport/library/documents/dual-career-guidelines-final_en.pdf

³ McKay, Alannah K. A., Stellingwerff, Trent, Smith, Ella S., Martin, David T., Mujika, Íñigo, Goosey-Tolfrey, Vicky L., Sheppard, Jeremy and Burke, Louise M. (2022). Defining Training and Performance Caliber: A Participant Classification Framework. *International Journal of Sports Physiology and Performance*, 17(2), 317-331. doi: <https://doi.org/10.1123/ijsp.2021-0451>

According to McKay's article, the population can be divided into six tiers, according to their training and performance.

Table 3. Participant Classification Framework

TIER	CRITERIA FOR CLASSIFICATION
<p>Tier 5: World Class</p> <p>= <0.00006% of the global population</p> <p>= <0.001% of the Australian population</p>	<ul style="list-style-type: none"> • Olympic and/or world medalists. • World-record holders and athletes achieving within 2% of world-record performance and/or world-leading performance. • Top 3–20 in world rankings and/or top 3–10 at an Olympics/World Championships (ie, finalists in their event), with this number determined based on size and depth of competition in the event. • Top players within top teams (teams which medal or are in the most competitive leagues) or athletes achieving individual accolades (ie, most valuable player, player of the year). • Maximal, or nearly maximal training, within the given sports norms. • Exceptional skill-level achieved (ie, running biomechanics, ball skills, acquired decision-making components).
<p>Tier 4: Elite/International Level</p> <p>= ~ 0.0025% of the global population</p> <p>= ~ 0.0055% of the Australian population</p>	<ul style="list-style-type: none"> • Competing at the international level (individuals or team-sport athletes on a national team). • Team-sport athletes competing in international leagues/tournaments. • Top 4–300 in world rankings, with this number dependant on size and depth of competition in the event. • Achievement of within ~7% of world-record performance and/or world-leading performance. • NCAA Division I athletes. • Maximal, or nearly maximal training, within the given sports norms, with intention to complete at top-level competition. • Highly proficient in skills required to perform sport (ie, biomechanics, ball skills, acquired decision-making components).

TIER	CRITERIA FOR CLASSIFICATION
<p>Tier 3: Highly Trained/National Level (Provincial/State or Academy Programs) = ~ 0.014% of the global population = ~ 0.027% of the Australian population</p>	<ul style="list-style-type: none"> Competing at the national level. Team-sport athletes competing in national and/or state leagues/tournaments. Achievement of within ~20% of world-record performance and/or world-leading performance. NCAA Division II and III athletes. Completing structured and periodized training and developing towards (within 20%) of maximal or nearly maximal norms within the given sport. Developing proficiency in skills required to perform sport (ie, biomechanics, ball skills, acquired decision-making components).
<p>Tier 2: Trained/Developmental = ~ 12%–19% of the global population = ~ 18% of the Australian population</p>	<ul style="list-style-type: none"> Local-level representation. Regularly training ~3 times per week. Identify with a specific sport. Training with a purpose to compete. Limited skill development.
<p>Tier 1: Recreationally Active = ~ 35%–42% of the global population = ~ 30% of the Australian population</p>	<ul style="list-style-type: none"> Meet World Health Organization minimum activity guidelines: Adults aged 18–64 years old completing at least 150 to 300 min moderate-intensity activity or 75–150 min of vigorous-intensity activity a week, plus muscle-strengthening activities 2 or more days a week.²⁰ May participate in multiple sports/forms of activity.
<p>Tier 0: Sedentary = ~ 46% of the global population = ~ 52% of the Australian population</p>	<ul style="list-style-type: none"> Do not meet minimum activity guidelines. Occasional and/or incidental physical activity (eg, walking to work, household activities).

Source: McKay et al (2022: 319)

The SAMEurope project contemplates all DC comprised in tier 3-5. Therefore, all DC athletes should be competing at the national, international, or world class level.

McKay et al (2022: 321) also provide with a flowchart showing how participants can be

prospectively classified according to the Participant Classification Framework. This flowchart will assist universities classifying their DC athletes (see appendix).

