



COACHING CONVENTION 2025

Syllabus of minimum content: UEFA Fitness B diploma

Introduction

“**Quality coaching** is much more than teaching a sport. Coaches coach the person rather than the sport and so contribute to their participants’ development socially and emotionally, as well as physically and technically. Quality coaching is therefore more athlete-centred and athlete-driven, more focused on values and respect. Coaches play an important role in promoting enjoyable sports participation, helping people achieve their potential and enhancing individual and team performance.”

[Building your Coach Developer Workforce](#), International Council for Coaching Excellence (ICCE), 2024

UEFA adopts a competence-based approach to its diploma courses and their syllabuses of minimum content. **Quality coach education** is student-centred and output-focused, meaning it is based on the coaches’ occupational profile and required competencies and produces relevant learning outcomes for those coaches. This is a move away from the traditional teacher-centred, input-focused model.

UEFA provides syllabuses of minimum content to help national associations create consistent, effective UEFA diploma courses that result in coherent, comparable qualifications. The aim is not to dictate how associations design their courses but to provide a selection of evidence-based options derived from best practices. Our hope is that associations will draw on these best practices to design courses and qualifications that meet the needs of their coaches. Professional judgement that takes into account the association’s unique experience, expertise and context is not only encouraged but central to this process.

The vast majority of coaching competences are applicable to both **male and female players**, but some do require knowledge or adaptations that are specific to men or women, boys or girls. They are identified in the SMC with the symbols ♀♂. The specificities should be taught as part of the core content to equip all coaches with the skills to confidently coach men and women, boys and girls. Guidance on delivery methods and ready-to-use content can be found in the **Framework for Coaching Female Players**.

The **UEFA Fitness B diploma** (introductory) equips fitness coaches with the basic components to work safely and effectively with youth and senior players and is the preferred first step towards the advanced UEFA Fitness A diploma for those wishing to further their expertise and coach at advanced levels of football or futsal.

Coach profile

Coaches awarded a UEFA Fitness B diploma are expected to possess the foundations of fitness coaching and be able to apply this knowledge when working with youth and senior players on both men's and women's teams.

They must be able to provide a positive developmental experience that enhances players’ enjoyment, knowledge and skill.

To achieve this, they must perform the **functions** listed in the **four areas** below.

Fitness coach

- Work with coaching and other staff to deliver an evidence-based, integrated fitness development programme for the whole team, including goalkeepers
- Communicate information on individual and team fitness to stakeholders
- Adhere to professional codes of practice at all times

Player and team

- Demonstrate a clear methodology for fitness interventions for youth and senior players based on the principles of long-term athlete development
- Create individualised fitness goals that take into account each player's developmental stage, environment and personal context

Training environment

- Plan and deliver sessions that meet the physical demands of the game, accounting for the needs of individuals, smaller groups and the team as a whole, including goalkeepers
- Use field-based tests and tools to build, report, monitor and analyse player fitness profiles and training load
- Use relevant techniques to monitor, report and manage periods of growth and maturation in youth players
- Support the design and delivery of safe and effective return-to-play protocols for players following injury or sickness
- Understand and promote the benefits of healthy lifestyle choices and performance-enhancing habits such as good nutrition, recovery and sleep
- Ensure the training environment protects and promotes players' health, safety and well-being

Matches

- Prepare the individual players and the team for the physical demands of match play
- Perform all matchday duties (before, during and after matches) efficiently and professionally

Learning outcomes

Fitness coach	
Competence	Module
<ul style="list-style-type: none"> Understanding the role of the fitness coach in different youth and senior environments Creating a positive and enjoyable playing and learning environment for the individual players and the team Demonstrating an ability to manage individual needs and goals within a team environment Maintaining high standards of professional behaviour and practice at all times Reviewing and reflecting on coaching sessions Engaging in and critically appraising relevant continuous professional development activities 	Philosophy, values and beliefs
<ul style="list-style-type: none"> Understanding various coaching models to best meet the needs of each individual player, including goalkeepers, and the team as a whole Using coaching time efficiently and effectively to maximise learning opportunities for players Delivering consistent high-quality fitness coaching that is, wherever possible, underpinned by scientific evidence Demonstrating flexibility to deliver sessions that are suitably varied to meet the needs of a range of abilities and stages of growth and maturation Designing and delivering training programmes that educate and empower players, encouraging players to take responsibility for their own development 	Teaching methodology: art of coaching
<ul style="list-style-type: none"> Working with coaching and support staff to create an integrated training programme Understanding the benefits of a diverse coaching and support staff Adhering to professional codes of practice at all times Communicating effectively with players, support staff and parents/caregivers 	Collaboration
The fitness coach section of the course requires at least 20 hours of reality-based education .	

