



COACHING CONVENTION 2025

# Syllabus of minimum content: UEFA 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 syllabus for the **UEFA B 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 the amateur level of the game.

## Coach profile

Coaches awarded a UEFA B diploma must be able to provide players and teams from youth to senior amateur level with a positive developmental experience to enhance their performance through the acquisition of knowledge and skills.

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

### Coach

- Work between grassroots and elite football, at youth or senior level
- Develop the players and the team in a manner appropriate to their ages, stage of development and abilities
- Work with support staff to manage all aspects of individual and team performance
- Develop and apply a clear plan and methodology for what, when and how to teach according to the players’ needs, whatever their abilities or backgrounds

### **Player and team**

- Develop an ethical and professional relationship with every player
- Develop appropriate learning outcomes for the individuals and the team
- Understand the characteristics and demands of the different playing positions in order to develop players according to the team structure and game format
- Allow players to explore and experiment in search of effective solutions
- Motivate players by means of suitable and enjoyable training sessions
- Evaluate individuals on their playing and prosocial behaviour during training sessions and matches to guide player development plans

### **Training environment**

- Plan and deliver training sessions that are enjoyable and challenging and meet the developmental needs of the individual, groups and the whole team
  - Support the technical and tactical development of the individuals the team
- Manage, coach and motivate the team effectively to achieve a proficient technical performance
- Integrate physical and psychological development and performance aspects into training sessions

### **Matches**

- Develop and implement effective match plans to improve team performance
- Evaluate individual and team performance during matches and make necessary adjustments
- Analyse and reflect on match performance using a variety of methods in order to provide effective feedback to individual players and the team as a whole

## Learning outcomes

Coach	
Competence	Module
<ul style="list-style-type: none"> <li>• Understanding the amateur football environment and player pathway from grassroots to elite football<sup>9σ</sup></li> <li>• Using positive coaching behaviour, including respect for the game and for individuals, being a role model</li> <li>• Using a participant-centred approach, i.e. based on players' needs</li> <li>• Continually setting a good example in the approach to coaching</li> <li>• 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)</li> <li>• Implementing the team's philosophy</li> </ul>	Philosophy, values and beliefs
<ul style="list-style-type: none"> <li>• Understanding a variety of teaching, learning and leadership models</li> <li>• Using different teaching styles depending on the situation</li> <li>• Developing a clear methodology for what, when and how to teach, to meet the needs of all players<sup>9σ</sup></li> <li>• Identifying and correcting instances of suboptimal performance using a range of coaching analysis and intervention methods</li> <li>• Setting and agreeing relevant goals and challenges for individual players and the team</li> <li>• Allowing players to explore and experiment in search of effective solutions</li> </ul>	Teaching methodology: art of coaching
<ul style="list-style-type: none"> <li>• Working closely and collaboratively with other staff to develop a coaching programme<sup>9σ</sup></li> <li>• Understanding the benefits of a diverse coaching and support staff</li> <li>• Communicating effectively with players, support and administrative staff and parents/caregivers</li> <li>• Collaborating with other staff as required, and representing the team and the sport in a positive way</li> <li>• Playing an active role in opportunities for interaction with local stakeholders</li> <li>• Adhering to professional codes of practice at all times</li> </ul>	Collaboration
<p>The <b>coach</b> section of the course requires <b>at least 20 hours of reality-based education.</b></p>	

