



COACHING CONVENTION 2025

Syllabus of minimum content: UEFA A 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 A diploma** (advanced) allows coaches to further develop their expertise and elevate their coaching competences at a more advanced level in football.

Coach profile

Coaches awarded a UEFA A diploma must be able to provide players and teams from youth to senior top amateur/semi-professional level (11-a-side football) with a positive developmental experience that enhances their performance, knowledge and skill.

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

Coach

- Work positively with coaching and support staff
- Help develop and apply the team’s technical policy
- Help players find the right balance for them between their football and private lives
- Work with players of different cultures, backgrounds, ages and experience
- Deal with all factors affecting team performance including sports ethics, media, parents/caregivers, player agents, supporters and scouts
- Report to the technical director, president and/or board

Player and team

- Develop an ethical and professional relationship with every player
- Plan and support individual player development collaboratively, taking into account individual objectives and team philosophy
- Involves players in the learning process and enable them to take responsibility for themselves
- Work on team development in cooperation with technical, medical and performance staff
- Manage all aspects of player and team performance
- Create a positive and ethical environment, a competitive mentality and a performance culture
- Understand the benefits of an integrated vs isolated approach to fitness training

Training environment

- Design and deliver a seasonal tactical, technical and physical plan for the team in conjunction with other coaching and support staff and in accordance with the competition schedule and the team objectives
- Work with individual players and the team and understand how training session design can affect individual and team performance
- Plan, deliver and review training sessions in accordance with the team's coaching philosophy and performance model, based on weekly and monthly programmes and analysis of the individuals' and team's match performance
- Design match-oriented training sessions that consider the role of opponents, pressure and intensity
- Embrace and adopt an interdisciplinary approach to physical and mental preparation and development, wherever possible in cooperation with other members of the multi-disciplinary team, e.g. performance analysts, fitness coaches, sports scientists and medical and other performance staff

Matches

- Prepare match plans in collaboration with coaching and support staff that factor in the team's own playing philosophy and that of their opponents Coach the team effectively and positively during matches so that the players and team can reach their full potential
- Use matches to develop each player and the team
- Analyse matches with the other coaching staff to affect performance during the game and as a post-match evaluation and learning tool for the coach, individual players and the team as a whole

Learning outcomes

Coach	
Competence	Module
<ul style="list-style-type: none"> • Understanding the role of a head coach at this level of the game^{9σ} • Demonstrating positive and ethical behaviour on and off the pitch • Creating a positive environment for performance with a clear understanding of the needs of individual players in football and in their professional and private lives • Being flexible and willing to commit to the demands at this level of the game • Demonstrating effective and appropriate leadership and management^{9σ} • Embracing appropriate ethical values in keeping with the spirit of the game and the principles of human rights (e.g. fair play and no cheating, doping or bullying) • Applying the team vision while respecting the players' social, professional, educational and private lives 	Philosophy, values and beliefs
<ul style="list-style-type: none"> • Effectively and purposefully applying a variety of teaching, learning and leadership styles (coaching models) • Coaching the team and players in a manner appropriate to their age, experience and stage of development^{9σ} • Maintaining appropriate records of training to inform the development of future sessions and training programmes • Identifying and correcting instances of suboptimal performance using a range of coaching analysis and intervention methods • Promoting a performance development approach, including the importance of positive rivalry and playing to win • Allowing players to explore and experiment in search of effective solutions 	Teaching methodology: art of coaching
<ul style="list-style-type: none"> • Leading and collaborating positively and effectively with coaching and other support staff in the player and team development process • Cooperating with staff involved in scouting, selecting and recruiting new players • Collaborating with other staff as required, and representing the team and the sport in a positive way • Understanding the benefits of a diverse coaching and support staff^{9σ} • Applying the team's game philosophy and values and playing an active role in social interactions with local stakeholders • Working proactively with others who can influence player and team performance including the board, players' families, media and supporters 	Collaboration
<p>The coach section of the course requires at least 30 hours of reality-based education.</p>	