Player and team	
Competence	Module
<ul style="list-style-type: none"> • Understanding player development pathways in different environments • Setting fitness goals for players that account for individual circumstances such as age, growth and maturity and cultural and domestic factors • Ensuring fitness goals complement the individual players' and the team's technical and tactical goals 	Knowing the players
<ul style="list-style-type: none"> • Designing and delivering youth fitness programmes based on long-term development goals • Understanding the potential impact of periods of growth and maturation on performance in young players^{9σ} • Ensuring fitness programmes fit players' psychological and social circumstances • Understanding the potential of practice variability and the use of both football and futsal for developing foundational skills that support players' long-term development 	Fitness development
<ul style="list-style-type: none"> • Developing players so that they have the physical ability to make meaningful contributions to team performance • Ensuring players feel safe and valued in a team fitness training environment, using positive and supportive behaviour • Managing and accounting for individual differences in a team environment 	Team development
<p>The player and team section of the course requires at least 15 hours of reality-based education.</p>	

Training environment	
Competence	Module
<ul style="list-style-type: none"> Using the basic principles of (exercise) training and periodisation to underpin the design of fitness training programmes Working collaboratively with the coaching and other staff to design and deliver sessions with complementary physical and other performance goals Understanding how modifying training drills (the rules and/or conditions) influences internal and external training load Designing and delivering training programmes to enhance quality of movement in young, developing players Adapting training programmes and sessions to the specific requirements of younger players during periods of growth and maturation^{9σ} Designing and delivering gym sessions that are complementary to field training, and in the case of younger players adapted to training age, competency and stage of growth and maturation^{9σ} 	Session design, delivery and review
<ul style="list-style-type: none"> Using basic tools (e.g. heart-rate monitoring, rate of perceived exertion) and technologies (e.g. smartphones, apps) to review player and team responses to training sessions Employing fitness tests that are easy to administer and, when working with younger players, appropriate to the players' age and stage of growth and maturation Using appropriate methods to monitor growth and maturation in younger players, and reporting such data to relevant stakeholders^{9σ} 	Fitness testing and monitoring
<ul style="list-style-type: none"> Designing and delivering fitness sessions using integrated and isolated approaches to achieve the desired physical performance outcomes Working with the coaching and other support staff to ensure a shared understanding of expected and actual fitness outcomes from integrated and isolated fitness sessions 	Integrated and isolated training
<ul style="list-style-type: none"> Adopting positive behaviour to motivate players to improve their fitness and performance 	Motivational learning environment
<ul style="list-style-type: none"> Creating a safe and ethical working environment Creating an environment that supports players (and parents) and teaches them to make positive lifestyle choices and develop habits that enhance performance and well-being Understanding the relationship between male and female players' health and well-being and their performance^{9σ} Working with other support staff to run safe and systematic rehabilitation and return-to-play sessions Knowing the team's or organisation's code of conduct and acting accordingly 	Health and welfare

<ul style="list-style-type: none">• Learning and maintaining the skills to apply first aid and cardiopulmonary resuscitation (CPR) effectively• Understanding anti-doping responsibilities	
<p>The training environment section of the course requires at least 30 hours of reality-based education.</p>	

Matches	
Competence	Module
<ul style="list-style-type: none"> Employing appropriate methods to monitor physical performance in matches Enabling players to critically analyse and understand their own physical performance in matches 	Match and performance analysis
<ul style="list-style-type: none"> Understanding how playing style can influence physical performance and vice versa Supporting players to meet the physical demands of different opposition playing styles 	Playing styles
<ul style="list-style-type: none"> Ensuring players' physical preparation is appropriately structured to prepare them for match play Performing all match-related duties (before, during and after matches) professionally and effectively Implementing appropriate post-match recovery methods Supporting coaching and support staff with match information as necessary Working with substitutes and non-playing players to maintain or enhance their fitness Communicating effectively and respectfully with the match officials 	Match environment
The matches section of the course requires at least 20 hours of reality-based education .	

