



**COACH EDUCATION PROGRAMME
CURRICULUM DOCUMENT**

ITU Level 2 Coaching
Version 3.1 – August 2017

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

Coaching Development Pathway

The Level 2 coaching course, for most coaches, is a course which takes existing basic skills and knowledge, gained from past experience and/or ITU Level 1 course, and develops greater breadth and depth of knowledge.

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.

Introduction

The Level 2 course is the second coaching qualification award offered by the ITU and is aimed at people with some experience of coaching (formally or informally) and of triathlon – building on existing coaching experience in Level 1. The aim of the level 2 course is to build on existing knowledge, skills and experience of coaches. This allows coaches to enhance their capabilities by giving them sufficient breadth of knowledge, which provides a scaffold to develop their future coaching knowledge and experience. The whole process is supported by an appropriate reference resource to guide this development.

At Level 2 the focus is on:

- Developing and delivering more advanced triathlon coaching practices, including individualised support.
- Effective planning, delivery and evaluation of a series of triathlon coaching sessions or a programme for a group or an individual.
- Understanding the processes and principles of coaching triathlon activities to groups of children and/ or adults through the application of training science.
- This certificate focuses on producing a competent club coach who can promote the benefits of participating in triathlon, and appropriate skill acquisition through quality coaching of participants from grass roots level upwards.

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. The facilitators therefore support coaches to take responsibility for their own development, at this level there is a greater balance between facilitator led sessions and coach led questions, knowledge and experience influencing the direction of discussion and debate.

Role description

ITU Level 2 coaches will have a broad knowledge and can independently plan, deliver, review more complex and specific sessions. They may work with any participation group, Paratriathlon, children through to adults, participation through to performance. Coaches at this level may work independently or within a team structure or under supervision depending upon their own role and the context within which they coach.

ICCE Equivalence

The ITU Level 2 coach is considered equivalent to the International Council for Coaching Excellence (ICCE) Coach role. The definition of which closely matches the ITU Level 2 Coach role description.

Location

The Continental Region's Development Coordinator will have identified the demand for level 2 coaches, as part of their annual planning process. As part of this process, they will work closely with the regional Member NFs and ITU Development to identify location for the course. Key factors may include how accessible a particular location is, what is the demand for enhanced coaching skills in a particular region, will successful level 2 coaches be able to enhance the development of the sport at all levels within that region.

Due to the requirements for the course it will usually be delivered in an Accredited Training Venue, but may also be hosted by a regional NF if they can provide the required facilities. Facilities required will include a training swimming pool, and areas to conduct cycling and running sessions, as well as a well-managed 'classroom' setting with appropriate internet connections and other facilities. In addition, appropriate accommodation and catering facilities need to be provided for the group.

Attendees

Each course is limited to:

- maximum of 18 participants, if a course has more than 16 candidates this will require an additional course facilitator;
- where there is a host NF, they are limited to 5 places on course; the aim of courses is to develop increased capabilities across a whole region, and therefore places need to be allocated across a wide number of NFs who have development needs. There are additional benefits to running courses with participants from a wide range of countries.

Target Audience

The Level 2 course is targeted at NFs and specifically individual coaches with the potential to benefit the growth of triathlon within their region. The ITUs intention is to provide development opportunities to those who are unable to access appropriate coach development opportunities elsewhere at the current time.

Priority will be given to individuals who display the following attributes:

- Desire and aptitude for coaching, with a passion for helping and supporting others, potentially across a range of contexts e.g. Local Clubs, Age Group, Child Development, Schools, Performance (Youth, U23, Elite);
- Willingness and open-mindedness to learn new skills;
- Ability to participate in the course fully and complete all required assessments;
- Commitment to fulfilling the roles and responsibilities expected of an ITU Level 2 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 Triathlon Coach, already be an active coach for minimum of two years, with experience of coaching Triathletes;
- Completion of ITU Level 1 course, with positive recommendation from Level 1 course facilitators;
- 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; Candidates and NFs should check with Regional Development Coordinator which language will be used. Courses are predominately in English, Spanish or French; There may be a process of testing written and spoken capabilities prior to accepting candidates on the course;
- Attend 100% of the course;
- Ability to complete all online tasks, will require access to a computer with internet access, in order to use the 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, candidates should seek guidance from their own NF;
- Completion of application form and willingness to take part in interview (skype call).

