



COACHING CONVENTION 2025

Syllabus of minimum content: UEFA Goalkeeper 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 Goalkeeper B diploma** contains sufficient detail on the specific position and development of goalkeeper coaches to serve as a foundation for future goalkeeping diplomas and ensure coach educators have a solid understanding of the course content and delivery requirements.

Coach profile

Coaches awarded a UEFA Goalkeeper B diploma must have a clear understanding of how to both develop young goalkeepers at different stages of the goalkeeper pathway and coach adult goalkeepers in non-elite or elite settings. 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:

Goalkeeper coach

- Model professional and ethical behaviour on and off the pitch, promoting a development-driven approach to coaching
- Develop a holistic (multidisciplinary) understanding of the game and how it affects the goalkeeper’s role and actions
- Collaborate effectively with the head coach, other coaching staff and multidisciplinary colleagues where appropriate to support each goalkeeper’s development and role within the team

- Communicate and engage with goalkeepers' support networks (e.g. family, school, community) to align developmental goals

Goalkeeper and team

- Understand and support goalkeepers' physical, psychological, technical, tactical and social development according to their age and level
- Set, review and adapt individual goals to foster continuous improvement and motivation
- Create effective support environments that enhance goalkeepers' confidence, resilience and integration in the team

Training environment

- Plan and deliver reality-based training sessions that reflect the demands of the game and goalkeepers' individual needs
- Develop and implement individual development plans, using analysis and feedback to guide progress
- Create a motivational and safe learning environment, encouraging self-evaluation, decision-making and learning from mistakes

Matches

- Perform all matchday duties (before, during and after the matches) efficiently and professionally
- Support the transition from training to match play, preparing goalkeepers mentally, physically and tactically
- Coach and manage goalkeepers during matches, providing constructive feedback and ensuring fair playing opportunities
- Use match analysis as a learning tool, evaluating performance in collaboration with the coaching team to inform future training

Learning outcomes

Goalkeeper coach	
Competence	Module
- Coaching goalkeepers in youth and senior categories⁹⁰ - Understanding how specialised coaches work with other staff to achieve the team vision - Consistently modelling positive attitudes and behaviour as regards learning, development and performance on and off the pitch⁹⁰	Philosophy, values and beliefs
- Understanding the methodology of reality-based learning and how it influences development⁹⁰ - Understanding a variety of teaching, learning and leadership models - Identifying and correcting instances of suboptimal performance using a range of coaching analysis and intervention methods - Setting and agreeing relevant goals and challenges for individual goalkeepers and the team - Coaching goalkeepers in a manner appropriate to their age and ability, with a clear understanding of how different game situations affect the activities used⁹⁰ - Promoting a development-driven approach rather than focusing only on winning and results	Teaching methodology: art of coaching
- Communicating effectively with the head coach, other coaching staff and a multidisciplinary team where appropriate - Understanding the benefits of a diverse coaching and support staff - Communicating with individual goalkeepers' support networks and involving them in the goalkeeper's development process - Playing an active role in opportunities for interaction with local stakeholders - Adhering to professional codes of practice at all times	Collaboration
The goalkeeper coach section of the course requires at least 10 hours of reality-based education .	

Goalkeeper and team	
Competence	Module
- Understanding goalkeepers' role and expectations based on their stage of development and the level of competition⁹⁰ - Creating effective support systems to enhance goalkeepers' overall development and performance - Evaluating and designing objectives to continually improve the performance of individual goalkeepers - Understanding what constitutes an effective, skilful performance in a range of game situations⁹⁰	Knowing the goalkeeper
- Developing each goalkeeper's technical ability to perform as part of an effective team⁹⁰ - Providing key information that improves goalkeepers' understanding of game concepts	Technical & tactical development
- Understanding the complexities of growth and maturation and their effects on physical performance⁹⁰ - Designing and delivering safe and effective integrated training plans, taking into account basic training, physical load and recovery principles - 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 - Applying basic fitness tests to assess fundamental physical qualities	Fitness development
- Understanding the impact that maturation and relative age may have on a goalkeeper's psychological development⁹⁰ - Understanding the importance of developing a goalkeeper's growth mindset and what it entails (curiosity, learning, commitment, effort, resilience) - Developing goalkeepers' problem-solving, decision-making, information processing, curiosity and creativity - Creating an environment where the goalkeeper's personality, sense of enjoyment and fulfilment are understood, developed and supported⁹⁰ - Knowing how to build a goalkeeper's confidence, concentration and emotional control - Developing goalkeepers' ability to deal with high expectations and potentially negative experiences so that they can maintain a positive mindset	Psychological development
- Creating a positive, supportive environment by developing team spirit, cooperation, interdependence, self-regulation and discipline⁹⁰ - Helping each goalkeeper become a strong, integrated team member through positive and proactive behaviour, action and communication - Ensuring goalkeepers understand how positive lifestyles and prosocial behaviour affect performance - Understanding the basics of ethnicity, religion and gender and societal issues such as substance abuse⁹⁰	Social development

• Understanding traditional and social media and how either can affect team cohesion and performance if misused	
The goalkeeper and team section of the course requires at least 10 hours of reality-based education.	

