

The logo for Triathlon Development features the word "triathlon" in a blue, lowercase, sans-serif font. The letter "o" is highlighted in orange. Above the "o" are two overlapping blue circles. Below "triathlon" is the word "DEVELOPMENT" in a bold, orange, uppercase, sans-serif font.

# triathlon DEVELOPMENT

## **COACH EDUCATION PROGRAMME CURRICULUM DOCUMENT**

# **ITU Level 1 Coaching**

**Version 3.2 – September 2017**

*A summary of the qualification for Continental Confederations, National Federations, Coaches and Facilitators*

## Coaching Development Pathway

The Level 1 coaching course, for most coaches, will be the entry level course. It introduces coaches to the key skills and knowledge to take their first steps into coaching. Some participants may have experienced an Activator course as their introduction to Triathlon. For some coaches, it will be applicable to progress to the Level 2 course after completing this course.

See the online [ITU Coach Education Program documentation](#) for further information on the remit and other aspects of the Coaching Development Pathway.

If you have a question on anything in this curriculum document, please contact Zita Csovelyak, ITU Senior Manager at [zita@triathlon.org](mailto:zita@triathlon.org).

## Introduction

This qualification is an introduction to coaching triathlon. It has been specifically designed to provide candidates with the principles and practices of safe and ethical coaching of triathlon sessions to youth, junior and adult recreational participant groups, using the activities provided through this course programme, equipping coaches with the necessary skills and resources to start coaching straight away.

The ITU coach education pathway focusses on supporting coaches to take responsibility for their own development, and by Level 3 the aim is that they develop their own path to success. However, initial courses, such as the Level 1, will be more directive and check that coaches meet required competencies; coaches will be taught, supported and assessed to ensure they are deemed capable and competent to coach in a safe and effective manner.

At Level 1 the focus is on three key aspects:

- *WHAT* to coach (knowledge and skills);
- *HOW* to coach these concepts to best enable athletes to develop;
- *WHO* is being coached, understanding the athlete to enable better coaching.

All ITU courses are facilitated to maximize candidate involvement in a high-quality learning environment. This will be achieved via group activities, discussions, personal reflections but most importantly the opportunity to practice or "have a go at Coaching" as well as taught elements in the classroom by an approved ITU Coach Education Facilitator.

The general format of ITU coach education courses involves introducing 'bite-size' topics of facilitated information, followed by an activity (group task or practical coaching) that allows coaches to apply the information in a coaching-relevant situation. This is an important bridge between theoretical and applied understanding of coaching practice. The facilitator becomes a guide who integrates the knowledge and experience of the coaches with the course content.

## Role description

ITU Level 1 coaches will be able to plan, deliver, review basic triathlon sessions, ideally under supervision of more qualified coaches to guide their coaching practice and development. However, the ITU understands that this is not always possible, especially in developing NFs, so Level 1 coaches may work unsupervised provided they operate within the remit of their training and qualification. Coaches should check if there are any specific restrictions within their own NF.

## ICCE Equivalence

The ITU Level 1 coach is considered equivalent to the International Council for Coaching Excellence (ICCE) Coaching Assistant role. The definition of which closely matches the ITU Level 1 Coach role description.

## Location

The Continental Development Coordinator will have identified the demand for a level 1 course, as part of their annual planning process. As part of this process, they will work closely with the regional member NFs to identify a host country for the course. The course will then be hosted by this NF. The level 1 course is targeted at NFs with a limited Coach Development program, but with the ability to provide resources and facilities to deliver the course, and that is geographically suitable to enable ease of access for other NFs in a similar position.

## Attendees

Each course is limited to:

- maximum of 18 participants;
- host NF to have maximum of 50% of places on course – this is a maximum, and it may not be as a balance of needs across multiple federations is required.

## Target Audience

Individuals who display the following attributes:

- Desire and aptitude for coaching, with a passion for helping and supporting others;
- Willingness and open-mindedness to learn new skills;
- Ability to participate in the course fully and complete all required assessment;
- Commitment to fulfilling the roles and responsibilities expected of an ITU Level 1 Triathlon Coach;
- Potential to make a positive impact on Triathlon Coaching and Development in their region;
- Agree to abide by the ITU coaches Code of Ethics.

