



**ITU COACH EDUCATION PROGRAMME
CURRICULUM DOCUMENT**

**ITU LEVEL 1 COACHING
CERTIFICATE**

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

Introduction

Triathlon coaches play a central role in developing the sport at every level around the world, increasing participation and guiding triathletes of all abilities to fulfil their potential. In addition to their core coaching role, it is this dedicated workforce that influences an individual's personal development by delivering the key messages about ethics, beliefs, fair play, and values, through quality coach-athlete partnerships at all levels from grassroots participation to elite performance.

Coaching also can contribute positively to social agendas by promoting physical activity and health and generating economic activity through employment, education, purchase of equipment, use of facilities and attendance at events.

This profession is in its most dynamic era in recent history. Coaching is seen as a powerful catalyst for change with societies & economies around the world and effective, high quality coaching is central to developing, sustaining and increasing participation and performance in triathlon, with the welfare of athletes being the foremost concern to coaches in designing, implementing and evaluating appropriate practices and competitions.

Triathlon coaches continue to work tirelessly with increasingly diverse populations and face heightening demands from their athletes, parent's, guardians, administrators and spectators alike. They are required to fulfil a variety of roles that may include mentor, educator, technical advisor, psychologist and business manager.

The development of competent and effective coaches is critical for the development of triathlon and triathletes. With this in mind, the International Triathlon Union (ITU) Coach Education Programme has five key objectives:

- ✓ To grow and develop the sport globally by making coach education accessible to all National Federations (NF's) (developing and emerging through to established NFs) - thereby providing athletes with the opportunity of working with coaches with the relevant education to suit their specific needs,
- ✓ Providing a framework for coach education and development for NF's to develop triathlon in their country by developing athletes through competent and effective coaches from grassroots coaching to high performance sport,
- ✓ Providing coaches with a coach development pathway for all different roles from grassroots coaching to high performance coaching which gives them the possibility to develop their competence and effectiveness by international standards no matter of their professionalization status,
- ✓ To provide a mechanism by which coaches from all NFs can progress along the coaching pathway, should they so desire,
- ✓ Quality assurance by providing a common framework.

The ITU Coach Education Programme is designed to meet the needs of today's coaches and will be reviewed on a regular basis to ensure that all elements remain relevant and capable of producing effective, top quality coaches globally who can meet the needs of triathletes at all stages of development and assist them to perform to their potential.

If you have a question on anything in this curriculum document, please contact **Zita Csovelyak**, ITU Senior Manager at zita@triathlon.org

A brief overview of each of the individual programmes that comprise the overall ITU Coach Education Programme is provided on the following pages. A flow chart illustrating how coaches may progress along the ITU Coach Education Programme pathway is outlined overleaf.