Player and team	
Competence	Module
<ul style="list-style-type: none"> • Understanding the general and position-specific characteristics and needs of each player^{9σ} • Setting and reviewing goals for individual players according to the technical, tactical, physical and psychological demands of the game • Involving the players in the process of setting and reviewing goals • Understanding the characteristics and needs of young players to help them integrate the senior team • Using various evaluation and reflection methods and feedback techniques to effectively guide players through their individual development process • Applying player profiling to effectively analyse individual performance 	Knowing the players
<ul style="list-style-type: none"> • Building a successful team and developing the right team dynamics by involving players in the following aspects: <ul style="list-style-type: none"> ○ Defining team goals ○ Clarifying the various professional and social roles within the group ○ Setting standards on the pitch and in the dressing room ○ Creating a fun, respectful and enjoyable environment that motivates and inspires ○ Managing setbacks and conflicts proactively and positively^{9σ} 	Team building
<ul style="list-style-type: none"> • Demonstrating and evaluating practical examples of an integrated vs isolated approach to fitness training • Planning, delivering and reviewing integrated fitness training sessions in cooperation with support staff, encompassing the physical goal of the session, expected physical load, appropriate content, exercises and methodological steps • Understanding and analysing how technology can be used to monitor and manage individual players' physical loads during training and matches • Using fitness tests to guide training workloads and recovery needs based on the physical condition of each individual player • Supervising and managing the team's overall daily and weekly workload in each competitive macrocycle (balance between workload, capacity and recovery) • Understanding and applying relevant technologies and tools to monitor and manage players' physical load in training and matches • Applying the principles of injury prevention, rehabilitation, return to exercise, return to training, return to play and performance 	Fitness development
<ul style="list-style-type: none"> • Preparing and helping players to deal with the following performance factors: <ul style="list-style-type: none"> ○ Dealing with pressure and stress^{9σ} ○ Juggling their football, professional and private lives ○ Mental training • Developing the players' performance mindset including learning, commitment, effort, grit, resilience and self-regulation 	Psychological development

<ul style="list-style-type: none">• Building a solid team dynamic and work ethic and a competitive mentality through fun and positive yet demanding and accountable behaviour, action and communication• Understanding the importance of players' achieving the right balance between their football, professional and private lives• Communicating proactively and effectively within the team environment in challenging situations involving players, coaches and support staff• Understanding traditional and social media and how either can affect team cohesion and performance if misused	Social development
The player and team section of the course requires at least 30 hours of reality-based education.	

Training environment	
Competence	Module
<ul style="list-style-type: none"> • Understanding the technical, tactical, physical and psychological requirements of developing and improving performance^{9σ} • Creating sessions and activities that are interlinked and clearly relate to the team's game model, performance model and objectives for the season • Effectively managing the space, areas, direction, intention and consequence in relation to player numbers and how to use overloads (3 vs 2 or 4 vs 3) to enhance players' decision-making • Designing an appropriately balanced menu of training activities using a variety of teaching methods to maximise technical and tactical learning • Regularly integrating game-based decision-making and problem-solving into training sessions 	<p>Training session design and content</p>
<ul style="list-style-type: none"> • Understanding individual and team periodisation • Designing and delivering weekly, monthly and seasonal training plans (technical, tactical, physical and psychological) that focus on the development, recovery and performance of individual players and the team • Planning, delivering and reviewing match-oriented tactical training sessions (opponent, pressure, intensity), in cooperation with support staff • Planning, delivering and monitoring individualised technical, tactical and physical training sessions that are adapted to the players' level and stage of development • Analysing and reflecting on performance to provide the players, the team and coaches with effective feedback • Using appropriate modern technology to complete regular tasks 	<p>Planning, delivering and reviewing</p>
<ul style="list-style-type: none"> • Creating a challenging, positive and ethical learning environment for players, both on and off the pitch^{9σ} • Using different leadership and teaching approaches according to players' levels, needs and specific situations (e.g. after a loss or during long preparations) • Constantly reviewing and reflecting in order to enhance individual and team learning and performance • Creating an effective learning environment by means of proper planning and preparation, ensuring players are intrinsically motivated and engaged 	<p>Motivational learning environment</p>
<ul style="list-style-type: none"> • Safeguarding the health and welfare of players^{9σ} • Creating a safe and ethical working environment • Being aware of the needs and backgrounds of each individual player^{9σ} • Promoting the health and performance benefits of good lifestyle habits relating to nutrition, hydration and sleep • 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 	<p>Health and welfare</p>

The **training environment** section of the course requires **at least 30 hours of reality-based education**.