## Entry Requirements

Coaches should be able to demonstrate the following in their application:

- Active Coach, already be an active coach or have access to start coaching immediately following the course;
- Recommendation by local NF and commitment to develop coaching skills;
- Be at least 18 years of age at the start of the course programme;
- Demonstrate a high level of spoken and written skills in the language the course will be delivered in; Check with Regional Development Coordinator which language will be used, courses are predominately in English, Spanish or French;
- Attend 100% of the course;
- Ability to complete all online tasks, will require access to a computer to access ITU Education Hub before, during and after the face to face element of the course;
- It is strongly recommended that candidates have appropriate insurance cover before undertaking any independent coaching practice;
- Completion of application form.

## Selection process

Application forms will be submitted via NFs. Applications will be reviewed by Continental Coordinators, ITU Development Staff and course facilitators. Selection of candidates will be made using several factors including but not limited to:

- Language capabilities, inability to communicate will reduce the impact and value of the course;
- Some coaches may have extensive background and experience, and may not benefit from undertaking a Level 1 course. If this is the case they will be directed to apply for FAST-TRACK to a level 2 course, bypassing the Level 1. This allows another less capable candidate to get the benefit of the entry level course;
- Equality, the ITU seeks to promote coaching across all members of society, regardless of race or gender;
- Specific regional needs, NFs who already have a lot of coaches may not be offered as many places as a NFs who have a small coaching population.
- Positive engagement with the Triathlon wider community. Coaches and NFs that have contributed positively to the triathlon community will be given preference.

Note: the application process and selection should be completed a minimum of six weeks prior to the course commencing to allow coaches to familiarise themselves with content.

Once accepted onto the course, learners will be:

- issued with an ITU Education Hub password and username;
- complete pre-course induction material, which explains requirements to complete the course;
- sent a welcome message from Facilitators, introducing themselves and encouraging engagement with the course.

## Course Overview

The course is based on the principle of providing extensive background reading material and video content which form mandatory pre-course reading for coaches. There are also several pre-course tasks to prepare coaches for the course. The face to face contact element of the course is focussed on utilising the pre-course reading and applying in group classroom based tasks, and in micro coaching sessions, where the candidate coaches will be required to coach each other and demonstrate appropriate coaching knowledge and skills. On the final day of the course there is a practical assessment of coaching skills (a micro coaching session). There are also on-line assessment tasks which can be completed on course, but must be completed within two weeks of the end of the course.

The Facilitators will support the candidates on course, providing feedback throughout to give them all the information required to successfully complete the course and final assessments.

## Delivery Style

The ITU's underpinning principles on Coach Education are to run courses that enable coaches to develop their own approach, and construct their own learning during the program. The guiding approach is therefore one where learning is facilitated. However, as Level 1 is an entry level course the approach is more mixed, with the Facilitators leading the process of learning, as coaches don't yet necessarily know where their strengths and weaknesses lie. There will be some directive delivery, but many sessions will have a more facilitated learning approach.

**Facilitator: Candidate ratio**, to ensure the appropriate support for, and monitoring of, learners during the course the delivery and assessment of the course operates at a ratio of one ITU qualified facilitator to a maximum of 9 learners (1:9).

The ITU is committed to providing flexibility in the both the delivery and assessment of the various elements of the ITU Coach Education Programme, in order to provide access and equity for all coaches, including coaches from non-English speaking backgrounds, those with specific needs, disabilities, or from remote/rural areas. Wherever possible, a range of delivery options will be available for the various elements of the ITU Coach Education Program.

Coaches or NFs who require further support should contact the ITU Development team to discuss possible options.

## Supporting Resources

The course is supported by the ITU's e-learning Education Hub, which contains all the information (written and video) required to complete the course and develop your own coaching knowledge and skills.