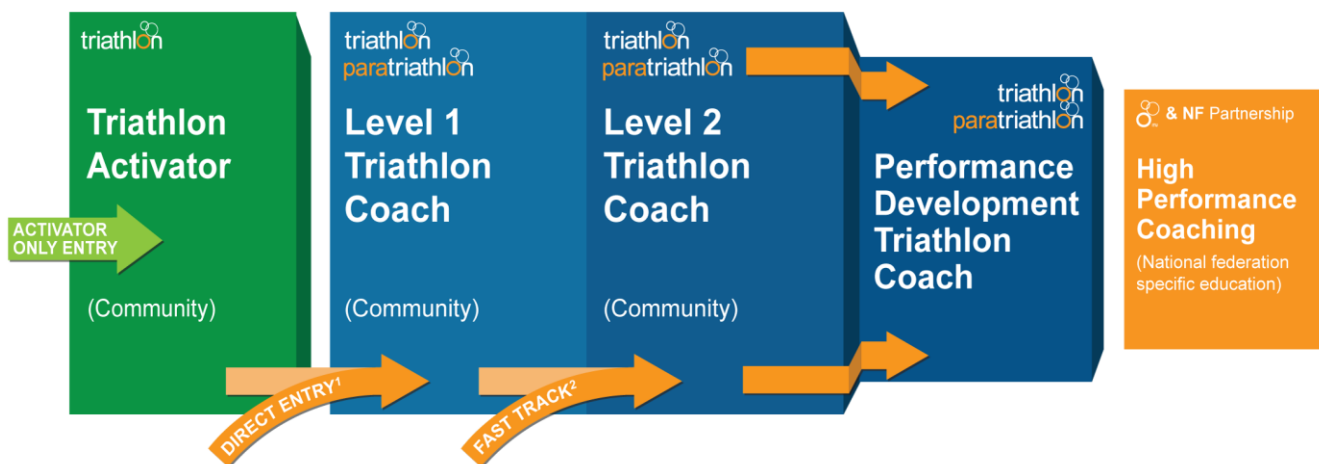
ITU Coach Education Pathway

The ITU Coach Education Programme allows coaches to progress through the coaching pathway. There are a variety of entry points for coaches, depending on a coaches' existing knowledge, experience, proven ability and qualifications.

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A flow chart illustrating how coaches may progress along the ITU Coach Education Programme pathway is provided below.

ITU Coach Education Pathway



The ITU Coach Education Programme is comprised of **three** Coaching Certificates:

1. ITU Level 1 Triathlon Coach
2. ITU Level 2 Triathlon Coach
3. ITU Performance Development Triathlon Coach (L2 Extension Programme – invitation only)

ITU Coach Education Programmes – Level Descriptors

ITU Level 1 Triathlon Coach

ITU Level 1 coaches will be able to deliver triathlon sessions to groups of triathletes without supervision. Coaches at this level may fulfil the role of a coaching assistant to a more senior and qualified coach. NF's can determine their specific role, as long as they operate within the remit of their training and qualification.

ITU Level 2 Triathlon Coach

Further develops coach knowledge and skills in coaching triathlon and provides an introduction to sports science and triathlon-specific planning and preparation for and evaluation of the club triathlete across all disciplines and age groups.

ITU Level 2 Performance Development Triathlon Coach (Level 2 Extension - invitation only)

Integrates the sport sciences with triathlon-specific planning and preparation for and evaluation of the junior triathlete (16 to 19 years of age competing in draft-legal sprint distance events – 750m/ 20km/ 5km) and U23 triathlete (between

18 and 23 years of age competing in Olympic distance events – 1500m/ 40km/ 10km) preparing for national and, ultimately, international competition.

Fast-Track Opportunities

You will see from the diagram there is an opportunity for coaches to by-pass the Level 1 coaching certificate. The ITU want to ensure that appropriate coaches are allocated to the most appropriate course for their development needs. In some instances, there will be coaches with the appropriate skills, knowledge, qualifications and experience. In these circumstances, the level 1 may not be appropriate for them.

If a National Federation receives an application from an individual who may be eligible for fast-track to Level 2, the ITU will assess their application on a case by case basis and will be determined by a coach development panel.

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Level 1 Certificate Overview

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 new ITU coach education pathway is a competency based programme, whereby coaches will be taught, supported and assessed to ensure they are deemed capable and competent to hold the qualification for which they are completing

In a competency-based education system, the focus shifts to include both what coaches need to know and understand (knowledge and skills or the WHAT to Coach), but more importantly what coaches can *DO* with what they know (or the *HOW* to Coach Skills).

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.

A competency-based system outlines learning outcomes at the outset of each programme which coaches are expected to meet by completing the programme. Not all outcomes are evaluated at each level, but they are present in all educational material and courses

Level 1 Role Descriptor

ITU Level 1 coaches will be able to deliver triathlon sessions to groups of "participation" level triathletes without supervision. Coaches at this level may fulfil the role of a coaching assistant to a more senior coach, however their training and qualification allows them to coach independently. NF's can determine their specific role, as long as they operate within the remit of their training and qualification.

This coach will be expected to, by the end of the course programme, have a sound understanding of the technical aspects of the sport, including rules and regulations, introduction to basic sport science related topics, such as sport nutrition, physiology, and Periodization and have a good understanding of what constitutes good coaching practice in triathlon.

