

1st4sport Level 2 Triathlon Coach



© British Triathlon

Unit Specifications

Qualification Information

Qualification Structure:	This qualification consists of five mandatory units. Learners must successfully complete all five mandatory units.						
Qualification Code:	603/0404/2	Level:	2	Age:	18	Registration Period:	2 Years
Guided Learning (GL):	50	Total Qualification Time (TQT):	110	Operational From:	01 September 2016		
Mandatory Units	Level	GL	Reference	Assessment Method(s)		Page	
The role of the Triathlon coach	2	10	F/615/2096	E-assessment, Observation of delivery		3	
Plan a series of Triathlon coaching sessions	2	10	R/615/2104	E-assessment, Observation of delivery		6	
Deliver a series of Triathlon coaching sessions	2	10	A/615/2100	E-assessment, Observation of delivery		8	
Review a series Triathlon of coaching sessions	2	10	D/615/2106	E-assessment, Observation of delivery		11	
Technical coaching requirements for Triathlon	2	10	M/615/2112	E-assessment, Observation of delivery		13	

Specification publication date: 18 June 2018
V1 18 June 2018: Initial

Unit title:	The role of the Triathlon coach		
Unit aim	This unit assesses a Triathlon coach's understanding of their role and responsibilities and the roles of others, ensuring that their coaching is safe and inclusive.		
Unit level:	2	Guided Learning Hours (GLH) ¹ :	10
Assessment Specification	Learners are required to complete a series of assessed tasks within the HUB. These are set by BT/1st4sport and assessed by their assessor		

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>		Mandatory delivery content <i>The learner will develop an understanding of:</i>
1	understand the role of the Triathlon coach	1.1	describe the role	<ul style="list-style-type: none"> the role of the fully independent Triathlon coach, its boundaries and adherence to codes of conduct the responsibilities of the fully independent Triathlon coach when working with others such as leaders, coaching assistants the importance of being a role model the Triathlon coaching process of plan–do–review
2	understand the responsibilities of the Triathlon coach	2.1	describe the responsibilities related to rules and regulations	<ul style="list-style-type: none"> the overarching legal and Triathlon -specific responsibilities the Triathlon organisational procedures, responsibilities and liabilities the rules and regulations of Triathlon to enable the delivery of sessions the role of Triathlon officials and the positive promotion of these
2	understand the responsibilities of the Triathlon coach (continued)	2.2	describe responsibilities related to duty of care	<ul style="list-style-type: none"> what constitutes acceptable relationships as a coach the guidelines for safeguarding and protecting the following participant groups, adherence to these and maintaining confidentiality: <ul style="list-style-type: none"> young people and children, including signs and symptoms of abuse adults at risk participants who share protected characteristics how to encourage and reward positive behaviour and to respond to discriminatory behaviour, behaving in a fair, consistent and ethical manner the requirements of the participant group; managing information for and about all types of participants

¹ GLH for the qualification may be less than the total hours for units delivered individually. This is due to the holistic nature of the learning programme.

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>	Mandatory delivery content <i>The learner will develop an understanding of:</i>
		2.3 describe responsibilities related to safe coaching practice	<ul style="list-style-type: none"> • how to set and agree ground rules • health and safety management, understanding how to: <ul style="list-style-type: none"> – prepare the environment – conduct a risk assessment – minimise risk – put contingency plans in place • emergency procedures; knowing how to follow: <ul style="list-style-type: none"> – correct procedures for dealing with accidents, emergencies and incidents – correct procedures for reporting issues
		2.4 describe responsibilities related to inclusive coaching practice	<ul style="list-style-type: none"> • inclusive delivery of coaching sessions and activities and where to gain information on this • how to communicate, deal with and meet the needs of a variety of participant types: <ul style="list-style-type: none"> – disabled and non-disabled people – children/youth/adults – those who share protected characteristics • how to assist with meeting the needs of participants who share protected characteristics • recognising that different participants learn in different ways • how different backgrounds and stages of participant development can impact on <ul style="list-style-type: none"> – age – skill development – emotional development.
3	Understand Triathlon participants and their development needs	3.1 describe how to engage with and develop a range of participants	<ul style="list-style-type: none"> • how to gather information about lifestyle, previous experience, and the needs of different participant groups • participants' motivations for taking part • the impact of the participants' background, stage of development and needs on: <ul style="list-style-type: none"> – session management – the different ways adults and children learn – learning and the coaching environment (beginner vs experienced) – training and competition • how to cater for individual needs within group coaching