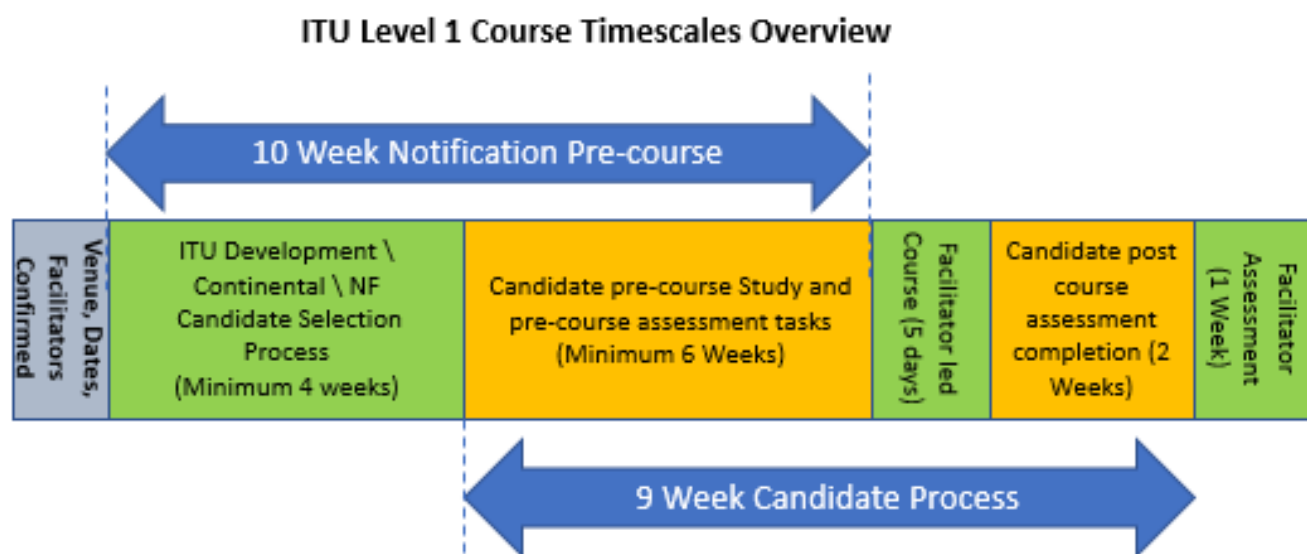
Candidates will be required to Complete some pre-course tasks and quizzes which requires a significant amount of reading prior to attending the face to face contact days on the course.

During the course candidates will be provided with a workbook to use on course, and assessment documentation will be provided by course facilitators.

Course Facilitators are allocated to the course, and are available before, during and after the course to assist candidates with issues relating to the course content and assessment. The host NF and the Regional Development Coordinator are available to assist with logistical issues or travel and accommodation.

## Course Schedule

Following completion of the selection process candidates should have four weeks prior to the course to familiarise themselves with the content and complete pre-course reading and tasks. The face to face element of the course is 5 days in duration, where the coaches will work with facilitators at the course venue. Coaches will have 2-week after this to submit any further tasks that haven't been completed on course to finalise their assessment. Candidate coaches should therefore consider that the course lasts for 9 weeks elapsed time.



A detailed example schedule for the face to face contact element of the course can be found in the Appendix.

## Key Outcomes

Learning outcomes are measurable statements of what a coach will be expected to know or do upon completion of the training. It is a description of a specific skill or behaviour that should be performed, together with the conditions under which these should be performed and the standard of performance expected. Confirmation of these learning outcomes, can be achieved via a variety of ways, including but not limited to practical assessment, written tasks, verbal assessments, reflections and mentoring support.

A coach who has completed the level 1 course will be expected to be able to deliver safe and competent group coaching sessions utilising key coaching skills and knowledge to be able to have a positive long-term

effect on participant development and engagement within the sport. The following list of learning outcomes covers the expectations and remit for the course:

### **Role of a coach**

- Describe what triathlon is and variations of the sport.
- Outline the roles and responsibilities of a triathlon coach.
- Understand the principles and process of coaching.
- Understand and apply key coaching skills.
  - Provide technically accurate demonstration of technique and skills for triathlon.
  - Observe and provide constructive feedback to participants.
  - Deliver engaging sessions that give positive and enjoyable experiences to everyone taking part.
  - Use effective verbal and non-verbal communication skills.
  - Evaluate and reflect on coaching activities.
- Operate in a professional manner in line with the ITU Code of Ethics.
- Demonstrate awareness and commitment to further personal development opportunities as a coach.

### **Planning**

- Prepare facilities and equipment for coaching activities.
- Demonstrate an ability to adapt to meet the changing needs of the participants and the coaching environment.
- Plan and prepare sessions that support physical literacy, skill development and fitness and contribute to the development, overall health and well-being of all participants.