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, an inability to communicate will reduce the impact and value of the course;
- Recommendation of ITU Facilitators, ITU Development or NF.
- Equality, the ITU seeks to promote coaching across all members of society, regardless of race or gender;
- Specific regional needs, for example 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 outlining the initial steps.

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 practical coaching sessions, where the candidate coaches will be required to coach each other and demonstrate appropriate coaching knowledge and skills. This approach aims to build on their existing knowledge, skills and experiences, encouraging them to reflect and develop different approaches to coaching delivery that can be applied in their own domain.

Post course there is a practical assessment of coaching skills (coaches to submit a video of themselves coaching in their own environment). There are also on-line assessment tasks which can be completed on course, but must be completed within the post course deadline.

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. At Level 2 a large proportion of the approach is to allow 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 8 learners (1:8). Usually this will result in 16 candidate coaches on the course, with two facilitators.

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.

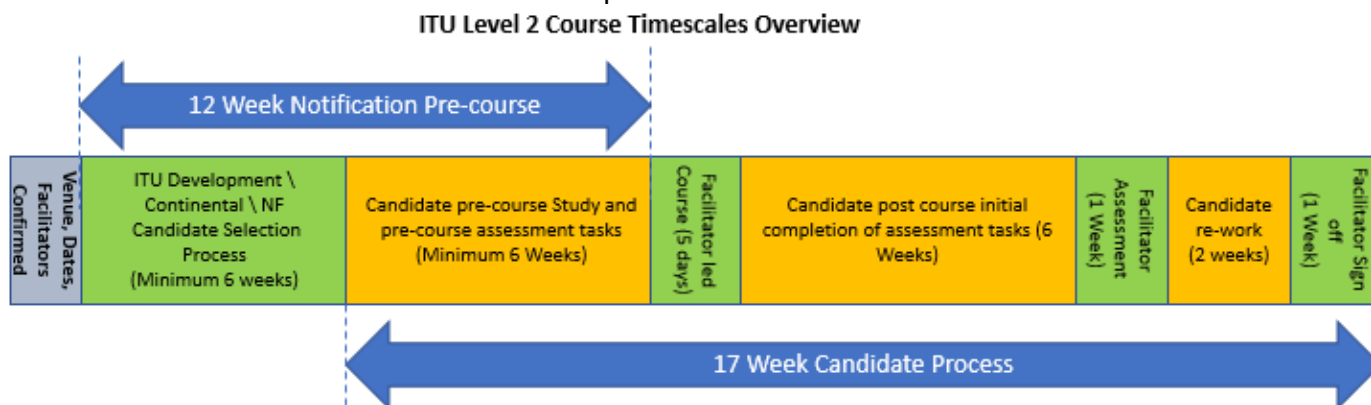
Coaches or NFs who require further support should contact the ITU Development team to discuss possible options.

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 six 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 6-weeks after this to submit their home coaching tasks (including video of session) and further tasks that haven't been completed on course to finalise their assessment. There is a further 4 weeks to allow for assessment by facilitators and re-work. Candidate coaches should therefore consider that the course lasts for 17 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 2 course will be expected to be able to plan and deliver programs of safe coaching sessions across a range of different domains, e.g. child development, youth development, paratriathlon, age-group and elite. Level 2 coaches will utilise and effectively apply key coaching skills and knowledge to be able to have a positive long-term effect on participant development and engagement within the sport. These coaches will also be expected to have a self-development focus and be able to apply basic principles of self-development to their coaching to aid long term development.