Reality-based education	Minimum hours
Guided interactive content delivered and monitored by coach educators	95 hours
Practical work experience	25 hours
Total minimum hours of reality-based education	120 hours
Minimum hours of theory and practice in the classroom (in person or online)	60 hours
Minimum hours of practice outside the classroom, including practical work experience	60 hours

Assessments

Please refer to Article 13 of the UEFA Coaching Convention for further details of the minimum requirements for assessments and what they must include.

Coaching role and context

Coaches awarded a UEFA Fitness B diploma will be able to work safely and effectively with players and teams in men's and women's football or futsal, at youth or senior level.

They are expected to provide a positive developmental experience that enhances players' enjoyment, knowledge and skill.

To obtain a UEFA Fitness B diploma, coaches must demonstrate that they have the theoretical basis and practical ability to perform the functions listed in the four areas outlined below.

Theoretical: Understand and explain the theory that underpins the successful performance of the required functions.

Practical: Demonstrate an ability to perform the functions expected of them.

Fitness coach

- Develop the fitness of the whole team, including goalkeepers
- Deliver fitness programmes that are evidence-based, underpinned by scientific principles and complementary to other performance goals
- Work with coaching and other staff to deliver an integrated fitness development programme
- Communicate information on players and team fitness to relevant stakeholders
- Demonstrate awareness of the diverse nature of the game and how it impacts programme design and delivery
- Adhere to professional codes of practice at all times
- Engage in and reflect on personal development activities

Player and team

- Demonstrate a clear methodology for fitness interventions for youth and senior players based on the principles of long-term athlete development
- Design and deliver fitness sessions that cater to the needs of individuals in a team environment
- Understand how the growth and maturation of young players influences performance, health and well-being, and how to adapt programmes to manage such circumstances and mitigate injury risk
- Discuss and apply the practice of a combination of football and futsal to support the development of foundational skills essential for long-term athlete development

Training environment

- Work with the coaching and other staff to create a supportive and positive team environment that protects and promotes the players' health, safety and well-being
- Apply various coaching models to suit the individual players, the team and the context
- Ensure that training plans align with the basic training principles of specificity, overload, adaptation, progression, variation and reversibility
- Deliver both integrated and isolated fitness sessions, contrasting the benefits and limitations of both
- Plan and execute field and gym-based sessions that are physically challenging and meet the needs of individuals, smaller groups and the team as a whole, including goalkeepers

- Use tools and techniques (e.g. rating of perceived exertion and heart-rate monitoring) to monitor players' training load and field-based tests to build, report and analyse player fitness profiles
- Use relevant techniques to monitor, report and manage the consequences of periods of growth and maturation in youth players
- Work with coaching staff to understand the expected and actual physical outcomes of training sessions
- Contribute to the delivery of safe and effective return-to-play protocols for players following injury or sickness

Matches

- Understand the physical demands of match play
- Prepare the individual players and the team for the physical demands of match play (warm-up, nutrition, sleep)
- Perform all matchday duties (before, during and after matches) efficiently and professionally
- Manage match exposure especially in developing youth players
- Implement post-match recovery strategies
- Implement interventions to ensure non-playing players maintain their fitness levels

Personal coaching logbook (including reflections relating to men's and women's game)

- Maintain a logbook with details of plans and reviews of training programmes and sessions
- Engage in ongoing self-evaluation and reflection on professional development
- Collaborate with coaching and other support staff to deliver technical, tactical and fitness sessions that are appropriate to the players' age, sex, stage of growth and maturation, etc.
- Reflect on own coaching journey, including off-the-pitch challenges such as coaching's impact on personal life or family



UEFA
ROUTE DE GENÈVE 46
CH-1260 NYON 2
SWITZERLAND
TELEPHONE: +41 848 00 27 27
TELEFAX: +41 848 01 27 27
UEFA.com

WE CARE ABOUT FOOTBALL