### **Participants**

- Promote and establish working relationships and high standards of behaviour with triathletes, coaches, parents, volunteers and race officials.
- Prepare participants for coaching activities.
- Support a variety of different participants, by understanding their motivations and aspirations; being able to motivate and inspire people to take part in triathlon.
- Know how to establish and maintain an effective, fair and equitable coaching environment, irrespective of gender, religion, disability or sexual orientation.
- Support the emotional health and wellbeing of participants by listening and respecting everyone and by increasing self-esteem and confidence in all participants.

### **Safety and welfare**

- Know how to establish and maintain a safe coaching environment.
- Safeguard and protect children and vulnerable adults, by understanding procedures for identifying abuse, exploitation and neglect and how to deal with these.

### **Knowledge**

- Describe fundamental principles of sports nutrition.
- Describe basic principles of physiology in order to be able to deliver physical fitness conditioning sessions.
- Describe the basic rules and regulations for equipment and specific racing formats.
- Identify the essential skills and techniques for triathlon, specifically swimming, cycling, running and transition.
- Describe and apply the fundamental principles of periodization to coaching programmes

## Assessment

The ITU Level 1 Coaching Certificate requires candidates to undergo formal assessment to fully meet the qualification requirements. The learner will be assessed by suitably qualified ITU Facilitator. As the aim of the course is to develop coaches who can actively coach and interact with participant, the primary element of assessment is a practical coaching exercise, which takes place on day 5 of the course. There are several other elements of assessment that enable ITU Facilitators to build a more complete picture of the coaches' strengths and development areas:

- On-course 15-minute practical micro-coaching session delivery by coach supported by a session plan (day 5).
- Completion of on-line assessment tasks and quizzes.
  - **Coaching Knowledge Review and Action Plan** Understand own strengths and weaknesses in coaching.
  - **Coaches Code of Conduct Declaration**, read and abide by coaching code of ethics.
  - **Roles and Responsibilities task**, completed quiz questions and submitted.
  - **Understanding participants task**, understand motivations of participants and how to work with them.
  - **Risk Assessment Task**, create a risk assessment document.
  - **Emergency Action Plan Task**, create an emergency action plan document.
  - **Safeguarding and Protecting Children online quiz**, understanding about welfare of young people.
  - **Self-evaluation task** – demonstrate ability to evaluate own coaching.
- Attend all days of the course (5 days).
- Participate and engage fully with the course, contributing fully to supporting their peers.

The following methods will be used to assess learners during their achievement of the qualification:

- Oral questioning (when appropriate),
- Observation of the delivery of a triathlon coaching session,
- E-portfolio based tasks and activities.

Flexible assessment practices will include:

- Using oral instead of written information where appropriate.
- Using a video of practical activities for assessment purposes where necessary and appropriate (for example, for a coach in a remote area or for re-assessment purposes).
- Considering any request from candidates for flexibility, within the framework of ensuring fairness for others, and integrity of the assessment process overall.

## Re-assessment Procedures

ITU Facilitators should support learners in their assessment tasks, providing guidance and feedback where necessary. Facilitators will present opportunities for candidates to succeed, using alternative sources of evidence where appropriate.

However, there will be learners who will fail to demonstrate sufficient evidence to meet the criteria. Learners who are unsuccessful in any aspect of the assessment of the qualification may be offered a further opportunity for re-assessment to pass the course, at the discretion of ITU Development. These opportunities for reassessment are flexible to meet the needs of the learner, and may include, the opportunity to submit a video of their coaching delivery, re-submission of online assessment tasks. The period of re-assessment however is strictly constrained to 3 weeks following the end of the course, after which time they will need to apply to a future level 1 course.

## Maintaining Accreditation

Consistent with international best practice in many professions the ITU considers that coaches should maintain their knowledge and experience and ensure that it is up to date and relevant. There is therefore

an ITU Coach Accreditation Scheme which seeks to encourage and support coaches to keep up to date. See the separate document on the accreditation scheme and its impact for coaches.

# APPENDIX

The following pages include an example course schedule and a detailed list of elements included in the course curriculum.