The following list of learning outcomes covers the expectations and remit for the course, note these outcomes are in addition to those at Level 1 (See Level 1 Curriculum document), which are still expected to be evident:

- Demonstration of ability to apply ethical coaching practice.
- Ability to apply the principles and process of coaching in a range of situations and contexts.
- Understand and apply key coaching skills, including demonstrating awareness of different approaches, and consideration of applying different approaches to different contexts.
- Ability to deliver both skill development and physical conditioning sessions and where applicable combine both aspects in a single session.
- Ability to deliver appropriate sessions for swimming, cycling, running and transition in a variety of environments which provide appropriate challenge to participants whilst maintaining a safe practice.
- Make use of a wide range of sports science knowledge to influence planning and evaluation of sessions, including but not limited to energy systems, physiology, psychology, nutrition, altitude, climate, injury prevention.
- Use self-development concepts and techniques to demonstrate ability to take responsibility for their own development.
- Demonstrate an ability to plan and adapt to deliver sessions that have a positive impact on the development of participants.
- Ability to deliver sessions that are appropriate to the needs and wants of the participants within a session or program.
- 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.
- Understanding of how to work effectively with other coaches, supporting their development as part of the process.

Assessment

The ITU Level 2 Coaching Course requires candidates to undergo informal and formal assessment to fully meet the qualification requirements. The coach will be assessed by qualified ITU Facilitators. As the aim of the course is to develop coaches who can actively coach and interact with participant in their own context, the primary element of assessment is a practical coaching exercise, which takes place after the contact days 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:

- **Pre-Course Quizzes** – confirming learning at Level 1, may require candidates to refresh reading of material.
 - Role of the coach
 - Population Groups
 - Safeguarding (Welfare task)
 - Coaching Process and Skills
 - Sports Science
 - Swimming
 - Cycling
 - Running
- **On-course 15-minute practical micro-coaching sessions** delivery by coach (days 1-4). Coaches will be required to deliver on two out of three disciplines and demonstrate their coaching skills and interaction with participants.
- **Completion of online Reflection tasks**, these tasks require coaches to reflect on 'classroom' sessions and consider how the learning in those sessions may impact their coaching practice in the future.
 - Ethical Coaching Task, ability to apply principles of ethical coaching in own environment.
 - Reflective Coaching Task, understanding and practice of reflection on personal coaching.
 - Teaching & Learning \ Skill Development, application of teaching and learning for skill development.
 - Applying psychology, consideration of how to apply sports Psychology with coaching sessions.
 - Coaching Philosophy, understanding and applying your own coaching philosophy.
- **Group Case Study presentation**, in groups present back to Facilitators and rest of course on an allocated case study task, all coaches need to participate and provide input and answer questions during presentation.
- **Training Design workshop**, demonstrate ability to design and write appropriate individual and blocks of training sessions.
- **Post Course Assessments (2 part)**
 - A – Candidates will provide a session plan and a video of a coached session in their home coaching environment. They will also provide a self-reflection of this session based on the standard reflection document. The chosen discipline should differ from the two they covered on course.
 - B – Candidates will choose between 1) writing a series of 4 linked session plans working on a specific theme/skill development/physical conditioning OR 2) writing a high-level training plan for an individual or group or triathletes. In both cases there should be supporting documentation outlining why the choices opted for have been chosen.

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 (Needs Review)

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 10 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.