National Federation Guidelines for Coach Selection

Pre-requisites & Commitment Requirements

During the application process, the ITU will be looking for the following qualities in all applicants:

- ✓ 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*** .
- ✓ Completed an ITU course application form and submitted to their relevant National Federation.
- ✓ A willingness and open-mindedness to learn new skills.
- ✓ A keen interest and desire in being a triathlon coach.
- ✓ Participate in the course fully and complete all required assessment.
- ✓ Receive ongoing support from your National Federation.
- ✓ It is strongly recommended that candidates have appropriate insurance cover before undertaking any independent coaching practice.
- ✓ Have access to a computer for access to the ITU Education Hub which supports the Level 1 course, both before, during and after the course.
- ✓ Individuals with a passion for helping and support others.
- ✓ Attend 100% of the course.
- ✓ Be committed to fulfilling the roles and responsibilities expected of them as an ITU Level 1 Triathlon Coach
- ✓ Agree to abide by the ITU Coaches Code of Ethics.
- ✓ Complete some pre-course work, followed by attending a 5 day course programme.

****initially all courses will be in English, with French and Spanish developed courses going live in the future. Please check the language of the course to be delivered with the Continental Development Coordinator.*

National Federation Coach Representation

The Continental Region's 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 NF's to identify a course host country. For any course organised and delivered in a particular region, there will be up to five NF's eligible to have coach representation and for the National Federation identified as the course host nation, they will have up to 50% of the places available to coaches from their country. This equates to 9 individual places available. It must be stressed that this is up to 9 places, as it may not be realistic the total number of places available on any course is 18 coaches, therefore the host Nation, will be eligible to identify 9 suitable applicants.

Level 1 Certificate Aim

This entry qualification is aimed at those individuals who are new to the profession of coaching and/ or the sport of triathlon; it has been specifically designed to provide an individual with the fundamentals of coaching, the principles and practices of safe and ethical coaching of triathlon sessions to youth, junior and adult novice participation groups, using activities provided through this course to enable them to start coaching tomorrow.

Pre-course:

- ✓ Once accepted onto the course, learners will be issued with a Moodle password and username.
- ✓ Learners will need to complete pre-course induction material, explaining requirements and commitment to complete the Level 1 course.
- ✓ Facilitators to send a welcome email/ or note via the Moodle to encourage learners to use this as the main form of communication while on the course.

On course:

- Attend all days of the course (5 days)
- Participate and contribute fully supporting their peers,
- Complete all tasks and assignments required to pass the course

Facilitator: Candidate Ratio

To ensure the appropriate support for, and monitoring of, learners during practical sessions, it is recommended that the delivery and assessment of the qualification operates at a ratio of one appropriately qualified facilitator to a maximum of 9 learners (1:9).

Supporting Learning Resources

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

Flexible Delivery & Assessment

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, 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 Programme. This may include: face-to-face workshops, on-the-job learning, on-line learning, workbooks and mentored coaching.

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);
- Considering any request from candidates for flexibility, within the framework of ensuring fairness for others, and integrity of the assessment process overall.

Assessment

You will be required to complete home study written tasks, deliver a practical session (on course) and complete a short answer exam (basic triathlon knowledge).

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. 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.

Re-assessment Procedures

ITU Facilitators should support learners as much as possible in their assessment as they may not necessarily demonstrate all the criteria required. This may be due to a number of reasons. 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 will be offered a further opportunity for re-assessment to pass the course. 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, attendance on a future level 1 course assessment day only. In both these instances, the individual coach maybe required to pay a re-assessment fee. This will be determined based on the method for re-assessment and the involvement of an ITU Facilitator conducting the re-assessment.

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Level 1 Course Learning 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.

On successful completion of the ITU Level 1 Coaching Certificate, learners should be able to:

- Describe what triathlon is and variations of the sport.
- Know how to establish and maintain an effective, fair and equitable coaching environment, irrespective of gender, religion, disability or sexual orientation.
- Outline the roles and responsibilities of the Level 1 triathlon coach
- Understand the principles of coaching.
- Promote and establish working relationships and high standards of behaviour with triathletes, coaches, parents, volunteers and race officials.
- Know how to establish and maintain a safe coaching environment.
- Plan and prepare sessions that support physical literacy, skill development and fitness and contribute to the overall health and well-being of all participants.
- Describe and apply the fundamental principles of periodization to coaching programmes
- Prepare facilities and equipment for coaching activities.
- Prepare participants for coaching activities.
- Deliver sessions that give positive and enjoyable experiences to everyone taking part in triathlon.
- Use effective verbal and non-verbal communication skills.
- Provide technically accurate demonstration of technique and skills for triathlon.
- Support a variety of different participants, by understanding their motivations and aspirations.
- Observe and provide constrictive feedback to participants.
- Demonstrate an ability to adapt sessions to meet the changing needs of the participants and the coaching environment.
- Describe fundamental principles of sports nutrition
- Describe fundamental principles of physiology
- Evaluate and reflect on coaching activities.
- Motivate and inspire people to take part in triathlon.
- Describe the basic rules and regulations for taking part in triathlon around equipment regulations and racing formats.
 - Operate in a profession manner in line with the ITU Code of Ethics