The example course schedule is just for purposes of example of the sessions delivered. The order and days of delivery, as well as start and end times of each day will vary depending upon the course, the local conditions, such as weather (e.g. avoiding mid-day heat), daylight availability, and availability of practical facilities and when they can be booked. Individual course schedules will be shared with candidates prior to arrival, however they will always be subject to modification.



## ITU Level 1 Course Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5
9am	Welcome and Introductions 1A (60 min)	Run Practical (2.5 hours)	Bike and transition Practical (3 hours)	Swim Practical (3 hours)	Practical Assessment swim, bike or run (3 hours)
10am	What is Triathlon Coaching? Roles, Ethics & Philosophy 1B (60 min)				
11am	The Coaching Process, Teaching & Learning 1C (60 min)				
		Evaluation and Review 2A (30 min)			
12am	Lunch	Lunch	Lunch	Lunch	Lunch
1pm	Principles of session delivery (inc. Warm up / cool down) 1D Include session planning (75 min)	Understanding Participants 2B (45 min)	Swim Workshop 3A (3 hours)	Child and Youth Development 4A (45 min)	1-2-1 debrief and evaluation
2pm	Run Workshop 1E (2 hours)	Safety & Welfare 2C (45 min)		Improving Performance 4B (75 min)	
3pm		Bike Workshop 2D (1.75 hour)		Programme Planning 4C (90 min)	
4pm		Guide to online learning 1F (45 min)		Transition Theory 2E (45 min)	Open Water Theory 3B (1 hour)
5pm					Next steps - Coaching and sport development 5A
Evening	Meal, personal reflection and study tasks	Meal, personal reflection and study tasks	Meal, personal reflection and study tasks	Meal, personal reflection and study tasks	

## ITU Level 1 Detailed Course Curriculum

Area	Topic	Knowledge & Understanding
<b>Self (the Coach) &amp; Coaching Context</b>	<b>Context</b>	What is Triathlon? covering event formats, history, racing structures & variations What is triathlon coaching and where does it sit within the bigger picture of the development of triathlon.
	<b>Professional Standards &amp; Ethical Behaviour</b>	Coaching philosophy to include personal values, behaviours & attitudes Roles of coach at this level Understanding the Level 1 coach in the wider context of the ITU coach education pathway. Responsibilities of coach ( <i>to include</i> : motivation and enjoyment of the participants, promote good practice, duty of care and welfare of participants, minimise risk and promote safe practice, identify participants' motives, improve participants' performance, booking and obtaining equipment/facility, reporting injuries and illness, attendance/ non-attendance of participants), plus teaching lifelong lessons - respect & opportunity, fair play & sportsmanship, trust & teamwork, health & fitness, competition & success, fun & lifelong engagement Open access and inclusive sessions; athlete-centred approach. ITU Coaches Code of Professional Practice Anti-doping regulation awareness of procedures for where to direct participants for more information Coaches Presentation - individual appearance, dress and participant support. Appropriate dress & equipment for the coach in each environment. Equitable Practice & inclusive coaching Understanding the environment and context in which they operate and what resources available/required.
<b>Planning – Who (shape the environment)</b>	<b>Understanding Participants and Others</b>	Types of participant they may be required to coach Principles and Structure of Youth Development Model in triathlon including: Physical: male, female, child, youth, adult, veteran, paratriathletes, ability level, physical literacy, early vs. late specialisation, medical conditions, Psychological: reasons for taking up triathlon - identify participants' motives, their limitations & aspirations, learning styles, stage of development and previous experience; goals. Others - parents, guardians, other coaches, support staff (physio/ nutritionist / S&C etc.), facility staff. Participants' individual needs - physical, medical, and disability, behavioural, emotional, social, educational, and intellectual.