Example ITU Level 2 Course Schedule

		Level 2 ITU Coach Education Program						
		Day 0	Day 1	Day 2	Day 3	Day 4	Day 5	
07:00	07:30	Candidates arrive. Facilitators set up room, and check resources and facilities	Breakfast, free time					
07:30	08:00		Breakfast, free time					
08:00	08:30		Breakfast, free time					
09:00	09:30		Intro What is coaching. Teaching and Learning	Swim Practical @ pool	Bike Practical outdoors	Run Practical outdoors	Group Case Study Presentations	
09:30	09:45							Break
09:45	10:00		Training Theory and Applying Physiology A	Change and return to room	Change and return to room	Change and return to room	Group Case Study Presentations	
10:00	10:15							Break
10:15	10:30		Lunch	Lunch	Lunch	Lunch	Lunch	
10:30	10:45							Break
10:45	11:00		Training Theory and Applying Physiology B	Swim Training Design: Designing individual and blocks of sessions	Bike Training Design: Designing individual and blocks of sessions	Run Training Design: Designing individual and blocks of sessions	1-2-1 with facilitators	
11:00	11:15							Break
11:30	11:45		Swim Technique Developing Skills, technique and tactics	Bike Technique Developing Skills, technique and tactics	Run Technique Developing Skills, technique and tactics	Triathlon Holistic Planning B	Course Close CPD and development Assessment, next steps, pathway	
11:45	12:00							Break
12:00	12:15		Writing Session Plans	Ethical Coaching	Applying Psychology in Sessions	Preparation time for Group Case Study	Course Close CPD and development Assessment, next steps, pathway	
12:15	12:30							Break
12:30	12:45		Lunch					
12:45	13:00		Lunch					
13:00	13:15		Lunch					
13:15	13:30		Lunch					
13:30	13:45		Lunch					
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16:00	16:15	Lunch						
16:15	16:30	Lunch						
16:30	16:45	Lunch						
16:45	17:00	Lunch						
17:00	17:15	Lunch						
17:15	17:30	Lunch						
17:30	18:00	Lunch						
18:00	19:00	Course Welcome Flexible welcome for candidates, Facilitators available in	Free time, self study, case study group time				Travel	
19:00	20:00	Evening Meal						
20:00	-	Free time						

ITU Level 2 Detailed Course Curriculum



The following table lists the curriculum for this course, the plain text is level 1 content, the text in bold is additions at Level 2. Coaches at level 1 are expected to understand and have a basic competency in the Level 1 content, at Level 2 there is an expectation that they will be able to apply the knowledge and skills from Level 1 in their own coaching context and to a higher level of competency. In addition, they should start to be able to demonstrate the level 2 skills and knowledge outlined below.

Area	Topic	Knowledge & Understanding
Self (the Coach) & Coaching Context	Context	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. Place own coaching within the context of the environment they operate and work effectively in that environment. Input into wider coaching strategy and plans within their own environment.
	Professional Standards & Ethical Behaviour	Coaching philosophy to include personal values, behaviours & attitudes Roles of coach at all levels Understanding the different levels of 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. Ability to differentiate between different athlete motivations and plan sessions that effectively balance complimentary and also contrasting needs and wants of participants.



<p>Planning – Who (shape the environment)</p>	<p>Understanding Participants and Others</p>	<p>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.</p>
		<p>Methods to collect information - question and answer, written questions/ form, discussion. Sources of information that a coach can use when planning and preparing coaching sessions. Handling personal Information - data protection (personal details, medical history), disclosure of information and facts.</p>
<p>Planning – How (shape the environment)</p>	<p>Participant Safety & Welfare</p>	<p>Selecting Suitable Venues facilities; technical equipment; human resources; environmental conditions, booking and obtaining equipment/facility. 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. Producing and using risk assessment documentation and process. Risks - hazards - venue, surfaces, performance area, equipment, participants and others, dress and clothing. Dealing with accidents & injuries Role and behaviour of coach; identifying qualified assistance; offering comfort and reassurance; using correct organisational procedures; data protection and issues of confidentiality. Emergency Action Plans (EAPs) emergency exits, fire drills, assembly points, medical support procedures. Appropriate dress & equipment of participants and others incl. safety, comfort and practicality; specialist dress and equipment. Protection of Children & 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. Contingency plan or amending a session plan based on risk Reporting and recording accidents and injuries. The importance of leaving the training environment clean and tidy for future users.</p>



