



COACHING CONVENTION 2025

Syllabus of minimum content: UEFA Youth 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 **UEFA Youth B diploma** is designed to prepare coaches to work with high-potential young players. Building on the foundations of the UEFA C and B diplomas, this course equips coaches with the tools to support the holistic development of emerging talents by creating enjoyable, age-appropriate and development-focused learning environments.

Coach profile

Coaches awarded a UEFA Youth B diploma must have a clear understanding of how to develop and coach high-potential young players just before and during their period of biological growth and maturation (foundation and youth development phases). They must be able to provide a positive developmental experience that enhances young players’ enjoyment, knowledge and skill.

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

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
- Work with players before and during the period of maturation, especially during peak height velocity (major growth spurt)

- Coach high-potential players of different cultures and backgrounds
- Collaborate closely with support staff to develop players' potential
- Encourage the involvement of and interaction with parents/caregivers

Player and team

- Understand the different stages of learning and how players learn
- Identify high-potential young players
- Understand the characteristics and demands of the different playing positions in order to develop players according to the team structure and game format
- Develop individuals by providing sufficient playing opportunity for each member of the team
- Design and deliver individual long-term player development plans

Training environment

- Create and maintain a consistent, safe, positive and motivating learning environment
- Ensure an appropriate focus is placed on individual player development, rather than whole team performance outcomes
- Understand and manage players through their individual physical developmental changes
- Design and conduct training sessions that focus on long-term player development
- Understand issues relating to age, growth and maturity
- Plan, deliver and review high-quality training sessions

Matches

- Ensure that training and matches are appropriately linked (reality-based learning)
- Focus on the principle of development rather than winning
- Ensure fair playing time over the course of the season
- Consider the match a tool for evaluation and learning

Learning outcomes

Coach	
Competence	Module
- Developing an excellent understanding of the role of a development coach in youth football^{9σ} - Demonstrating positive and ethical behaviour on and off the pitch - Using a participant-centred approach, i.e. based on players' needs - Creating a positive learning environment and having a clear understanding of what constitutes skilful performance^{9σ}	Philosophy, values and beliefs
- Applying the various teaching, learning and leadership styles (coaching models) - Coaching the team and players in a manner appropriate to their ages and with a clear understanding of managing differences within the group^{9σ} - Promoting a performance development approach rather than focusing on winning	Teaching methodology: art of coaching
- Working closely and collaboratively with coaching staff and other support staff to design the long-term player development plan - Understanding the benefits of a diverse coaching and support staff - Communicating effectively with parents/caregivers and involving them in the players' development process	Collaboration
The coach section of the course requires at least 10 hours of reality-based education .	

Player and team	
Competence	Module
Setting and constantly reviewing goals for individual players according to their ability and biological, calendar and training age^{9σ}	Knowing the players
- Evaluating what constitutes a high-potential young player - Understanding how to identify high-potential young players^{9σ} - Contributing to the design of a talent development programme - Effectively cooperating with everyone involved in the talent identification process	Talent identification and recruitment
- Understanding the complexities of growth and maturation and their potential impact on physical performance^{9σ} - Delivering safe and effective training sessions that are designed to develop different aspects of player fitness - Enhance players' performance and coordination through effective movement patterns - Understanding basic fitness tests and how to interpret their results^{9σ}	Fitness development
- Applying basic tools and methods to build players' confidence and self-esteem - Understanding the impact that maturation and relative age may have on psychological development^{9σ} - Developing player's growth mindset and what it entails (curiosity, learning, commitment, effort, resilience and self-regulation)^{9σ} - Having awareness of outside influences, such as parental pressure and agents, that may have implications for individual and team performance	Psychological development
- Applying basic tools to build relationships, improve teamwork, increase interaction and support peer learning - Building a strong team ethic through positive behaviour, actions and communication^{9σ} - Using a variety of coaching styles and methods effectively to foster interaction and a connection with the players - Communicating effectively with different players, support staff and parents/caregivers to continually monitor players' progress - Understanding the complexities of smartphones and social media and their impact on youngsters	Social development
The player and team section of the course requires at least 10 hours of reality-based education.	

Training environment	
Competence	Module
- Managing differences within the group by appropriately designing training sessions - Understanding the technical, tactical and physical requirements for developing and improving performance^{9σ} - Developing training sessions focused on decision-making which is underpinned by players using proficient technical skills^{9σ} - Designing training sessions that develop game awareness and understanding	Training session design and content
- Analysing how to design individual performance plans - Creating and delivering periodised training plans that focus on the needs and development of individual players and the team - Reviewing and adjusting training activities during sessions to cater to the challenges and specific needs of the group - Understanding how different types of training sessions will produce different outcomes on a technical, tactical and physical level - Demonstrating the ability to prepare, execute and review sessions individually and with other support staff - Designing a player and team profiling and assessment system to measure individual and team progress - Reviewing and reflecting on training sessions in order to constantly challenge individual and team performance standards	Planning, delivering and reviewing
- Motivating players by means of effective, appropriate and enjoyable training sessions^{9σ} - Inspiring the players and the team with positive and ethical behaviour - Allowing players to be involved in self-discovery, in an environment where mistakes are allowed - Creating an effective learning environment by means of proper planning and preparation	Motivational and learning environment
- Safeguarding the health and welfare of players^{9σ} - Creating a safe and ethical working environment - Understanding how the structure and content of training sessions can affect the risk of injury - Being familiar with child and youth safeguarding guidelines¹ and legislation - Knowing and respecting 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

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

Matches	
Competence	Module
- Understanding player roles within the team while avoiding early specialisation of set positions - Analysing player performance in relation to individual tasks and development plans	Match and performance analysis
- Understanding the differences and transition from small-sided games (e.g. 8 vs 8) to 11 vs 11^{9σ} - Understanding the characteristics of various game formats and their impact on player development - Developing players' basic technical and tactical understanding of the game: playing positions and game awareness - Teaching basic game management principles	Playing formats
- Exhibiting consistent matchday behaviour in keeping with a learning environment - 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^{9σ} - Coaching effectively and positively during matches so that players perform their roles to their full potential^{9σ} - Supporting player autonomy, involving players in decision-making and the problem-solving process - 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	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
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 Youth B diploma must have a clear understanding of how to develop and coach high-potential young players just before and during their period of biological growth and maturation. They must be able to provide a positive developmental experience that enhances young players' enjoyment, knowledge and skill.

To obtain a UEFA Youth 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

- Create a positive learning environment for developing skilful performance
- Apply the various teaching, learning and leadership styles (coaching models)
- Collaborate effectively with coaching and other support staff

Player and team

- Evaluate and design the process for identifying high-potential young players
- Recognise the complexities of growth and maturation and their effects on the physical, psychological and social development of youngsters
- Design a goal-setting strategy focused on the individuals' development processes

Training environment

- Design training sessions that develop decision-making, game awareness and understanding
- Design training sessions that take account of individual differences, e.g. relative age, maturation
- Implement basic fitness tests which are appropriate for the individual's age and stage of development
- Create a positive and motivational learning environment through the effective planning and delivery of training sessions
- Review and evaluate training sessions within the learning environment

Matches

- Exhibit consistent matchday behaviours in keeping with a learning environment
- Support player autonomy, involving players in decision-making and the problem-solving process
- Analyse and evaluate player performance in relation to individual roles and development plans

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

- Plan and deliver safe and age-appropriate training sessions and matches
- Analyse and review training sessions and matches
- Engage in ongoing self-evaluation and reflection and adapt future planning and coaching activities accordingly

- Work consistently with young individual players on all aspects of their development
- Reflect on own coaching journey, including off-the-pitch challenges



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