



COACHING CONVENTION 2025

# Syllabus of minimum content: UEFA Pro 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**.

Building on the UEFA A diploma, the **UEFA Pro diploma** empowers coaches to operate at the highest levels of professional football, with a focus on leadership, strategic vision and elite performance. The UEFA Pro diploma enables coaches to master the art and science of football leadership at the highest level.

## Coach profile

Coaches awarded a UEFA Pro diploma must be able to lead professional teams, develop and implement advanced tactical strategies tailored to elite-level football, manage high-performing environments and adapt to evolving trends in global football.

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

### Professional coach

- Lead a professional football team, taking full responsibility for performance, development and results
- Manage and coordinate a multidisciplinary workforce, ensuring alignment across coaching, medical and performance departments
- Coach diverse professional players, adapting to different cultures, backgrounds, levels of experience and career pathways

- Contributing to strategic planning and long-term football development, in application of the team's technical philosophy
- Navigate external pressures, including media, agents, fans and leadership, while maintaining player well-being and own accountability

### **Player and team**

- Build ethical, respectful relationships with players and staff, fostering trust and collaboration
- Plan and support individual player development, aligning personal goals with team philosophy and organisational policy
- Empower players to take ownership of their growth through guided self-regulation and active involvement in their development
- Create a high-performing culture within a competitive and positive team environment

### **Training environment**

- Design and deliver professional-level training sessions, tailored to individual and team needs
- Create game-oriented training that reflects match conditions, including in terms of pressure, intensity and opposition
- Align training with the team's philosophy, ensuring consistency across planning, delivery and review
- Develop and deliver a season-long training plan, integrating tactical, technical and physical elements with the competition calendar
- Apply an interdisciplinary approach, collaborating with performance analysts, fitness coaches and medical staff

### **Matches**

- Prepare the team for matches, ensuring tactical clarity and competitive readiness
- Develop match plans collaboratively, based on the team's playing philosophy and opponent analyses
- Coach the team effectively during matches, supporting player autonomy and in-game decision-making that the team can reach their full potential
- Foster a winning mentality, while maintaining long-term player and team growth
- Conduct post-match analysis, using insights to inform future training and development
- Use matches as developmental tools, enhancing both individual and team performance

## Learning outcomes

Professional coach	
Competence	Module
<ul style="list-style-type: none"> <li>Fully understanding the coach's role in professional football</li> <li>Embracing appropriate values in keeping with the spirit of the game and sports ethics, including the principles of clean sport</li> <li>Demonstrating positive and ethical behaviour on and off the pitch</li> <li>Creating a team vision and a positive environment for high performance with a clear understanding of the needs of individual players in football and in their professional and private lives</li> <li>Being demanding, professional and flexible (willing to adapt if needed)</li> </ul>	Philosophy, values and beliefs
<ul style="list-style-type: none"> <li>Effectively and purposefully evaluating and applying a variety of teaching and learning styles (coaching models)</li> <li>Coaching a team of professional players in a manner appropriate to their age, experience and stage of development<sup>9σ</sup></li> <li>Maintaining appropriate records of training and matches to inform the development of future sessions and training programmes</li> <li>Promoting a high-performance development approach, while focusing on the importance of competing and winning</li> <li>Designing, implementing and evaluating strategies for using technology to monitor and manage individual and team performance in training and matches</li> </ul>	Teaching methodology: art of coaching
<ul style="list-style-type: none"> <li>Demonstrating effective and appropriate leadership and management at professional level<sup>9σ</sup></li> <li>Analysing, evaluating and effectively applying a variety of leadership styles</li> <li>Clearly understanding of the needs of individual professional players and respecting (and where appropriate guiding them in) their private lives</li> <li>Taking tough decisions to achieve the desired outcomes</li> <li>Managing and influencing players' awareness of their lifestyle choices and public image</li> </ul>	Leadership
<ul style="list-style-type: none"> <li>Creating a diverse coaching and support staff having fully understood its benefits in professional football<sup>9σ</sup></li> <li>Collaborating effectively with coaching and support staff (assistant coach, goalkeeper coach, fitness coach, team doctor, etc.) in the development and implementation of the performance process</li> <li>Creating a process for effective identification, scouting and selection of young talents and professional players</li> <li>Working proactively with others who can influence player and team performance including the board, players' families, media and supporters</li> <li>Understanding the importance of working with the media in a positive and effective way</li> </ul>	Collaboration
The <b>professional coach</b> section of the course requires <b>at least 60 hours of reality-based education</b> .	