Matches	
Competence	Module
<ul style="list-style-type: none"> • Reading and analysing the game (pre-match, during the match and post-match) based on player roles, team tactics and analysis of the opponents • Knowing and using modern match and player analysis tools pre-match, in-match and post-match • Communicating relevant and appropriate findings from match and player analysis effectively and efficiently • Analysing player performance in relation to individual tasks and development plans • Helping the players evaluate their own game and adapt their behaviour during matches 	Match and performance analysis
<ul style="list-style-type: none"> • Effectively applying a variety of formations and styles of play • Understanding the various playing positions and tasks in different playing systems • Knowing and applying modern technical, tactical and fitness trends • Innovating or customising playing styles to optimise performance based on the characteristics of individual players 	Playing styles
<ul style="list-style-type: none"> • 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 • Coaching effectively and positively during matches so that players perform their roles to their full potential • Supporting players' autonomy with regard to decision-making and problem-solving • Analysing matches in real time in cooperation with coaching staff to positively affect team performance (in-game management) • Communicating effectively and respectfully with the match officials • Fully understanding the rules and the Laws of the Game 	Match coaching
<p>The matches section of the course requires at least 30 hours of reality-based education.</p>	

Reality-based education	Minimum hours
Guided interactive content delivered and monitored by coach educators	140 hours
Practical work experience ¹	40 hours
Total minimum hours of reality-based education	180 hours

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

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Minimum hours of theory and practice in the classroom (in person or online)	90 hours
Minimum hours of practice outside the classroom, including work experience	90 hours
Study visits ²	

² Study visits to practical football environments can 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 a UEFA A diploma must be able to provide players and teams from youth to senior top amateur/semi-professional level (11-a-side football) with a positive developmental experience to enhance their performance through the acquisition of knowledge and skills.

To obtain a UEFA A 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.

Coach

- Understand the environment at this level of the game and the importance of having the right balance between football, professional and private lives
- Demonstrate own football philosophy (level-specific characteristics)
- Use appropriate leadership styles, behaviour and coaching methodologies
- Collaborate effectively with coaching and support staff

Player and team

- Know the characteristics and needs of the players and team at this level of the game
- Build a successful team and develop the right team dynamics for this level of the game
- Develop the players' technical, tactical, physical and psychological abilities
- Understand the benefits and limitations of an integrated vs isolated approach to fitness training
- Use appropriate technologies to test player fitness levels and monitor physical performance in training and matches

Training environment

- Plan, deliver and review training sessions and activities on the basis of weekly and monthly training programmes, taking account of individual and team development and performance and basic training, teaching and learning principles
- Plan, deliver and review match-oriented tactical training sessions (opponent, pressure, intensity) in cooperation with support staff
- Integrate decision-making and problem-solving into training sessions
- Analyse performance to provide the players, the team and coaches with effective feedback

Matches

- Prepare the players and team for matches with a clear understanding of player roles and the requirements of the different playing positions in a variety of playing systems
- Coach the team effectively and positively during matches so that the players and team perform their roles to their full potential

- Analyse player performance using modern technologies in relation to individual tasks and development plans
- Help the players evaluate their own game and adapt their behaviour during matches

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

- Prepare a detailed periodised training plan for selected periods, e.g. pre-season, start of season, mid-season, as part of the overall seasonal plan,
- Develop and explain own game model and performance model
- Analyse and review training sessions and matches (including opponents)
- Engage in ongoing self-evaluation and reflection and adapt future planning and coaching activities accordingly
- Work consistently with individual players and the team on all aspects of their development in cooperation with other coaching 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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