3.2. Global recognition for DC students: Your DC athlete, my DC athlete

Although most authors agree that “an elite athlete is defined as any athlete selected to represent their country in their chosen sport, at either junior or senior international level”,⁴ and given the controversy that exists in the definition of elite athlete mentioned above, in the SAMEurope network only DC athletes in tiers 3-5 according to the scale proposed by McKay et al (2022) would be considered elite athletes.

If all universities follow the same criteria to admit athletes to a DC programme, it should be easy to recognize DC athletes from other European universities within

the framework of the SAMEurope network.

Universities sending DC students under the Erasmus+ programme should provide the receiving universities with a document stating that the student is a DC athlete, and therefore meets the conditions defined by SAMEurope: tiers 3-5 according to the scale proposed by McKay et al (2022). DC student athlete recognition should be automatic, and incoming DC students should have the same benefits as the DC athletes from the receiving institution.

The SAMEurope project has created a template for this document:

Figure 2. Certificate of affiliation to the DC programme

[LOGO]

(Date)

CERTIFICATE OF AFFILIATION TO THE DC PROGRAMME

Name of the DC student: _____

Sport: _____

Tiers: _____

Studies: _____

I HEREBY CERTIFY that the above student is affiliated to the dual career programme at [name of the sending institution]

[Name of the person responsible of the DC programme]

[Signature and stamp]

3.3 Erasmus+ bilateral agreements

In order to promote the international mobility of DC athletes, it is important to increase the number of Erasmus+ bilateral agreements between the universities willing to

participate in this initiative.

In the Erasmus+ programme, bilateral agreements are signed between two or more institutions. They set out the framework conditions for the student mobility which takes place between

⁴ European Commission, Directorate-General for Education, Youth, Sport and Culture. (2016). Study on the minimum quality requirements for dual career services: Final report. Publications Office. Retrieved from: <https://data.europa.eu/doi/10.2766/345818>

institutions funded by the Erasmus+ programme.

Bilateral agreements include the name of the institutions concerned, the subject areas covered by the agreement (ISCED code), the study cycle, the total number of students involved per academic year, and the total number of months of the mobility.

Considering that DC athletes can be enrolled in any degree (subject areas), and in order to avoid having to include all of them in the bilateral agreements, SAMEurope proposes to create a new subject area name and code only for the mobility of DC athletes. In this way, European universities would sign up bilateral agreements to cover the international mobility of DC athletes, regardless of the degree they are studying in their home university.

This does not mean in any way that DC athletes will be able to choose any subject they want to. It means that DC athletes will be able to apply to any university that has a bilateral agreement with their host university, and then they will need the approval of their academic

tutor to choose the subjects for their learning agreement.

SAMEurope encourages higher education institutions to sign Erasmus+ bilateral agreements with as many European higher education institutions as possible within the framework of the dual career programme, in order to ensure that DC athletes will have as many opportunities as possible to participate in an Erasmus+ mobility.

The Erasmus+ programme recommends that students take around 30 credits per semester, and it is mandatory for them to take at least 15 credits per semester at the host university. It would be advisable to reduce, if needed, the number of credits to be completed by DC athletes during their Erasmus+ mobility to a minimum of 6, if necessary, for example if an athlete needs to train in a specialised centre during the Erasmus+ exchange.

The new subject area name and code for the mobility of DC athletes will imply more flexibility in the number of credits that DC athletes have to register.

Table 4. Erasmus+ programme bilateral agreement: mobility numbers per academic year

FROM [Erasmus code of the sending institution]	TO [Erasmus code of the sending institution]	Subject area code (optional)* [ISCED]	Subject area name (optional)*	Field of education- Clarification (optional)	Study cycle [short cycle, 1st , 2nd or 3rd] (optional)*	Number of student mobility periods			
						Student Mobility for Studies [total number of students]	Student mobility for Studies [total number of months]	Student Mobility for Traineeships (optional) * [total number of students]	Student Mobility for Traineeships (optional) * [total number of months]

Source: <https://erasmus-plus.ec.europa.eu/es/resources-and-tools/inter-institutional-agreement>

3.4 A structure for DC students

DC athletes are a special type of student because they must balance their university studies with playing an elite sport. They face unique challenges, and universities need to provide them with a structure to help them meet those challenges.