<b>Player and team</b>	
<b>Competence</b>	<b>Module</b>
<ul style="list-style-type: none"> <li>• Designing position-specific characteristics and requirements for each player<sup>90</sup></li> <li>• Creating player profiling to effectively analyse individual performance</li> <li>• Setting and reviewing holistic goals for individual players according to the technical, tactical, physical and psychological demands of the professional game</li> <li>• Understanding the characteristics of young high-potential players to help them integrate into the professional team and its results-oriented environment</li> <li>• Designing a variety of performance analysis, evaluation and reflection methods and feedback techniques to guide players effectively through their individual development process</li> </ul>	Knowing the players
<ul style="list-style-type: none"> <li>• Building a successful team and developing the right team dynamics at professional level by involving players in the following aspects: <ul style="list-style-type: none"> <li>○ Defining team goals</li> <li>○ Clarifying the various professional and social roles within the group</li> <li>○ Setting high standards on the pitch and in the dressing room</li> <li>○ Creating a respectful and enjoyable environment that motivates and inspires</li> <li>○ Managing setbacks and conflicts proactively and positively<sup>90</sup></li> </ul> </li> </ul>	Team building
<ul style="list-style-type: none"> <li>• Designing and evaluating individualised load-management strategies that use contemporary technologies (e.g. player tracking, heart-rate monitoring and wellness surveys) to produce an effective, safe and balanced physical load for professional players, working in collaboration with multidisciplinary staff</li> <li>• Planning, delivering and reviewing team (integrated) and individual (isolated) field-based and gym fitness training sessions in cooperation with support staff, taking account of the physical goal of the session and the expected physical load, ensuring appropriate content, exercises and recovery</li> <li>• Understanding the use of fitness tests to assess players' adaptation to training and readiness to perform and demonstrating an ability to interpret test results</li> <li>• Supervising and managing the team's overall daily and weekly workload in each competitive macrocycle (balance between workload, capacity and recovery)</li> <li>• Collaborating and communicating with medical and performance staff to design strategies for individualised injury risk management, rehabilitation, return to exercise, return to training, return to play and readiness to perform</li> </ul>	Fitness development
<ul style="list-style-type: none"> <li>• Designing, implementing and evaluating programmes that support players in relation to the following performance factors in professional football: <ul style="list-style-type: none"> <li>○ Dealing with pressure and stress</li> <li>○ Balancing their professional football and private lives</li> <li>○ Mental training to enhance performance</li> </ul> </li> <li>• Developing the players' high-performance mindset with a focus on continuous learning, commitment, effort, grit, resilience and self-regulation</li> <li>• Motivating and inspiring players at professional level</li> </ul>	Psychological development

<ul style="list-style-type: none"><li>• Integrating different backgrounds and cultures (languages) into a professional team environment with a focus on social cohesion</li><li>• Building a solid team ethic and winning mentality through enjoyable, positive behaviour, accountability, responsibility and communication</li><li>• Communicating proactively and effectively within the professional team environment in challenging situations involving players, coaches or support staff</li><li>• Understanding traditional and social media and how either can affect team cohesion and performance if misused</li></ul>	Social development
The <b>player and team</b> section of the course requires <b>at least 60 hours of reality-based education.</b>	

<b>Training environment</b>	
<b>Competence</b>	<b>Module</b>
<ul style="list-style-type: none"> <li>• Producing holistic programmes that develop and improve performance in professional football<sup>9σ</sup></li> <li>• Creating sessions and activities that are interlinked and clearly relate to the team's game model, performance model and objectives for the season</li> <li>• Effectively managing the space, areas, direction, intention and consequence in relation to player numbers and how to use overloads and underloads to enhance players' decision-making</li> <li>• Regularly integrating game-based decision-making and problem-solving into training sessions</li> </ul>	<p>Training session design and content</p>
<ul style="list-style-type: none"> <li>• Designing a variety of individual and team periodisation models</li> <li>• Designing and delivering weekly, monthly and seasonal training plans (technical, tactical, physical and psychosocial) that focus on the development, recovery and performance of individual players and the team in professional football</li> <li>• Planning, delivering and reviewing game-oriented tactical training sessions (opponent, pressure, intensity) in cooperation with support staff</li> <li>• Planning, delivering and monitoring individualised technical, tactical or physical training sessions that are adapted to the players' level and stage of development</li> <li>• Using appropriate modern technology to support the design, management, analysis and evaluation of the training process</li> </ul>	<p>Planning, delivering and reviewing</p>
<ul style="list-style-type: none"> <li>• Creating a challenging, positive and ethical learning environment for professional players, both on and off the pitch<sup>9σ</sup></li> <li>• Involving the players in the process of setting and constantly reviewing goals (stimulating self-regulation)</li> <li>• Coaching in a way that creates a positive motivational mindset so that players are engaged and intrinsically motivated to complete the tasks and programmes</li> <li>• Designing strategies for effective individual and collective feedback sessions to enhance the efficiency of the learning process</li> </ul>	<p>Motivational learning environment</p>
<ul style="list-style-type: none"> <li>• Creating a safe and ethical working environment</li> <li>• Knowing the team's or organisation's code of conduct and acting accordingly</li> <li>• Safeguarding the health and welfare of professional players<sup>9σ</sup></li> <li>• Designing multidisciplinary programmes that support good lifestyle strategies for player health and performance, e.g. nutrition, hydration and sleep strategies</li> <li>• Creating strategies for rehabilitation, return to exercise, return to training, return to play and performance</li> <li>• Playing an active role in corporate social responsibility, including social interactions with local stakeholders and projects</li> <li>• Learning and maintaining the skills to apply first aid and cardiopulmonary resuscitation (CPR) effectively</li> <li>• Understanding anti-doping responsibilities</li> </ul>	<p>Health and welfare</p>

The **training environment** section of the course requires **at least 60 hours of reality-based education**.

