

1. BASIC INFORMATION

Course	Cycling 1
Degree program	Degree in Physical Activity and Sport Sciences
School	Physical activity and sport sciences and physiotherapy
Year	Second
ECTS	3 ECTS
Credit type	Compulsory
Language(s)	Spanish and english
Delivery mode	On-site
Semester	S3
Academic year	2025/2026
Coordinating professor	David Barranco Gil

2. PRESENTATION

Cycling I is a compulsory subject taught in the second year of the Degree in Physical Activity and Sport Sciences. It is a subject of 3 ECTS credits that aims to provide students with tools for the development of activities and events related to cycling. In this way, students will gain in-depth knowledge of the different cycling modalities, regulations, competitions and regulatory bodies of this sport. In addition, students will learn to carry out practical sessions adapted to different ages and levels of biological development, focused on improving technique, cycling skills, the handling of different types of bicycles, the correct adjustment of the same or the guidance of MTB routes for example.

The course is developed in such a way that the theoretical contents are reinforced with related practices, in the cycling workshop, in the gym or outdoors with the use of Indoor, MTB and road bikes.

In addition, classroom practice, debates, video analysis and other activities are carried out to reinforce learning. In this way, the aim is for the future graduate to acquire a series of skills, knowledge and competences that will enable them to organise, develop and supervise any sporting activity related to cycling with the utmost rigour.

3. LEARNING OUTCOMES

Knowledge

CON7. Identifies the historical, legal, ethical and deontological principles within the framework of sport interventions.

- Describes the history, events and great cyclists in history.

Skills

HAB2. Designs tasks, progressions and strategies of physical exercise oriented to health and sport performance according to individual variables and environmental conditions.

- Performs on the bicycle different tests of basic cycling technique.
- Performs autonomously basic cycling mechanics tasks.

Competences

CP1. Describe, elaborate and apply the procedures, strategies, activities, resources, techniques and methods involved in the teaching-learning process efficiently, developing the whole course of action in all sectors of professional intervention in physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; management of physical activity and sport).

CP2. Design and apply the methodological process comprising observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sport.

CP36. Creativity: Create new ideas and concepts from known ideas and concepts, reaching conclusions or solving problems, challenges and situations in an original way in the academic and professional environment.

CP42. Resilience. Adapting to adverse, unexpected situations that cause stress, whether personal or professional, overcoming them and even turning them into opportunities for positive change.

4. CONTENT

Unit 1. History of the bicycle.

Unit 2. Basic cycling technique.

Unit 3. The bicycle and its components, basic mechanics, clothing and types of bicycle

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master class
- Case study method
- Cooperative learning

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Master class	6 h
Practical application classes	9 h
Autonomous work	28 h
Debates and colloquiums	4 h
Tutorship	6 h
Knowledge test	3 h
Preparation of reports and writings	11 h
Case studies	8 h
TOTAL	75 h

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Presential assessment test	40-50%
Case/Problem	45-50%
Reports and written papers	5-10%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

In order to pass the course in the ordinary exam, it is necessary to obtain a final mark equal to or higher than 5.0, which will result from the sum of the marks obtained in the different evaluable activities

(practicals, submission of reports, and objective knowledge test) as long as the mark is greater than or equal to 5.0 out of 10.0 in each of the evaluable activities of the course.

7.2. Second exam period

In order to pass the course in the extraordinary exam, it is necessary to obtain a grade higher or equal to 5.0 out of 10.0 in the final grade of the course. The activities that were not passed in the ordinary exam must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

Particular and exceptional cases will be studied by the teacher who will inform the student personally about what is happening in their situation.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1: Select the correct answer from the options given about the knowledge developed in the subject.	Weeks 2-7
Activity 2: Handling and riding in different cycling skills.	Weeks 2-7
Activity 3: Will consist of being able to mount and dismount both wheels and replace the tubes.	Week 6
Activity 4: Will consist of being able to cover a given distance in the shortest possible time.	Week 8
Activity 5: Regularly attends class and behaves appropriately and in accordance with what is expected of a student of his/her age and academic level.	Weeks 1-8
On-site knowledge test	Week 8

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The recommended Bibliography is:

- Alcalde Y. Ciclismo y rendimiento: guía para optimizar el entrenamiento y mejorar el ciclismo. Madrid: Tutor; 2011
- Allen H. Ciclismo: Entrenamiento avanzado. Madrid: Tutor; 2013
- Allen H; Coggan A. Entrenar y correr con potenciómetro. Barcelona: Paidotribo; 2013.
- Barbado C. Manual de Ciclo Indoor. Barcelona: Paidotribo; 2005.
- Barbado C, Barranco D. Manual de Ciclo Indoor Avanzado. Barcelona: Paidotribo; 2007.

- Zabala M, Cheung S. La ciencia del ciclismo. El nexa definitivo entre conocimiento y rendimiento. Madrid: Ed Tutor; 2018
- Zani Z. Pedalear bien. Madrid: Tutor; 2010

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.