



Union
Cycliste
Internationale

3.2
Centre Mondial du Cyclisme
World Cycling Centre



UCI Level 1 Coaching Handbook

This handbook, created specifically for use on the Union Cycliste Internationale (UCI) Coach Development Programme, is adapted from the British Cycling Level 1 Coaching Handbook: Introduction to Cycling, British Cycling Level 1 Coaching Handbook: Introduction to Coaching, British Cycling Level 2 Coaching Handbook: Coaching Principles and Practice, Analysing Your Coaching, Coaching Practice, Coaching Young Performers, Equity in Your Coaching, How the Body Works in Sport, How to Coach Children in Sport, How to Coach Disabled People in Sport, How to Coach Sports Effectively, Improving Practices and Skill, Physiology and Performance, The Successful Coach, and What is Sports Coaching? with kind permission of British Cycling and sports coach UK.

Some of the content within this resource is customised from various sports coach UK publications, and is reproduced and adapted with kind permission of sports coach UK. All rights reserved. For further details of sports coach UK products, and to access details of 1000 other sports education titles, please visit www.1st4sport.com or call +44 (0) 113 201 5555.



All rights reserved. Apart from any fair dealing for the purposes of private study, research, criticism or review, 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 owners. Enquiries should be addressed to British Cycling.

Editor
Jacki Sherwood

UCI editor
Keith Flory

UCI graphic designer / photographer
Francisco Castro Santos

Assistant
Lea van Osnabrugge

Photographs are courtesy of the UCI unless otherwise stated.

Throughout this resource, the pronouns he and him etc are intended to be inclusive of both men and women. It is important in cycling, as elsewhere, that men and women have equal status and opportunity. The terms bike and bicycle should be read to include all types of pedal cycles that meet the minimum requirements for safe participation in a coaching session. The terms rider and cyclist are also interchangeable. The term disabled riders should be read as a generic term for anyone with a physical or sensory impairment, or learning disability.

The development and growth of cycling throughout the world is directly related to the quality of the coaches that work with riders, whether this is at a local, regional, national or international level. Therefore the Union Cycliste Internationale has developed its Coach Education programme with the aim to provide coaches with the latest coaching information, to enable them to maximise their potential as a coach and so maximise the growth and development of the riders and the sport of cycling.

To help achieve this, the Union Cycliste Internationale has, in partnership with British Cycling, developed a qualification structure that will maximise the development of the coach and reflects the best coaching practices of the moment.

The new Coach Education programme will be comprised of three coaching courses:

- UCI Level 1 Certificate
- UCI Level 2 Certificate
- UCI Coaching Diploma

The three courses are designed to provide coaches with the information they need to develop themselves and the riders they are working with. Starting at Level 1, the coach will progress through each level, building a wide knowledge base across the sport and developing specialities in specific disciplines.

The Level 1 and Level 2 courses are designed to be delivered by a UCI appointed expert in a host National Federation or at the World Cycling Centre in Aigle, Switzerland. The third course, the UCI Coaching Diploma is held exclusively at the World Cycling Centre and is the highest coaching qualification offered by the UCI.

The table below outlines the structure of the Coach Education Pathway:

Level	Course title	Course location	
1	UCI Level 1 coaching certificate	National federation	World Cycling Centre
2	UCI Level 2 coaching certificate	National federation	World Cycling Centre
3	UCI Coaching Diploma	World Cycling Centre	

Table of contents

Section 1 What is cycling?

1.1 Introduction	10
1.2 BMX	10
1.3 Road racing	11
1.4 Time trialing	11
1.5 Cyclo-cross	12
1.6 Mountain biking	13
1.7 Track racing	14
1.8 Leisure cycling	15
1.9 Summary	16

Section 2 Introduction to coaching

2.1 Introduction	20
2.2 What is coaching?	20
2.3 Coaching principles	20
2.4 Why coach?	21
2.5 Why do people want to take part?	22
2.6 What do I coach?	22
2.7 Who do I coach?	23
2.8 How should I coach?	23
2.9 Role of the coach	25
2.10 Responsibilities of the coach	25
2.11 Coaching knowledge	28
2.12 Coaching skills	30
2.13 Summary	32

Section 3 Include everyone - cycling equity

3.1 Introduction	36
3.2 What is sports equity?	37
3.3 Equity in cycling	38
3.4 Key issues and potential barriers	38
3.5 Including equity in your coaching	42
3.6 Action planning for equitable practice	43
3.7 Summary	44

Section 4 Cycling equipment and riding position

4.1 Introduction	48
4.2 Parts of a bike	49
4.3 Frames	52
4.4 Brakes	55
4.5 Brake levers	57
4.6 Wheels	58
4.7 Tyres	60
4.8 Pedals	62
4.9 Handlebars	63
4.10 Gears	64
4.11 Helmets	66
4.12 Saddles	68
4.13 Clothing	69
4.14 Shoes	73
4.15 Accessories	75
4.16 Regular checks and maintenance	77
4.17 Riding position	79
4.18 Summary	86