Matches	
Competence	Module
<ul style="list-style-type: none"> <li>• Reading and analysing the game (pre-match, during the match and post-match) based on style of play, player roles, team tactics and analysis of the opponents</li> <li>• Designing match and player analysis processes pre-match, in-match and post-match</li> <li>• Helping the players evaluate their own game and adapt their behaviour during matches</li> <li>• Analysing player performance in relation to individual roles and the team and updating personal development plans accordingly</li> <li>• Analysing and evaluating matches in relation to team performance (tasks) in cooperation with performance staff to deliver reality-based feedback sessions and enhance the efficiency of the training process</li> </ul>	Match and performance analysis
<ul style="list-style-type: none"> <li>• Understanding the various playing positions and associated functions/tasks in different playing systems</li> <li>• Evaluating and applying modern technical, tactical and fitness trends insofar as they relate to professional football</li> <li>• Innovating and customising playing styles to optimise elite team performance based on the characteristics of individual players</li> </ul>	Playing styles
<ul style="list-style-type: none"> <li>• Preparing individual players and the team for the best possible match performance in cooperation with support staff, including team selection, game plans and team talks</li> <li>• Coaching effectively and positively during matches so that players perform their roles to their full potential</li> <li>• Supporting players' autonomy with regard to decision-making and problem-solving</li> <li>• Analysing and evaluating matches in real time in cooperation with coaching staff and making effective real-time adaptations and interventions to positively affect team performance and match results (in-game management)</li> <li>• Communicating effectively and respectfully with the match officials</li> <li>• Fully understanding the rules and the Laws of the Game</li> </ul>	Match coaching
<p>The <b>matches</b> section of the course requires <b>at least 60 hours of reality-based education</b>.</p>	

Reality-based education	Minimum hours
Guided interactive content delivered and monitored by coach educators	300 hours
Practical work experience <sup>1</sup>	60 hours
<b>Total minimum hours of reality-based education</b>	<b>360 hours</b>
Minimum hours of theory and practice in the classroom (in person or online)	140 hours
Minimum hours of practice outside the classroom, including work experience	220 hours
Study visits <sup>2</sup>	

<sup>1</sup> The course must include micro-group work overseen by the course educator in the participants' work environments.

<sup>2</sup> Individual or group study visits to professional, high-performance sports environments must be included as a top up to the learning to enhance the participants' competence. The number of study-visit hours are in addition to the minimum hours of education.

## 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 UEFA Pro licence must be able to lead professional teams, develop and implement advanced tactical strategies tailored to elite-level football, manage high-performing environments and adapt to evolving trends in global football.

To obtain a UEFA Pro 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.

### **Professional coach**

- Demonstrate leadership and management skills in high-performance environments, including decision-making and managing multidisciplinary staff
- Apply personal and team football philosophy and vision
- Understand, analyse and apply appropriate coaching and leadership styles to suit diverse professional players and contexts
- Understand and manage the pressures of professional football, including the media, agents and public perception
- Collaborate effectively with internal and external stakeholders

### **Player and team**

- Identify and respond to the individual characteristics, needs and development goals of professional players
- Build and maintain a high-performance team culture, managing roles, goals and conflicts
- Apply integrated fitness and load management strategies using contemporary technologies and interdisciplinary collaboration
- Support players' psychological development, including stress management, resilience and commitment
- Promote social cohesion and communication within diverse teams, balancing professional and private demands

### **Training environment**

- Design and deliver game-oriented training sessions that reflect match conditions and meet the needs of the individuals and the team
- Develop and implement periodised training plans created to achieve tactical, technical, psychological and physical goals
- Foster a motivational learning environment that encourages self-regulation, reflection and feedback
- Ensure a safe and ethical training environment, promoting player health and welfare and clean sport
- Use modern technology to support planning, monitoring and evaluation of training processes

### **Matches**

- Prepare the team for matches through tactical planning, team talks and collaboration with support staff
- Adapt match strategies based on opponent analysis and team strengths
- Coach effectively during matches, supporting player autonomy and in-game decision-making
- Analyse individual and team performance using modern tools and match data
- Use post-match analysis to inform future training and development plans

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

- Prepare a detailed periodisation plan of selected periods, e.g. pre-season, start of season, mid-season, as part of the overall seasonal plan
- Develop, evaluate and explain own game model and performance model
- Analyse and review training sessions and matches at professional level (including opponents) for a period specified by the association
- Engage in ongoing self-evaluation and reflection and adapt future planning and coaching activities accordingly
- Show ability to work consistently with individual players and the team on all aspects of their development in a professional football environment, in cooperation with coaching and support staff
- Collect and analyse anonymous 360-degree feedback from a variety of stakeholders
- Reflect on own coaching journey, including off-the-pitch challenges (e.g. dealing with management, signings, releases, media and the impact of coaching on personal life, family, etc.)



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