This structure for DC athletes should be permanent, and be recognized by the university. Depending on the size of the university and the number of DC athletes, this structure may consist of several people, or even just one person.

This structure for DC athletes would be responsible for the DC programme at each university, would provide a clear guidance to DC students and would act as a point of contact for DC students, defending their rights and ensuring compliance with their obligations at the university, and providing them with the benefits to which they are entitled. It will help DC students to combine their sport with their studies, regardless of their participation in an Erasmus+ programme.

Without a formal structure, DC students are lost. They are left to fend for themselves.

3.5 A microstructure for Erasmus+ DC students

The aim of the SAMEurope project is to help DC students to combine their sport with their studies during an Erasmus+ mobility abroad. Therefore, it is not only important to have a formal structure for DC athletes, but it is also important to have a microstructure for Erasmus+ students, both incoming and outgoing.

Outgoing DC students need information about the opportunities

to develop their sports career abroad while studying at a foreign university under the Erasmus+ programme. They need to know at which university they can continue to practice their sport and study their chosen degree, which university offers more benefits, etc.

Incoming DC students also need information about the opportunities to develop their sports career while studying at a foreign university under the Erasmus+ programme. For example, they need to know where they can practice their sport and study, whether they can use the university's sports facilities, what benefits they are entitled to the host university, etc.

Depending on the size of the university, the number of DC students and the mobility of DC students, this microstructure for Erasmus+ DC athletes may consist of one or more people. This microstructure would be responsible not only for Erasmus+ mobility, but also for any national or international mobility of DC students.

3.6 Sports Service + International Relations Office, a perfect match

If the International Relations Office is the contact point for all Erasmus+ students, the Sports Service is the contact point for all DC students.

DC students participating in an Erasmus+ exchange need the support of both the International Relations Office and the Sports Service. On the one hand, all Erasmus+ students must contact the International Relations Office of their universities to apply for an Erasmus+ scholarship, and they must also be in contact with the International Relations Office of the host institution. On the other hand, DC athletes participating in an Erasmus+ programme will also need the guidance and support of the

sending and receiving sports services in order to know which are the best universities to practice their sport, what are the sports and academic benefits they can get at the receiving institution, etc.

The International Relations Office should work together with the Sports Service to ensure that Erasmus+ DC students get the most out of their Erasmus+ mobility.

A direct communication channel should be established between the Sports Service and the International Relations Office. Training for both services and a task force should be established.

3.7 A welcome protocol

Universities should prepare a written welcome protocol for Erasmus+ DC students. This document should include:

- Contact details of the Erasmus+ DC student microstructure at the host university.

- Information about the DC programme: benefits and responsibilities.

- Information on the facilities: opening hours, location, services provided, etc.

Erasmus+ DC students need to know who to contact (from the International Relations Office and from the Sports Service, as well as from the relevant sports clubs or federations, depending on the sport the athlete practices), which forms they need to fill in (e.g., the application for membership of the DC programme), which documents they need to provide...

Both the International Relations Office and the Sports Service should have this information, so that both services can help Erasmus+ DC students when they arrive at the host university.

The SAMEurope project has developed a template for this document:

Figure 3. Welcome protocol

[LOGO]

(Date)

WELCOME PROTOCOL FOR DUAL CAREER STUDENTS

Welcome to [name of university]!

We are very pleased that you have chosen [name of university] as your Erasmus+ mobility destination. We hope that you will find the right balance between your academic studies and your sport training.

Upon arrival at [name of university], incoming Dual Career athletes are encouraged to contact the person in charge of the DC programme.

Name:

Email:

Office:

Office hours:

Once you are accepted into our DC programme, you will have access to the following benefits:

[List of the benefits]

3.8 Feedback from DC student

SAMEurope aims to promote the Erasmus+ mobility of DC students, in the firm belief that an international mobility will enhance their skills and competences and will boost their professional careers.

