

adidas



COACHING
PROGRAMME



COACHING CONVENTION 2025

Syllabus of minimum content: UEFA C diploma

WE CARE ABOUT FOOTBALL

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 syllabus for the **UEFA C diploma** contains sufficient detail to ensure a solid foundation for coach educators and a common understanding of the unique profile and learning outcomes required of coaches at this level of the game.

Coach profile

Coaches awarded a UEFA C diploma are expected to create opportunities for grassroots players of different ages, genders, backgrounds and abilities to play football, including children, teenagers, adults, older people, disabled people and other amateur target groups.

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

To achieve this, they must perform the **functions** listed in the **four areas** below, which have also been reviewed in light of the [UEFA Football Sustainability Strategy 2030](#).

Grassroots coach

- Inspire a lifelong desire to play football and stay involved in football
- Understand the benefits of the player-centred approach and positive coach behaviour

Player and team

- Adopt a holistic approach to personal and player development
- Encourage players to think for themselves
- Instil in players values of fair play and respect
- Improve players' basic technique, tactical skills, fitness and psychological and social development

Football environment

- Maintain a consistent, safe, positive and motivating learning environment
- Enable players to experience the physical and mental health benefits of playing football regularly

Game¹

- Plan and deliver various playing formats with an emphasis on enjoyment and development
- Use the game as a tool to help players in their personal and football development

¹ The UEFA C diploma syllabus refers to the "game" where the syllabuses for other diplomas refer to "matches". Games encompass a wider variety of playing formats including grassroots festivals and small-sided games.

Learning outcomes

Grassroots coach	
Competence	Module
<ul style="list-style-type: none"> • Understanding the role of grassroots coach • Using positive, respectful and ethical behaviour, preventing and addressing all forms of discrimination in the football environment and ensuring that everyone feels respected and empowered to express themselves, enjoy themselves and contribute to the game • Using a participant-centred approach, i.e. based on players' needs^{9σ} • Understanding rights-based coaching, i.e. coaching that respects and promotes human rights, especially the rights of children and vulnerable people • Guiding players on their football journeys, from their first contact with the game to the various opportunities for continued engagement, as players, coaches, referees or volunteers^{9σ} • Demonstrating a commitment to continuous, lifelong learning through reflection, peer learning and participation in coach education opportunities 	Philosophy, values and beliefs
<ul style="list-style-type: none"> • Knowing different coaching models, i.e. approaches to teaching • Applying coaching skills in their basic form: <ul style="list-style-type: none"> ○ Behaviour management ○ Communication: explanations, position and body language, feedback, learning channels, active listening, observation^{9σ} ○ Demonstration ○ Differentiation: dealing with individual differences^{9σ} ○ Organisation • Understanding the importance and timing of interventions 	Teaching methodology: art of coaching
<ul style="list-style-type: none"> • Engaging parents/caregivers positively and educating them on the role of fun, development and respect in grassroots football • Managing relationships with volunteers to ensure a positive experience for players • Supporting and guiding parent coaches and volunteers in delivering quality football experiences • Understanding the benefits of a diverse coaching staff 	Collaboration
The grassroots coach section of the course requires at least 10 hours of reality-based education .	

Player and team	
Competence	Module
<ul style="list-style-type: none"> Recognising and showing respect for each player's individual wants and needs Knowing the players' social, psychological, physical and football abilities Applying adapted coaching strategies to ensure disabled players can participate fully in activities 	Knowing the players
<ul style="list-style-type: none"> Developing each player's individual technique, tactical skills and collaboration 	Individual football skills
<ul style="list-style-type: none"> Knowing the characteristics of growth and maturation in young players^{9σ} Improving players' physical literacy and fitness Developing fundamental movement skills: stability, object control and locomotion Understanding the basics of managing physical load Recognising factors that can increase players' risk of injury^{9σ} Recognising the specificities of working with adults, especially older people 	Fitness development
<ul style="list-style-type: none"> Understanding the importance of developing a player's growth mindset and what it entails (curiosity, learning, commitment, effort, resilience)^{9σ} Understanding the role of emotions and behaviour at different ages and stages of player development^{9σ} Applying basic tools and methods to build players' confidence and self-esteem and support their emotional development Developing players' problem-solving, decision-making, information processing, curiosity and creativity Explaining the importance of self-regulation and demonstrating basic tools and methods 	Psychological development
<ul style="list-style-type: none"> Applying basic tools to build relationships, improve teamwork, increase interaction and support peer learning Applying basic tools to develop players' leadership skills Recognising common reasons for players to drop out and implementing retention strategies to keep them engaged^{9σ} Understanding the basics of ethnicity, religion and gender, and societal issues such as substance abuse Leveraging the reach of football to raise awareness about the urgency of environmental protection and catalyse actions 	Social development
<p>The player and team section of the course requires at least 10 hours of reality-based education.</p>	