## ITU Level 1 Detailed Course Curriculum

		<p>Methods to collect information - question and answer, written questions/ form, discussion.</p> <p>Sources of information that a coach can use when planning and preparing coaching sessions.</p> <p>Handling personal Information - data protection (personal details, medical history), disclosure of information and facts.</p>
<p><b>Planning – How</b> (shape the environment)</p>	<p><b>Participant Safety &amp; Welfare</b></p>	<p>Selecting Suitable Venues facilities; technical equipment; human resources; environmental conditions, booking and obtaining equipment/facility.</p> <p>Health and safety - National Federation's health and safety policies and procedures, normal operating procedures and guidelines for equipment assembly/ disassembly, reporting faults to a responsible person, adequate and safe storage; athlete welfare.</p> <p>Producing and using risk assessment documentation and process. Risks - hazards - venue, surfaces, performance area, equipment, participants and others, dress and clothing.</p> <p>Dealing with accidents &amp; injuries Role and behaviour of coach; identifying qualified assistance; offering comfort and reassurance; using correct organisational procedures; data protection and issues of confidentiality.</p> <p>Emergency Action Plans (EAPs) emergency exits, fire drills, assembly points, medical support procedures.</p> <p>Appropriate dress &amp; equipment of participants and others incl. safety, comfort and practicality; specialist dress and equipment.</p> <p>Protection of Children &amp; Vulnerable Adults: common signs and indicators of abuse – physical, emotional, sexual, neglect, bullying. NF specific Policies and procedures of dealing with and reporting abuse; full or partial disclosure; relevant legislation reporting injuries and illness, attendance/ non-attendance of participants.</p> <p>Contingency plan or amending a session plan based on risk</p> <p>Reporting and recording accidents and injuries.</p> <p>The importance of leaving the training environment clean and tidy for future users.</p>
<p><b>Planning - What (conduct practices)</b></p>	<p><b>Session Delivery content</b></p>	<p>Introduction to the principles and practices of periodization and basic training programme design</p> <p>Basic introduction to the principles of training science</p> <p>Select and plan activities that will help participants achieve their aims for skill acquisition</p> <p>Plan activities for each session that will motivate participants and achieve their stated goals, using basic session plan templates.</p> <p>Types of information needed to plan a session.</p> <p>Types of resources the coach might need to deliver a session.</p> <p>Content of sessions - required resources, aims and objectives, structure and content, timing and sequencing of activities, technical content, selecting and sourcing suitable, venues, activities and practices, support required for the delivery?</p> <p>Creating basic session plans for coaching using ITU template</p>

## ITU Level 1 Detailed Course Curriculum

<b>Delivery</b> (Shape the Environment/ Conduct Practices & Read & React)	<b>Assessing &amp; Organising Participants</b>	<p>The process of starting a triathlon coaching session, delivery of safe and effective activities - for starting and concluding sessions, punctuality and good time-keeping.</p> <p>Assessing readiness to participate - things to ask &amp; consider, assessing individual learning methods – kinaesthetic, visual and auditory.</p> <p>Timing of interactions, stopping participants, dispersing participants.</p> <p>Managing behaviour - ground rules, sanctions, time outs, individual discussions, disagreements, positive reinforcement</p> <p>Organising &amp; managing the group.</p> <p>Methods readiness for participation – physical &amp; mental.</p> <p>Assessing participants' stage of learning; practice methods; observation of practice; positive and constructive feedback.</p>
	<b>Delivering Coaching Activities</b>	<p>Coaching &amp; Teaching Skills: The process and considerations for planning a balance of activities and coaching methods for each session that will motivate participants and achieve the planned goals, including skill development and acquisition.</p> <p>Balance of coaching styles - coach led vs. participant led vs. individual and group.</p> <p>Understanding the range of coaching methods and selecting the most appropriate one for the group and activities.</p> <p>The importance of planning realistic timings, technical sequences, pace and duration of sessions.</p> <p>Delivering coaching sessions - appropriate and technically correct use of instruction, explanation, demonstration, observation, analysis, discussion, feedback (timing, purpose, methods to be used, positive and constructive, informative, two- way feedback) and questioning.</p> <p>Consideration of non-verbal methods - body language, activity cards, new technologies, whiteboards, use of other resources.</p> <p>Using pre-prepared session plans, which need adapting to meet the needs of the group, where to potentially refer any participant whose needs and potential you cannot meet to a competent person or agency.</p> <p>How to summarise and conclude a coaching session.</p>
<b>Evaluate</b> (Learn & Reflect)	<b>Evaluation &amp; Review</b>	<p>How to review feedback from athletes &amp; others, (closed &amp; open) question and answer, group discussion, use of previous evaluations, use of standard forms to record information; self-reflection.</p> <p>What to review – participants' performance, effectiveness of activities, coaching styles, communication, use of equipment and facilities, preparation for activities.</p>