At the end of the Erasmus+ mobility, the International Relations Office usually sends a questionnaire to the Erasmus+ students to collect information about their stay abroad. This questionnaire usually consists of the following parts:

1. General information
2. Satisfaction with the host institution
3. Satisfaction with the destination city

4. Satisfaction with the International Relations Office
5. Satisfaction with the assigned tutor
6. Satisfaction with the assigned coordinator
7. Overall satisfaction

SAMEurope intends to gather information on the benefits of a mobility abroad for DC students. Thus, SAMEurope proposes to add a battery of questions to the general questionnaire for DC athletes. It would be desirable for all universities to use the same questionnaire, so general conclusions can be drawn. This information would also help universities to improve their DC programmes, which will benefit future DC students.

Table 5. Satisfaction survey

SATISFACTION SURVEY						
[To be annexed to the general survey sent to Erasmus+ students after their mobility]						
Satisfaction with the DC programme						
	Very satisfied	Somewhat satisfied	Neither satisfied or dissatisfied	Somewhat dissatisfied	Very dissatisfied	N/A
Specific information for DC athletes before mobility						
Opportunities to follow a dual career						
Sports facilities						
Distance from university to training						
Quality of the training						
Benefits given by the receiving university						
Specific information for DC athletes during mobility						
To what degree would you recommend the host university for a dual degree program?						

3.9 Sports and sports facilities offered

Universities should provide a list of sports that can be practiced at the university, along with a list of facilities (e.g., swimming pool, gym, sports field), as well as information on various local sports officials and nearby sports organizations for training purposes.

It is also important to indicate whether the use of the sports facilities is free or discounted for DC students.

This information should be public and available to both national and international DC athletes.

3.10 Minimum set of benefits

For the SAMEurope project, a dual career student is defined as a student who receives academic, sporting and/or social benefits for combining his or her university studies with the practice of his or her elite sport.

Therefore, all universities wishing to participate in the SAMEurope network should offer a minimum set of 6 benefits to DC athletes. A complete list of the benefits listed by SAMEurope can be found in Table 6.

3.11 A programme is needed

If a dual career student is defined as a student who receives academic, sporting and social benefits for combining his or her studies with the practice of his or her elite sport, it is obvious that universities need a specific programme for DC students.

All universities should have a programme for DC students which should include:

- Criteria for being admitted into the programme, and thus becoming a DC student.
- Criteria for being admitted in the Erasmus+ mobility programme for DC students.
- Benefits offered to DC students.

- Obligations of DC students.
- Criteria for being excluded from the programme, and thus losing the status of a DC athlete (i.e. if the DC athlete has taken drugs).

3.12 Binding responsibilities

Universities should also define the rights (benefits) and responsibilities of all DC students, including Erasmus+ DC students, which should be summarised in a public document. The governing body of the university should approve the document so that it is binding on the university community.

It is important that all stakeholders are aware of the rights and responsibilities of DC students, which is why the document should be public. Once the list of rights and responsibilities is established, they do not need to be negotiated each time.

3.13 Benefits offered

The results of the surveys carried out in the SAMEurope project (see Annexes 5.2 and 5.3, Deliverable D3.1) show that all universities working with DC students offer them some benefits. And DC students use these benefits according to their needs.

Nevertheless, 26% of the DC students surveyed stated that they were not aware that their university could support them in combining study and sport (see Figure 46, Deliverable D3.2).

It is therefore very important that universities provide a list of benefits offered to both regular and incoming Erasmus+ DC students.

SAMEurope has listed 31 benefits in the consortium. This list of benefits has been revisited with the aim of making it applicable to any European university. The final version of the list of benefits, together with an explanation of each benefit, can be found in Table 6.