<p>Planning - What (conduct practices)</p>	<p>Session Delivery content</p>	<p>Principles and practices of periodization and training programme design Planning blocks of sessions and linked sessions targeting specific goals. Select and plan activities that will help participants achieve their aims for skill acquisition Plan activities for each session that will motivate participants and achieve their stated goals, using basic session plan templates. Types of information needed to plan a session. Types of resources the coach might need to deliver a session. 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? Creating session plans and programs for coaching</p>
<p>Delivery (Shape the Environment/ Conduct Practices & Read & React)</p>	<p>Assessing & Organising Participants</p>	<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. Assessing readiness to participate - things to ask & consider, assessing individual learning methods – kinaesthetic, visual and auditory. Timing of interactions, stopping participants, dispersing participants. Managing behaviour - ground rules, sanctions, time outs, individual discussions, disagreements, positive reinforcement Organising & managing the group. Methods readiness for participation – physical & mental. Assessing participants' stage of learning; practice methods; observation of practice; positive and constructive feedback. Applying judgement in balancing athlete varying needs and wants in relationship to their goals.</p>

ITU Level 2 Detailed Course Curriculum



	Delivering Coaching Activities	<p>Coaching & 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>
Evaluate (Learn & Reflect)	Evaluation & Review	<p>How to review feedback from athletes & others, (closed & 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>
Technical Knowledge (WHAT)	Swimming	<p>Pool etiquette and organisation – entry, during session, post-session and other users.</p> <p>Use of appropriate equipment to develop: kick boards, pull buoys, hand paddles, fins.</p> <p>Front crawl/ freestyle technique - body position, rotation, arm action (recovery, Catch and Pull) leg action, breathing technique, election of drills & practices.</p> <p>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.</p> <p>Understanding basics of a fitness session, number of repetitions, rest periods,</p> <p>Event rules and specific regulations for triathlon swimming.</p> <p>Open Water Swimming: equipment selection, basic OW swimming skills - starts, turns, sighting, safe entry & exit of the water, environmental awareness, water quality & safety, swimmer competence, choosing a venue, risk assessment & EAP.</p>



		<p>Planning and delivering swimming sessions that develop physical conditioning based on Sports Science, incorporate race tactics or focus on skill development; develop sessions that combine two or more of these elements within a single session in an appropriate way.</p>
	<p>Cycling</p>	<p>Cycling in Triathlon - demands & requirements Safety: traffic awareness, Bike "safety M-Check", helmet & clothing check, signalling & communication, using tribars. Bike set-up & positioning - quick/ basic assessment for children and adults. Skills and techniques: Mount / Dismount: Gliding/ moving mount & 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 & cadence. Descending: body position. Group riding: Balance & coordination & Peripheral awareness when next to another rider, when surrounded by riders, communication, changing position. Event rules and specific regulations for triathlon cycling. Planning and delivering cycling sessions that develop physical conditioning based on Sports Science, incorporate race tactics or focus on skill development; develop sessions that combine two or more of these elements within a single session in an appropriate way.</p>

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	<p>Running</p>	<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 & 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. Planning and delivering running sessions that develop physical conditioning based on Sports Science, incorporate race tactics or focus on skill development; develop sessions that combine two or more of these elements within a single session in an appropriate way.</p>
	<p>Transitions</p>	<p>T1 & T2 Event rules and specific regulations for transitions; set up & equipment layout, the transition process & order, racking methods, preparation - routes from swim-rack - bike out etc., moving with bike (in cycling section). Planning and delivering running sessions that develop physical conditioning based on Sports Science, incorporate race tactics or focus on skill development; develop sessions that combine two or more of these elements within a single session in an appropriate way.</p>
	<p>Paratriathlon</p>	<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 & Allowable equipment modifications by class, Assistance rules, event distances & demands, participation/ competition opportunities - NF specific. Resources, where to go for further information or assistance - inclusive sessions.</p>
	<p>Rules & Regulations</p>	<p>Rules & technical requirements for drafting and non-drafting events, coaching to the rules.</p>

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	Sport Science	Principles of training science Sport Science – breadth and depth of topics covering areas include but not limited to: Nutrition, injury prevention, climate, travel and environment, energy systems, anatomy and physiology, psychology, fatigue, muscular system, immune system, rest and recovery strategies including sleep, massage
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