- Identify the essential skills and techniques for triathlon.
- Safeguard and protect children and vulnerable adults, by understanding procedures for identifying abuse, exploitation and neglect and how to deal with these.
- Support the emotional health and wellbeing of participants by listening and respecting everyone and by increasing self-esteem and confidence in all participants.
- Demonstrate an awareness and strong commitment to further personal development opportunities as a coach within triathlon.
- More outcomes should be added according to the additional topics to the course (e.g. anti-doping)

ITU Coaches Certification & Re-validation

Once a coach has completed their qualification, they are automatically given coach certification which will be valid for FOUR (4) years. In order to maintain this certification, coaches will be required to maintain its currency by applying for re-validation. They should do this by collating a portfolio of evidence that will be assessed by the ITU.

The key component of this portfolio is that there includes consistent personal reflections on their coaching work, evidence of regular learning, (courses, workshops, conferences, conversations with other coaches, practical experience, reading) and race day coaching role experiences. Once a submission can satisfy the re-validation “criteria”, re-validation can be granted for a further FOUR (4) years, with Terms & Conditions around maintaining their portfolio for re-submission in the future.

Criteria of re-validation will include:

- Successfully complete all assessment requirements (or demonstrate that they have the competencies via the identified RCC process) for the relevant ITU coaching qualification pathway.
- Demonstrate that they are a recognised member of a National Federation affiliated with the ITU or with the ITU directly.
- Demonstrate evidence of appropriate professional indemnity insurance cover.
- Formerly agree to operate in line with the ITU Coaches Code of Ethics and Professional Behaviour Agreement and/ or their NF Coaches Code of Ethics Agreement.
- Comply with any working with children or other police checks required in their region.
- Pay the relevant ITU coach re-validation fee, where applicable.
- Demonstrate evidence on continued Professional Development Opportunities.

If you have a question on anything in this curriculum document, please contact **Zita Csovelyak**, ITU Senior Manager at zita@triathlon.org

APPENDIX

ITU Level 1 Course Syllabus Information

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.
	Professional Standards & Ethical Behaviour	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.
Planning – Who (shape the environment)	Understanding Participants and Others	Types of participant they may be required to coach Principles and Structure of Long-Term Athlete 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. 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 with personal Information - data protection (personal details, medical history), disclosure of information and facts.

Planning – How (shape the environment)	Participant Safety & Welfare	<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 & 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 & equipment of participants and others incl. safety, comfort and practicality; specialist dress and equipment.</p> <p>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.</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>
Planning - What (conduct practices)	Session Delivery content	<p>Introduction to the principles and practices of Periodization and basic training programme design</p> <p>Introduction to the principles of training science</p> <p>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.</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>
Delivery (Shape the Environment/ Conduct Practices & Read & React)	Assessing & Organising Participants	<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 & 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 & managing the group.</p> <p>Methods readiness for participation – physical & mental.</p> <p>Assessing participants' stage of learning; practice methods; observation of practice; positive and constructive feedback.</p>

	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.</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 be delivered: 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>

	Cycling	<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.</p>
	Running	<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. Running Biomechanics: Posture /alignment of head, body, legs and feet, arm. Run movements support, drive, recovery, swing (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>
	Transitions	<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).</p>

ITU LEVEL 1 COACHING CURRICULUM

	Paratriathlon	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.
	Rules & Regulations	Rules & technical requirements for non-drafting events, coaching to the rules.
	Sport Science	Introduction to Physiology and Physiological principles and its application to triathlon Introduction to the principles and application of basic Sports Nutrition