Table 6. List of benefits

TYPE OF BENEFIT	LIST OF BENEFITS	EXPLANATION
ACADEMIA	Choose class groups	If there are two or more groups for the same class, DC athletes may choose the group that is more convenient for them
	Justification of absences	Absences will be excused if DC athletes are unable to attend class due to competition or training camp
	Online courses	DC athletes may take certain courses online if they cannot attend classes
	Remedial courses	There are some remedial courses available for DC athletes who cannot attend regular courses
	Specific courses (eg. time management, sports marketing & social media)	Specific courses (e. g. time management, sports marketing, social media) are offered to DC athletes
	Changing exam dates	There is an option to reschedule the date of an exam. DC students may be required to take a written exam or an oral exam or to submit a paper instead
	Online exams	DC athletes can take their exam online if they are away at a competition or in a training camp
	Extension of number of exam session	DC athletes can take more exams than regular students
	Extension of the criteria for permanency	DC athletes can meet different criteria for permanency
	Partial enrolment	DC athletes can enrol for fewer ECTS credits than the average student
	Free semesters	DC athletes can take one semester off in order to focus on their sports career
	Separate academic group	All DC athletes will be placed in the same academic group
	Academic tutoring	DC athletes have someone to help them with academic issues
	Career advice	DC athletes have access to someone to support them giving them career advice
SPORTS	Free use of sports facilities	DC athletes can use the sports facilities for free
	Use of sports facilities at a discounted fee	DC athletes can use the sports facilities at a discounted fee
	Private use of sports facilities	DC athletes can use the sports facilities when they are closed to average students
	Reservation of places for general sports courses	DC athletes have some seats reserved in sports courses that are open to the general public (i.e. a paddle surfing course)
	Extra credit for participation in university sport events	DC athletes receive extra ECTS credits for participating in university sport events
	DC tutoring	DC athletes have someone to help them to balance sports and academics, and to connect with the right people in the sports fields
	Specialized PE teachers	DC athletes have access to specialized PE teachers

TYPE OF BENEFIT	LIST OF BENEFITS	EXPLANATION
HEALTH	General medical services	DC athletes have access to general medical services
	Mental health support	DC athletes have access to mental health services
	Physiotherapy	DC athletes have access to physical therapy
	Nutritionist	DC athletes have access to a nutritionist
	Testing (physiology, biomechanics, performance)	DC athletes have access to testing (physiology, biomechanics, performance)
OTHERS	Housing	DC athletes have special access to housing (discounts, priority access)
	Discounts in meals	There are some discounts in meals for DC athletes
	Adapted catering service	The catering service is adapted to the needs of DC athletes
	Scholarships	Scholarships are available for DC athletes
	Extra points in Erasmus evaluation	DC athletes get extra points when applying for an Erasmus+ programme

3.14 IT tool

As part of the SAMEurope project, a questionnaire on dual careers was sent to DC students studying at one of the universities in the consortium. 75% of the DC athletes who responded to the survey indicated that they would be willing to participate in an Erasmus+ exchange programme (see Figure 51, Deliverable D.2).

Among the criteria for choosing a destination for an Erasmus exchange, the first criterion is the existence of appropriate conditions for the development of their sporting career, closely followed by the conditions for the development of their university studies.

The International Relations Office is responsible for providing students with the information on how to develop their university studies abroad: list of universities with which they have an Erasmus+ agreement, requirements for applying to each university, duration of the mobility, etc.

Now it is the time to provide similar information on sports for DC students: where they can practice their sport, what benefits they would have in each university, what requirements they have to meet, etc.

SAMEurope has designed an IT tool for DC students to check the information they need to continue with their sport practice abroad.

The SAMEurope IT tool would collect information on European HEIs that have a specific programme for DC athletes. HEIs wishing to be part of the SAMEurope network, and thus be included in the IT tool, should guarantee at least a minimum of 6 benefits out of the list of 31 benefits (see Table 6).

DC students would be able to use the IT tool to find European universities where they could undertake Erasmus+ mobility.

Figure 4. Information included in the IT tool

IT TOOL

Name of the institution, location, number of students, number of DC students

Description of the institution

DC environment

DC benefits (at least 6 out of 31)

Sports facilities on campus

Profile sports

Sports conducted by current DC athletes

DC athletes willing to participate in an Erasmus+ mobility exchange would be able to access the IT tool and search for places in Europe

where they can continue to practice and/or compete in their elite sport while pursuing their university studies.