<b>Player and team</b>	
<b>Competence</b>	<b>Module</b>
<ul style="list-style-type: none"> <li>• Understanding the amateur football environment and player pathway from grassroots to elite football<sup>90</sup></li> <li>• Knowing the different stages of learning and development and understanding how players learn and develop</li> <li>• Understanding the characteristics and demands of the different playing positions in order to develop players according to the team structure and game format</li> <li>• Applying player profiling to effectively analyse individual and team performance<sup>90</sup></li> <li>• Managing differences within the team<sup>90</sup></li> <li>• Playing an active part in the team's player development structure</li> </ul>	Knowing the players
<ul style="list-style-type: none"> <li>• Designing and delivering safe and effective integrated training plans, taking into account basic training, physical load and recovery principles</li> <li>• Understanding what factors increase injury risk and demonstrating how they can be mitigated by designing and delivering safe and effective training sessions using load monitoring, warm-ups and prehab exercises<sup>90</sup></li> <li>• Exploring the internal and external load of various types of football training</li> <li>• Contrasting the benefits and limitations of an integrated vs isolated approach to fitness development to ensure that training time is used effectively to optimise all aspects of performance</li> <li>• Applying basic fitness tests to assess fundamental physical qualities</li> </ul>	Fitness development
<ul style="list-style-type: none"> <li>• Understanding the importance of developing a player's growth mindset and what it entails (curiosity, learning, commitment, effort, resilience)</li> <li>• Developing players' problem-solving, decision-making, information processing, curiosity and creativity</li> <li>• Applying basic tools and methods to build players' confidence and self-esteem and support their emotional development</li> <li>• Explaining the importance of self-regulation and demonstrating basic tools and methods</li> <li>• Understanding the role of emotions and behaviour at different ages and stages of player development</li> <li>• Understanding the basic mental qualities associated with performance and how to foster them<sup>90</sup></li> </ul>	Psychological development
<ul style="list-style-type: none"> <li>• Creating a positive, supportive environment by developing team spirit, cooperation, interdependence, self-regulation and discipline<sup>90</sup></li> <li>• Applying basic tools to develop players' leadership skills</li> <li>• Creating a social climate that fosters an open, committed, enjoyable environment by means of positive interaction with players, their families and support staff</li> <li>• Understanding the basics of ethnicity, religion and gender, and societal issues such as substance abuse</li> <li>• Understanding traditional and social media and how either can affect team cohesion and performance if misused</li> </ul>	Social development
<p>The <b>player and team</b> section of the course requires <b>at least 20 hours of reality-based education</b>.</p>	

<b>Training environment</b>	
<b>Competence</b>	<b>Module</b>
<ul style="list-style-type: none"> <li>Using a variety of coaching styles and methods effectively to develop interaction and connection with the players in a way that is appropriate to their ages, stage of development and abilities<sup>9σ</sup></li> <li>Designing a variety of technical and tactical sessions to constantly challenge the players and the team</li> <li>Understanding how to manage space, areas, direction, intention and consequence in relation to player numbers and how to use overloads (e.g. 3 vs 2 or 4 vs 3) to enhance players' decision-making<sup>9σ</sup></li> </ul>	Training session design and content
<ul style="list-style-type: none"> <li>Being able to develop and implement short- and medium-term plans</li> <li>Planning and delivering interlinked training sessions to meet the needs of individual players and the team as a whole<sup>9σ</sup></li> <li>Creating and delivering periodised training plans that focus on the needs and development of individual players and the team</li> <li>Reviewing and adjusting training activities during sessions to cater to the challenges and specific needs of the group</li> <li>Analysing and reflecting on performance to provide the players, the team and coaches with effective feedback</li> <li>Applying match and player analysis methods to gain a better understanding of what is working well and what might improve performance</li> <li>Designing a player and team profiling and assessment system to measure individual and team performance</li> </ul>	Planning, delivering and reviewing
<ul style="list-style-type: none"> <li>Motivating players by means of effective, appropriate and enjoyable training sessions<sup>9σ</sup></li> <li>Inspiring the players and the team with positive and ethical behaviour</li> <li>Demanding reasonably high standards both on and off the pitch and setting a good example</li> <li>Implementing various leadership and teaching approaches to meet the needs of individuals and groups</li> <li>Creating an effective learning environment by means of proper planning and preparation</li> </ul>	Motivational learning environment
<ul style="list-style-type: none"> <li>Safeguarding the health and welfare of players<sup>9σ</sup></li> <li>Creating a safe and ethical working environment</li> <li>Being aware of the needs and backgrounds of each individual player<sup>9σ</sup></li> <li>Understanding the health and performance benefits of good lifestyle habits relating to nutrition, hydration and sleep</li> <li>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 harm<sup>1</sup></li> <li>Knowing the team's or organisation's code of conduct and acting accordingly</li> </ul>	Health and welfare