Section 5 Cycling techniques

5.1 Introduction	90
5.2 Categorisation of cycling techniques	90
5.3 Basic techniques	91
- Mounting and dismounting	
- Pedalling	
- Balance and coordination	
- Braking	
5.4 Intermediate techniques	101
- Gear selection	
- Cornering	
- Climbing	
- Descending	
- Group riding	
5.5 Summary	112

Section 6

Cycling safety

6.1 Introduction	116
6.2 Providing a safe environment	117
- Level 1 coaching environments	
- Supervision	
- Safety briefing	
6.3 Risk assessment	121
6.4 Minimising risk during a coaching session	136
6.5 Managing emergencies, accidents, injuries and illnesses	137
- Dealing with emergencies	
- Dealing with accidents, injuries and signs of illness	
- Reporting and recording accidents and emergencies	
6.6 Providing safe equipment	142
- Preparing resources for a session	
- Rider safety check	
6.7 Warm-up, stretching and cool-down	148
6.8 Summary	156

Section 7

Improving rider performance

7.1 Introduction	160
7.2 Understanding the learner	160
- Stages of learning	
- Learning styles	
- Factors affecting learning	
7.3 Creating an effective learning and coaching environment	164
- The learning environment	
- The coaching environment	
7.4 Analysing techniques and skills	166
7.5 Teaching techniques and developing skills	170
- Teaching techniques	
- Developing skill	
- Explanation and demonstration of techniques	
- Other methods to consider	
7.6 Improving performance during the session	175
- Practice	
- Observing and assessing performance	
- Providing feedback	
7.7 Summary	180

Section 8

Planning coaching sessions

8.1 Introduction	184
8.2 Creating a series of sessions	185
8.3 Collecting and analysing relevant information	187
8.4 Goal setting	196
8.5 Planning the content of sessions	197
8.6 Completing the session plan	205
8.7 Progressing activities, and modifying and adapting sessions	207
8.8 Summary	212

Section 9

Delivering coaching sessions

9.1 Introduction	216
9.2 Preparing the Coaching Environment	218
9.3 Beginning the Session	219
9.4 Conducting the Session	222
- Initiating Activities	
- Practising	
- Timing	
- Managing and Organising Groups	
- Managing Behaviour	
- Motivation	
9.5 Concluding the Session	231
9.6 Communication	232
- Communication Basics	
- Questioning	
- Feedback	
- Barriers to Effective Communication	
- Communicating with Disabled Riders	
9.7 Summary	244

Section 10

Evaluating coaching sessions

10.1 Introduction	248
10.2 Planning for Your Evaluation	249
10.3 What to Evaluate	251
10.4 Completing Your Evaluation	252
10.5 Other Means of Evaluating Sessions	253
10.6 Summary	254

Section 11

Improving your coaching

11.1 Introduction	258
11.2 Evaluating Your Coaching	258
11.3 Recording Your Coaching Analysis	260
11.4 Implementing Your Personal Action Plan	263
11.5 Reviewing and Updating Your Personal Action Plan	263
11.6 Summary	264

Section 12

The body and exercise

12.1 Introduction	268
12.2 Anatomical Terms	268
12.3 The Skeletal System	269
12.4 The Muscular System	272
12.5 The Cardiorespiratory System	275
12.6 The Nervous System	280
12.7 The Digestive System	281
12.8 The Energy Systems	281
12.9 Summary	284

Section 13

Coaching children and young riders

13.1 Introduction	288
13.2 Growth and Physical Development	288
13.3 Psychological and Social Development	292
13.4 How Children and Young Riders Learn and Develop Skills	296
13.5 General Advice for Coaching Children	299
13.6 Summary	304

Section 14

Training principles

14.1 Introduction	308
14.2 Components of Fitness	308
14.3 Training Principles	313
14.4 Summary	320

Section 15

Nutrition

15.1 Introduction	324
15.2 Nutrition for an Active Lifestyle	325
15.3 Eating Before, During and After Cycling	327
15.4 Fluids and Hydration	328
15.5 Summary	330

Appendices

Appendix 1: Bike Maintenance Checklist	334
Appendix 2: Rider Information and Parental Consent Form for Participating in Coaching Sessions in a Traffic-Free Environment	336
Appendix 3: Register of Attendance	339
Appendix 4: Risk Assessment Form for Coaches	340
Appendix 5: Illness and Injury Report Form	344
Appendix 6: Bike, Helmet and Clothing Checklist	345
Appendix 7: Warm-up Games and Activities for Young Riders	346
Appendix 8: Technique Analysis	347
- Mounting	
- Dismounting	
- Pedalling	
- Balance and Coordination	
- Braking	
- Gear Selection	
- Cornering	
- Climbing	
- Descending	
- Group Riding	