## ITU Level 1 Detailed Course Curriculum

<b>Technical Knowledge (WHAT)</b>	<b>Swimming</b>	<p>Pool etiquette and organisation – entry, during session, post-session and other users.            Use of appropriate equipment to develop: kick boards, pull buoys, hand paddles, fins.            Front crawl/ freestyle technique - body position, rotation, arm action (recovery, Catch and Pull) leg action, breathing technique, election of drills &amp; practices.            Drills to include: Doggy Paddle, Fist, Polo, Scull, Kick (include vertical), Finger trail, zip, 6-1-6, 6-3-6, sink downs, bubble/bubble/breath, single Arm (UNCO), balance drills.            Understanding basics of a fitness session, number of repetitions, rest periods,            Event rules and specific regulations for triathlon swimming.            Open Water Swimming: equipment selection, basic OW swimming skills - starts, turns, sighting, safe entry &amp; exit of the water, environmental awareness, water quality &amp; safety, swimmer competence, choosing a venue, risk assessment &amp; EAP.</p>
	<b>Cycling</b>	<p>Cycling in Triathlon - demands &amp; requirements            Safety: traffic awareness, Bike "safety M-Check", helmet &amp; clothing check, signalling &amp; communication, using tribars.            Bike set-up &amp; positioning - quick/ basic assessment for children and adults.            Skills and techniques:            Mount / Dismount: Gliding/ moving mount &amp; stationary mounting, Moving with the bike whilst on foot.            Braking: when riding in a straight line, position of hands, feet and body.            Gear selection: Good pedalling technique, changing and selecting gears, cadence.            Cornering: body position, approach, entry, apex, exit, position of hands, feet and body, the wider environment - surface conditions, other cyclists, vehicles etc.            Climbing: in the saddle, out of the saddle, gear selection &amp; cadence.            Descending: body position.            Group riding: Balance &amp; coordination &amp; Peripheral awareness when next to another rider, when surrounded by riders, communication, changing position.            Event rules and specific regulations for triathlon cycling.</p>

## ITU Level 1 Detailed Course Curriculum

	<b>Running</b>	<p>Running for Triathlon - Demands of the run leg, including running off the bike (all age groups, disciplines).            Selection of equipment - Selection and appropriate use of running clothing, shoes and training aids to improve running skills, fitness and performance, coaching equipment.            Selecting environments: Environmental conditions - surfaces, terrain, weather conditions (wind, weather and running surface).            Running injuries &amp; causes.            Basic Running Biomechanics: Posture /alignment of head, body, legs and feet, arm.            Run movements foot contact, propulsion and recovery phases (lower body - upper body). Cadence (Stride rate) versus Stride length.            Basic running drills to improve technique and efficiency, developing correct technique; identifying and correcting common faults.            Posture drills (including relaxed posture), Co-ordination and movement drills, High Knees, heel flicks, fast feet.            Cadence counting.            Stride patterns, length, rate and rhythm, including pace control, force production drills.            Running skills: Group running, including: control next to another runner, control surrounded by runners, changing position in a group. Pacing, Tactics.            Rules and specific regulations for running in triathlon.</p>
	<b>Transitions</b>	<p>T1 &amp; T2 Event rules and specific regulations for transitions; set up &amp; equipment layout, the transition process &amp; order, racking methods, preparation - routes from swim-rack - bike out etc., moving with bike (in cycling section).</p>
	<b>Paratriathlon</b>	<p>Background and history of paratriathlon, Introduction to the classification system -            Who's eligible to compete in Paratriathlon?            Competition opportunities and pathways for paratriathletes.            Rule variations for paratriathlon &amp; Allowable equipment modifications by class, Assistance rules, event distances &amp; demands, participation/ competition opportunities - NF specific. Resources, where to go for further information or assistance - inclusive sessions.</p>
	<b>Rules &amp; Regulations</b>	<p>Rules &amp; technical requirements for drafting and non-drafting events, coaching to the rules.</p>
	<b>Sport Science</b>	<p>Introduction to physiology and physiological principles and its application to triathlon            Introduction to the principles and application of basic Sports nutrition</p>