<sup>1</sup> For more information on child and youth safeguarding, visit the UEFA Safeguarding Platform: [www.uefa-safeguarding.eu](http://www.uefa-safeguarding.eu)

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

<b>Matches</b>	
<b>Competence</b>	<b>Module</b>
<ul style="list-style-type: none"> <li>• Reading and analysing the game (pre-match, during the match and post-match) based on player and team tasks and analysis of the opponents</li> <li>• Analysing player performance in relation to individual tasks and development plans</li> <li>• Acquiring expertise in the role and coaching in different live match situations, e.g. five-a-side in training, friendly and competitive matches and tournaments</li> </ul>	Match and performance analysis
<ul style="list-style-type: none"> <li>• Gaining experience in the role and coaching in different game formats, e.g. small-sided games, 11 vs 11 and tournament football<sup>90</sup></li> <li>• Preparing players and the team for matches with a clear understanding of players' roles and the basic requirements of the playing positions in a variety of game formats and different playing systems<sup>90</sup></li> <li>• Having a clear rationale for the selection of the squad and the starting line-up for a match</li> <li>• Giving all players in the team fair playing opportunities whenever possible</li> <li>• Coaching and managing the team effectively during matches, including tactical changes, player feedback and substitutions</li> <li>• Giving positive and constructive team talks before, during and after each match</li> <li>• Providing encouraging and effective feedback and involving players and the team in the learning environment to improve future performance and understanding</li> <li>• Working effectively with support staff to ensure a positive match experience</li> <li>• Communicating effectively and respectfully with the match officials</li> <li>• Understanding the rules and the Laws of the Game</li> </ul>	Match coaching
The <b>matches</b> section of the course requires <b>at least 20 hours of reality-based education</b> .	

<b>Reality-based education</b>	<b>Minimum hours</b>
Guided interactive content delivered and monitored by coach educators	95 hours
Practical work experience	25 hours
<b>Total minimum hours of reality-based education</b>	<b>120 hours</b>
Minimum hours of theory and practice in the classroom (in person or online)	60 hours
Minimum hours of practice outside the classroom, including 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 B diploma are able to provide players and teams from youth to senior amateur level with a positive developmental experience to enhance their performance through the acquisition of knowledge and skills.

To obtain a UEFA 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.

### Coach

- Plan and design sessions that meet the needs of the players and the team
- Develop a clear methodology for what, when and how to teach
- Identify and correct instances of suboptimal performance using a range of coaching intervention methods
- Reflect on and analyse own performance

### Player and team

- Understand the different stages of learning and how players learn
- Inspire the players and the team with positive behaviour
- Understand the characteristics and demands of the different playing positions in order to develop players according to the team structure and game format
- Apply basic load monitoring and management principles
- Demonstrate differences between integrated and isolated fitness training
- Evaluate player behaviour during matches and training

### Training environment

- Prepare and deliver technical and tactical sessions to constantly challenge the players and the team
- Plan and deliver interlinked training sessions to meet the needs of individual players and the team as a whole
- Establish a positive learning environment through efficient planning and preparation
- Design a player profiling and assessment system to measure individual and team performance
- Adjust training activities during sessions to cater to the challenges and specific needs of the group

### Matches

- Prepare players and the team for matches with a clear understanding of player roles and the basic requirements of the different playing positions in a variety of game formats and playing systems
- Give positive and constructive team talks before, during and after each match
- Analyse player performance in relation to individual tasks and development plans
- Provide and encourage effective feedback by involving players and the team in the learning environment in order to improve future performance

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

- Plan and deliver safe and challenging training sessions
- Analyse and review training sessions and matches
- Engage in ongoing self-evaluation and reflection and adapt future planning and coaching activities accordingly
- Work with individual players and the team on all aspects of their development
- Collect and analyse anonymous 360-degree feedback from a variety of stakeholders
- Reflect on own coaching journey, including off-the-pitch challenges



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