Training environment	
Competence	Module
- Using a variety of coaching styles and methods effectively to develop interaction and connection with the goalkeepers and outfield players in a way that is appropriate to their ages, stage of development and abilities^{9σ} - Understanding of the game and how it impacts training session design^{9σ} - Developing problem-solving abilities based on decision-making techniques underpinned by technical proficiency	Training session design and content
- Being able to develop and implement short- and medium-term plans^{9σ} - Creating and delivering periodised training plans that focus on the needs and development of individual goalkeepers^{9σ} - Outlining clear outcomes for the training sessions, while understanding the various benefits provided by different types of training session - Preparing training sessions that focus on the individual needs of the goalkeeper in a range of game situations - Planning, executing and reviewing sessions individually and collaboratively with support staff	Planning, delivering and reviewing
- Inspiring the goalkeepers and the team with positive and ethical behaviour - Motivating goalkeepers by means of effective, appropriate and enjoyable training sessions^{9σ} - Building goalkeepers' confidence, knowledge and opportunities to develop their own decision-making skills - Creating environments where mistakes are a part of the learning process, leading to self-evaluation and goal setting	Motivational learning environment
- Creating a safe and ethical working environment - Safeguarding the health and welfare of players^{9σ} - Being aware of the needs and backgrounds of each individual player - Understanding the health and performance benefits of good lifestyle habits relating to nutrition, hydration and sleep - 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 harm¹ - 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

¹ For more information on child and youth safeguarding, please visit the UEFA Safeguarding Platform: www.uefa-safeguarding.eu 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.

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

Matches	
Competence	Module
- Understanding goalkeepers' role and tasks according to age, ability and level of competition⁹⁰ - Reading and analysing the game (pre-match, during the match and post-match) based on goalkeeper and team tasks and analysis of the opponents - Analysing goalkeeper performance in relation to individual tasks and development plans - Developing and supporting goalkeepers' and outfield players' autonomy, involving them in the decision-making and problem-solving process	Match and performance analysis
- Coaching and managing the goalkeepers effectively during matches, including giving feedback - Providing sufficient time and fair playing opportunities to practice and play in match conditions according to each goalkeeper's needs - Preparing goalkeepers for matches as part of the team, in cooperation with coaching staff and a multidisciplinary team where appropriate - Analysing and evaluating goalkeeper performance during matches in cooperation with the other coaching staff⁹⁰ - Communicating effectively and respectfully with the match officials - Understanding the rules and the Laws of the Game	Match coaching
The matches section of the course requires at least 10 hours of reality-based education .	

Reality-based education	Minimum hours
Guided interactive content delivered and monitored by coach educators	40 hours
Practical work experience	20 hours
Minimum hours of reality-based education	60 hours
Minimum hours of theory and practice in the classroom (in person or online)	20 hours
Minimum hours of practice outside the classroom, including practical work experience	40 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 Goalkeeper B diploma must have a clear understanding of how to both develop young goalkeepers at different stages of the goalkeeper pathway and coach adult goalkeepers in non-elite or elite settings.

To obtain a UEFA Goalkeeper 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.

Goalkeeper coach

- Demonstrate professional behaviour and values, modelling positive attitudes on and off the pitch
- Coach in a developmentally appropriate way, adapting methods to the goalkeepers' age, ability and context
- Collaborate effectively with coaching and multidisciplinary staff to support goalkeepers' holistic development

Goalkeeper and team

- Create and maintain effective support systems that promote the goalkeeper's physical, psychological and social development
- Set and adapt individual development goals, using them to guide improvements in performance
- Understand and apply key developmental principles, including growth, maturation and psychological resilience

Training environment

- Plan and deliver reality-based training sessions that reflect the demands of the game and goalkeepers' individual needs
- Analyse each goalkeeper's individual actions to better understand how to design training sessions that meet the needs and raise the performance of both the individual goalkeepers and the team
- Review the training sessions to make positive and proactive adaptations
- Develop problem-solving abilities based on decision-making techniques underpinned by technical proficiency
- Create motivational learning environments that include self-evaluation and goal setting

Matches

- Prepare and support goalkeepers for match play, ensuring readiness and confidence
- Coach and manage goalkeepers during matches, providing constructive feedback and ensuring fair playing opportunities

- Analyse match performance in collaboration with the other coaching staff to inform future training and development

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

- Plan and deliver safe and age-appropriate training sessions and development plans
- Analyse and review training sessions and match performance
- Show an ability to work consistently with goalkeepers on all aspects of their development
- Engage in ongoing self-evaluation and reflection and adapt future planning and coaching activities accordingly
- Reflect on own coaching journey, including off-the-pitch challenges such as collaborating with other coaching staff or a multidisciplinary team



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