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Mandatory delivery content <i>The learner will develop an understanding of:</i>
	3.2 describe the physical influences on participation	<ul style="list-style-type: none"> • the physical capabilities required for, and the basic anatomical and biomechanical demands of, Triathlon • the units of physical fitness and how they link directly to Triathlon • how to minimise the risk of injury and assist a participant returning from injury • the role of the coach in encouraging the pursuit of a healthy lifestyle, including an awareness of: <ul style="list-style-type: none"> – nutrition – hydration – social and performance-enhancing drugs – the principles of weight management in relation to the sport • how the physical capabilities of participants will influence the content and structure of the session
	3.3 describe the mental and social influences on participation	<ul style="list-style-type: none"> • how the mental capabilities of participant(s) will influence the content and structure of the session • the key methods for improving participant(s)': <ul style="list-style-type: none"> – connection – confidence – concentration – motivation – emotional control – cohesion • the concepts of: <ul style="list-style-type: none"> – skill coordination – motor skill learning – skill acquisition – skill retention – skill transfer • the different stages of cognitive, emotional and social development • how to develop participants' mental skills in Triathlon • how to develop participants socially; <ul style="list-style-type: none"> – building relationships and rapport with and between participants – develop confidence – self-esteem

Unit title:	Plan a series of Triathlon coaching sessions		
Unit aim	This unit assesses a coach's ability to plan a series of Triathlon coaching sessions to meet the needs of participants. The series of Triathlon coaching sessions planned will be linked and progressive in nature in order to develop participants' performance within Triathlon.		
Unit level:	2	Guided Learning Hours (GLH) ² :	10
Assessment Specification	<p>Learners are required to:</p> <ul style="list-style-type: none"> • complete a series of assessed tasks contained within the HUB • plan a minimum of six coaching sessions in Triathlon. Four of the six sessions must be linked and progressive, and working with the same group of participants in order to monitor and review any progress made. The additional two sessions will ideally be planned for, and delivered to a different participant to the linked and progressive sessions eg adults/youths/children/disabled/non-disabled • demonstrate their ability to plan session(s) in the following: <ul style="list-style-type: none"> - 10 mins swimming session - 10 mins bike session - 10 mins running session - 15 mins of final summative session of any of the three disciplines <p>The learner e-portfolio and the practical demonstration are inclusive of all assessment criteria. Successful completion will result in the achievement of the qualification.</p>		

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Mandatory delivery content <i>The learner will develop the knowledge, understanding and skills to be able to</i>
1	1.1	
be able to plan a series of triathlon coaching sessions	plan a series of progressive sessions	<ul style="list-style-type: none"> • understand the principles of producing progressive sessions • identify aims and objectives of the coaching programme, setting SMART/ tangible goals that have been agreed with participants • plan a series of progressive sessions with goals that are linked, progressive and consistent with the overall aims of the coaching programme

² GLH for the qualification may be less than the total hours for units delivered individually. This is due to the holistic nature of the learning programme.

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Mandatory delivery content <i>The learner will develop the knowledge, understanding and skills to be able to</i>
	1.2 plan activities to meet the aims of the sessions	<ul style="list-style-type: none"> • understand how individual sessions support the aims of the coaching programme • identify aims and objectives of sessions, setting SMART/ tangible goals that have been agreed with participants • plan and prepare sessions that meet the needs of participants from different backgrounds and at different stages of development to include: <ul style="list-style-type: none"> - realistic timings - sequences of activities - intensity of activities - duration of activities - specific technical content within activities - specific tactical content within activities - contingencies

Unit title:	Deliver a series of Triathlon coaching sessions		
Unit aim	This unit assesses a coach's ability to deliver a series of Triathlon coaching sessions to meet the needs of participants. The series of Triathlon coaching sessions delivered will be linked and progressive in nature in order to develop participants' performance within Triathlon.		
Unit level:	2	Guided Learning Hours (GLH) ³ :	10
Assessment Specification	<p>Learners are required to:</p> <ul style="list-style-type: none"> • complete a series of assessed tasks contained within the HUB • deliver a minimum of six coaching sessions in Triathlon. Four of the six sessions must be linked and progressive, and working with the same group of participants in order to monitor and review any progress made. The additional two sessions will ideally be planned for, and delivered to a different participant to the linked and progressive sessions eg adults/youths/ children/disabled/non-disabled • demonstrate their ability to coach session(s) in the following: <ul style="list-style-type: none"> - 10 mins swimming session - 10 mins bike session - 10 mins running session - 15 mins of final summative session of any of the three disciplines <p>The learner e-portfolio and the practical demonstration are inclusive of all assessment criteria. Successful completion will result in the achievement of the qualification.</p>		

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>		Mandatory delivery content <i>The learner will develop the knowledge, understanding and skills to be able to:</i>
1	be able to deliver a series of Triathlon coaching sessions	1.1	establish a safe coaching environment	<ul style="list-style-type: none"> • conduct a risk assessment, minimising any identified risks • organise the setting up of equipment required for the session
		1.2	prepare the participants for the coaching sessions	<ul style="list-style-type: none"> • apply the principles of good practice for starting coaching sessions • provide information to participants on the aims and objectives of sessions, agreeing these with participants • understand physical preparation and how to deliver warm-ups

³ GLH for the qualification may be less than the total hours for units delivered individually. This is due to the holistic nature of the learning programme.