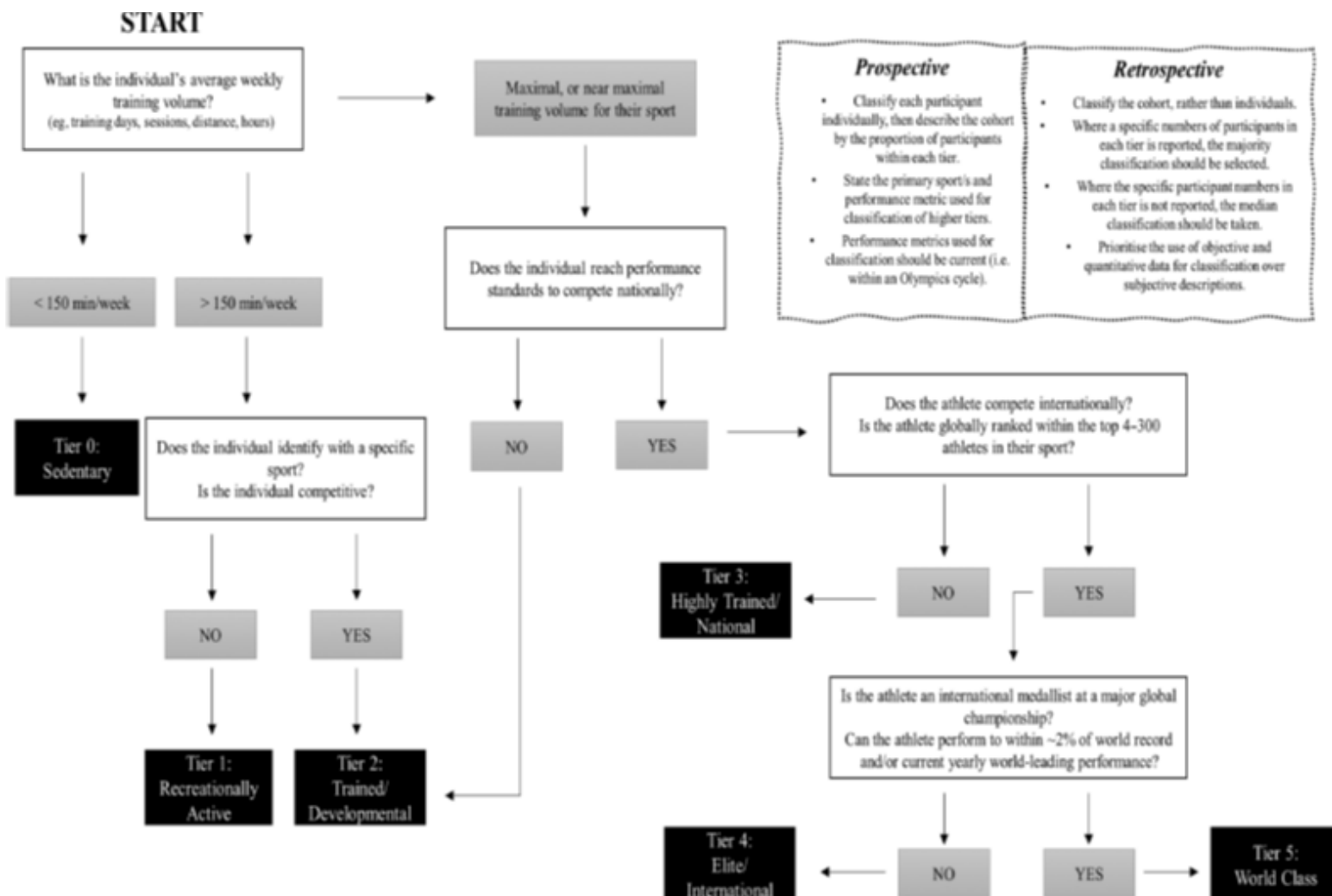
CONCLUSIONS

The aim of the Deliverable D3.3, Good Practices Implementation, was to provide some guidelines for the implementation of good practices in the HEIs willing to be part of the SAMEurope network.

SAMEurope hopes that this work will help HEIs to better serve their DC students.



APPENDIX



McKay, Alannah K. A., Stellingwerff, Trent, Smith, Ella S., Martin, David T., Mujika, Íñigo, Goosey-Tolfrey, Vicky L., Sheppard, Jeremy and Burke, Louise M. (2022). Defining Training and Performance Caliber: A Participant Classification Framework. *International Journal of Sports Physiology and Performance*, 17(2), 317-331. doi: <https://doi.org/10.1123/ijsp.2021-0451>