Football environment	
Competence	Module
<ul style="list-style-type: none"> • Creating an appropriate structure for grassroots sessions <ul style="list-style-type: none"> ○ Before (arrivals, dressing rooms)⁹⁰ ○ During <ul style="list-style-type: none"> ▪ Physical environment and equipment ▪ Activity time ▪ Consistent set-up ○ After (departures) 	Session design and organisation
<ul style="list-style-type: none"> • Developing and implementing short and medium-term plans • Planning sessions according to the goals and progressions identified in the overall season plan • Delivering sessions effectively • Applying reflective practices after sessions 	Planning, delivering and reviewing
<ul style="list-style-type: none"> • Creating a motivational learning environment with the following components: <ul style="list-style-type: none"> ○ Fun ○ Provision for individual needs ○ Culture of learning: no fear of making mistakes, appropriate challenges, positive coaching ○ Inclusion and friendship, sense of belonging ○ Engagement ○ Empowerment and autonomy ○ Success, personal improvement and effort, process vs outcome 	Motivational learning environment
<ul style="list-style-type: none"> • Safeguarding the health and welfare of players⁹⁰ • Creating a safe and ethical environment • Ensuring that the football environment is accessible for everyone who wants to take part, welcoming players of all abilities • Enabling players to experience the physical and mental health benefits of playing football regularly • Supporting the health and welfare of adults, especially older people • Knowing the child and youth safeguarding guidelines and legislation and protecting the rights of children and teenagers playing football, preventing and responding to any form of harm² • Knowing the team's or organisation's code of conduct and acting accordingly • Learning and maintaining the skills to apply first aid and cardiopulmonary resuscitation (CPR) effectively • Understanding anti-doping responsibilities 	Health and welfare

² For more information on child and youth safeguarding, visit the UEFA Safeguarding Platform: www.uefa-safeguarding.eu

The **football environment** section of the course requires **at least 10 hours of reality-based education**.

Game	
Competence	Module
<ul style="list-style-type: none"> • Understanding the main benefits and principles of a variety of basic training and teaching methods: <ul style="list-style-type: none"> ○ Technical practice (unopposed practice) ○ Skills practice (multi-directional practice with opposition) ○ Game-related practice (unidirectional team practice) • Understanding basic training principles, including specificity and progression • Providing encouraging and effective feedback during training • Incorporating informal play (street football, free play) to encourage creativity and decision-making 	Training practice
<ul style="list-style-type: none"> • Understanding and teaching the basic principles of attacking, defending and transitions • Developing players' basic technical and tactical understanding of the game: playing positions and game awareness • Teaching basic game management principles • Developing player autonomy: decision-making, problem-solving • Designing and organising various playing formats (11 vs 11, small-sided games, festivals, walking football, blind football, etc.) • Understanding the importance of equal playing time and giving fair opportunities to all in different playing formats • Knowing and respecting rules and guidelines: Laws of the Game, club policy, regulations 	Playing formats
<ul style="list-style-type: none"> • Effectively performing matchday duties • Engaging appropriately with volunteers and parents/caregivers • Providing encouraging and effective feedback during matches • Communicating effectively and respectfully with the match officials 	Match environment
<p>The game section of the course requires at least 10 hours of reality-based education.</p>	

Reality-based education	Minimum hours
Guided interactive content delivered and monitored by coach educators	50 hours
Practical work experience	10 hours
Total minimum hours of reality-based education	60 hours
Minimum hours of theory and practice in the classroom (in person or online)	30 hours
Minimum hours of practice outside the classroom, including work experience	30 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 C diploma are expected to create opportunities for grassroots players of different ages, genders, backgrounds and abilities to play football, including children, teenagers, adults, older people, disabled people and other amateur target groups

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

To obtain a UEFA C 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.

Grassroots coach

- Inspire a lifelong desire to play football and stay involved in the game
- Understand the benefits of the player-centred approach and positive coach behaviour
- Demonstrate basic coaching skills

Player and team

- Adopt a holistic approach to player development: technical, physical, psychological and social
- Improve players' basic technique and tactical skills
- Encourage players to think for themselves

Football environment

- Maintain a consistent, safe, positive and motivating learning environment
- Integrate physical, psychological and social development
- Plan, deliver and review sessions and activities
- Enable players to experience the physical and mental health benefits of playing football regularly

Game

- Design and deliver small-sided games, festival formats and local matches with a focus on enjoyment and development
- Develop player autonomy: decision-making, problem-solving
- Teach basic game management principles

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

- Plan and deliver safe and appropriate coaching activities
- Analyse and review coaching activities
- Engage in ongoing self-evaluation and reflection on professional development and interventions
- Reflect on own coaching journey, including off-the-pitch challenges such as working with volunteers.



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