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Mandatory delivery content <i>The learner will develop the knowledge, understanding and skills to be able to:</i>
be able to deliver a series of Triathlon coaching sessions (continued)	1.3 deliver a series of coaching sessions in line with guidelines	<ul style="list-style-type: none"> • incorporate a variety of coaching styles and techniques in delivery and incorporate: <ul style="list-style-type: none"> – listening to participants – motivating participants – learning styles of participants (visual, auditory, kinaesthetic) – differentiation between participants • cater to a variety of learning styles; balancing instruction, facilitation, demonstration, questions and answers • ensure there is a balance of activities; realistic timings, sequences, intensity and duration of activities within the session • identify participants' needs and modify session plan(s) to meet participants' changing needs
	1.4 develop technical aspects of Triathlon through the provision of explanations and demonstrations of activities	<ul style="list-style-type: none"> • know how and when to apply appropriate communication methods in the provision of technical guidance • use the principles of skill development in their coaching, selecting correct techniques to developing participants' skills • understand different types of demonstration • provide technical and tactical demonstrations and explanations that are correct • identify and utilise sport or physical activity specific rules and codes • prepare participants for competition.
	1.6 analyse and provide feedback on participants' performance	<ul style="list-style-type: none"> • understand the principles of analysing participants' performance • observe participants', analyse performance and provide constructive feedback • communicate effectively with participants and show listening skills • support participant(s) in taking responsibility for their own learning
	1.7 ensure participants' safety is maintained	<ul style="list-style-type: none"> • manage coaching activities and adapt to maintain safety as required • manage safe use of equipment during the session • manage behaviours by being: <ul style="list-style-type: none"> – positive and challenging – encouraging and motivating

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>		Mandatory delivery content <i>The learner will develop the knowledge, understanding and skills to be able to:</i>
	be able to deliver a series of Triathlon coaching sessions (continued)	1.8	conclude the session	<ul style="list-style-type: none"> • apply the principles of good practice for concluding coaching sessions • deliver cool-downs • summarise session outcomes, providing feedback to participants • organise the taking down and storage of equipment used during the session • offer information to participants after coaching sessions

Unit title:	Review a series of Triathlon coaching sessions		
Unit aim	This unit assesses a coach's ability to review a series of Triathlon coaching sessions that meet the needs of participants. The series of Triathlon coaching sessions reviewed will be linked and progressive in nature in order to develop participants' performance within Triathlon.		
Unit level:	2	Guided Learning Hours (GLH) ⁴ :	10
Assessment Specification	<p>Learners are required to:</p> <ul style="list-style-type: none"> complete a series of assessed tasks contained within the HUB review a minimum of six coaching sessions in Triathlon. Four of the six sessions must be linked and progressive, and working with the same group of participants in order to monitor and review any progress made. The additional two sessions will ideally be planned for, and delivered to a different participant to the linked and progressive sessions eg adults/youths/ children/disabled/non-disabled <p>The learner e-portfolio and the practical demonstration are inclusive of all assessment criteria. Successful completion will result in the achievement of the qualification.</p>		

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>		Mandatory delivery content <i>The learner will develop the knowledge, understanding and skills to be able to:</i>
1	be able to review a series of triathlon coaching sessions	1.1	review participants' performance	<ul style="list-style-type: none"> measure participant development use a variety of evaluation methods that can be used to monitor participant(s)' development and learning
		1.2	analyse own coaching practice	<ul style="list-style-type: none"> understand the principles of self-reflection utilise feedback from others identify personal development needs gain valid feedback on own performance from participants and others take responsibility for own development access continuing personal development (CPD) and develop a personal action plan and mentoring opportunities participate in continual review identify career progressions in the sport and the role of others

⁴ GLH for the qualification may be less than the total hours for units delivered individually. This is due to the holistic nature of the learning programme.

		1.3	apply the review of coaching sessions to future planning	<ul style="list-style-type: none"> • review and evaluate the session, using the views of participants and others, and using it to impact on future sessions • agree the outcomes of the review with participants and others, advise them on their development needs and adapt future sessions to reflect needs
		1.4	review the effectiveness of the series of coaching sessions in sport or physical activity.	<ul style="list-style-type: none"> • review the overall aims and goals of the programme and progress made towards these • use a variety of evaluation methods that can be used to monitor participant(s) development and learning • measure the quality of the coaching experience • measure participant development

Unit title:	Technical coaching requirements for Triathlon		
Unit aim	This unit aims to develop the coach's knowledge of the technical coaching requirements for Triathlon.		
Unit level:	2	Guided Learning Hours (GLH) ⁵ :	10
Assessment Specification	Learners are required to: complete tasks on the HUB and the practical demonstration which are inclusive of all assessment criteria. Successful completion will result in the achievement of the qualification.		

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>	Mandatory Delivery content <i>The learner will develop the knowledge to be able to coach the learner to:</i>
1	Know how to coach triathlon	1.1 Identify the key elements of Triathlon skills.	<p>Swimming</p> <ul style="list-style-type: none"> units for the front crawl stroke, including: <ul style="list-style-type: none"> body position arm action leg action breathing. variations in each of the unit parts selected practices and progressions stroke patterns, length, rate and rhythm, including pace clock and pace control a knowledge of skill and stroke analysis focused observation and analysis techniques and the identification of appropriate coaching points to bring about improvements. <p>Initial orientation, including:</p> <ul style="list-style-type: none"> pool etiquette (pre-entry; entry; use during session; post session; other users) use of appropriate equipment: <ul style="list-style-type: none"> to develop body position in the water movement through the water simultaneous and alternating kicking action <p>Group swimming, including:</p> <ul style="list-style-type: none"> mass-start performance control next to another swimmer control when surrounded by swimmers. <p>Open water skills (swimming pool only), including:</p> <ul style="list-style-type: none"> deep water starting technique
		1.2 Identify the key coaching points of Triathlon skills.	

⁵ GLH for the qualification may be less than the total hours for units delivered individually. This is due to the holistic nature of the learning programme.

- navigation technique
- deep water manoeuvring technique

Cycling

Mounting and dismounting when:

- stationary
- moving off.

Signalling:

- Hands, feet and body position
- Safety issues
- Pedalling technique.

Steering:

Position of hands, feet and body.

Braking:

- when riding in a straight line
- during cornering
- in an emergency
- position of hands, feet and body.

Gear selection when:

- ascending
- descending
- in cadence
- position of hands and of body.

Cornering:

- approach
- exit
- position of hands, feet and body.

Climbing:

- in the saddle
- out of the saddle.

Descending:

- body position.

Group riding:

- control next to another rider
- control surrounded by riders
- communication
- changing position in a group
- position of hands, feet and body.

Safety:

- traffic awareness
- bike, helmet and clothing check
- position of hands, feet, body
- signalling.

Running

Running action, including:

- position body and feet
- arm action
- foot contact phase
- propulsion phase
- recovery phase
- forward swing phase
- stride patterns, length, rate and rhythm, including pace control.

A knowledge of skill and action analysis.

Focused observation and analysis techniques and the identification of appropriate coaching points to bring about improvements.

Group running, including:

- control next to another runner
 - control surrounded by runners
- changing position in a group.

Transitions

Transition one, including:

- selected practices and progressions
- safety issues.

Transition two, including:

- selected practices and progressions
- safety issues.

A knowledge of skill and action analysis.

Focused observation and analysis techniques and the identification of appropriate coaching points to bring about improvements.

© Coachwise Ltd, 2018

This document is copyright under the Berne Convention. All rights are reserved. Apart from any fair dealing for the purposes of private study, research, criticism or review, as permitted under the Copyright, Designs and Patents Act 1998, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, electrical, chemical, mechanical, optical, photocopying, recording or otherwise, without the prior written permission of the copyright owner. Enquiries should be addressed to 1st4sport Qualifications.

1st4sport Qualifications
Coachwise Ltd
Chelsea Close
Off Amberley Road
Armley
Leeds LS12 4HP

Tel: 0113 290 7610
Fax: 0113-231 9606

Email: enquiries@1st4sportqualifications.com
Website: www.1st4sportqualifications.com

Developing and awarding qualifications for the active learning and leisure industry

1st4sport Qualifications is an awarding organisation recognised and regulated by the Office of the Qualifications and Examinations Regulation (Ofqual) in England, Council for the Curriculum, Examinations and Assessment (CCEA) Regulation in Northern Ireland, and Qualifications Wales in Wales and was created with the aim of offering vocational and occupational qualifications in areas of sport, recreation and allied occupations. 1st4sport Qualifications is a division of Coachwise Ltd, the trading arm of The National Coaching Foundation (known as UK Coaching), the UK-registered charity leading the national development of coaches and the coaching system. Any proceeds go directly back to UK Coaching to help them develop and advance sport nationwide.