



Syllabus: Professional Diploma in Football Coach



In a context where football evolves at great speed, the need arises to train coaches with updated, interdisciplinary tools aligned with the methodological trends of leading clubs, and capable of addressing the challenges of contemporary football from a comprehensive perspective.

This diploma program seeks to provide a professional, innovative, and reflective training proposal, bringing together specialists from key areas of football—physical preparation, game analysis, psychology, pedagogy, and team management—to accompany participants in developing their identity as coaches and leaders in modern football.

Target Audience

- Professional and amateur football coaches.
- Physical education teachers and graduates seeking to specialize in football training.
- Former players aspiring to transition into coaching roles.
- Professionals working in football clubs and federations, including analysts, scouts, and trainers.
- Sports professionals interested in football coaching and technical development.

SYLLABUS

☰ Objectives

☰ Skills

☰ Criteria for participation and approval

TOPICS

☰ Course 1: The Fundamentals of Our Game

☰ Course 2: What Needs to Be Trained

☰ Course 3: How It Should Be Trained

☰ Course 4: Pedagogical Exchange with the Player: The Role of the Coach-Trainer in the Learning Process

☰ Course 5: Pedagogical Exchange with the Player: Video Feedback in the Continuum of Motor Practice

☰ Course 6: Pedagogical Exchange with the Player: SSP Design Based on Didactic Content Preferences

☰ Course 7: Analysis of the Game Start Phase

☰ Course 8: Analysis of Set Pieces

☰ Course 9: High Pressing in Football

☰ Course 10: Observation Methodology in Youth Football

Objectives

General objective

To train football coaches capable of designing and managing training processes based on a comprehensive understanding of the game, the player, and methodological trends, with an emphasis on reflection, innovation, and alignment with international standards of excellence.

Specific objectives

- To understand the foundations of football methodology and their application in different contexts.
- To develop pedagogical and didactic skills for conducting training sessions effectively.
- To analyze the game and training processes from a tactical, physical, and psychological perspective.

- To acquire tools for managing teams and working with multidisciplinary staff.
- To integrate the principles of ethical leadership and professional responsibility in sports environments.

Key Competencies to Develop

- Planning and managing football training processes with methodological rigor.
- Designing sessions based on the integral development of the player.
- Interpreting and applying the principles of training and game analysis.
- Using tools for tactical analysis and physical performance control.
- Leading teams and multidisciplinary groups with ethical and professional criteria.
- Communicating effectively in sports environments and making decisions in complex contexts.

CONTINUE

Skills

The skills we hope you will develop throughout this course are:

General skills

1

Group and collaborative work: the ability to work with colleagues in order to accomplish shared goals and to achieve the synergy typical of a high performance group.

2

The capacity of analysis/reflection: the capacity to methodically examine the different aspects of a certain reality or situation and to carry out an assessment of that situation.

3

Creativity and innovative, knowledge-based solutions: the capacity to find alternative solutions to existing problems based on formal knowledge.

CONTINUE

Criteria for participation and approval

Participation criteria

During the course, the student is expected to:

- Browse the multimedia contents of each of the modules that make up the course.
- Solve the evaluations assigned in each module.
- Carry out the proposed activities, whether group or individual.
- Take the final exam.

Approval criteria

To pass each course, students are required to complete the activity proposed in the course and pass the final exam.

The student must achieve a final score of 70% or higher. This grade will be the average of the activity and the final exam.

CONTINUE

Course 1: The Fundamentals of Our Game

Module 1: The Supporting Sciences of Barça Football.

Module 2: The Elements that Comprise It.

Module 3: The Identifying Components of Barça Football.

Module 4: The Game as a Process.

CONTINUE

Course 2: What Needs to Be Trained

Module 1: Optimizing Training.

Module 2: Cognitive Elements of the Player.

Module 3: Group Elements of the Team.

Module 4: The Phases of the Game.

CONTINUE

Course 3: How It Should Be Trained

Module 1: Train to Optimize.

Module 2: The Training Session.

Module 3: Specific Training for Barça Football I.

Module 4: Specific Training for Barça Football II.

CONTINUE

Course 4: Pedagogical Exchange with the Player: The Role of the Coach-Trainer in the Learning Process

Module 1

Critical Thinking and Methodological Context. Where do we come from and where are we going? Understanding the ultimate goal of methodology and how to integrate all existing elements into the learning context.

Module 2

The Coach's Learning. Why does the coach see what they see? Understanding how their behaviors emerge and how to synchronize with the team's context.

Module 3

Coach-Player Interaction. How to optimize the information exchange and have a greater impact on the learning process? Understanding the

environmental conditions that facilitate and generate naturalized player behaviors.

Module 4

Pedagogical Exchange with the Player. Strategies and Learning Atmosphere.

CONTINUE

Course 5: Pedagogical Exchange with the Player: Video Feedback in the Continuum of Motor Practice

Module 1

Observational Learning – How to Give Feedback? Understanding the unique aspects that combining visual feedback with physical practice brings to the coach's work.

Module 2

Training Practices – Where to Give Feedback? Considering the coach's attention to the effect of the relationship between practice context and intervention style on the player.

Module 3

Exchange with the Player through Observational Learning. Anticipating and specifying extrinsic multimodal information to enhance motor learning.

Module 4

Video Visual Feedback – Why Provide Video Feedback? Altering playback speed to specify the interaction.

[CONTINUE](#)

Course 6: Pedagogical Exchange with the Player: SSP Design Based on Didactic Content Preferences

Module 1: Preferential Simulated Situations with Coordinative Preference.

Module 2: Preferential Simulated Situations with Cognitive Preference.

Module 3: Preferential Simulated Situations with Contextual Preference.

Module 4: Cross-cutting Parameters: Introducing Variability and Oriented or Exploratory Design.

CONTINUE

Course 7: Analysis of the Game Start Phase

Module 1: Definition and Evolution of the Start Phase and Understanding General Analysis Criteria.

Module 2: Study of Structural Elements of the Start Phase.

Module 3: Study of Dynamic Elements of the Start Phase.

Module 4: Statistical Analysis, Selection, and Presentation of Information.

CONTINUE

Course 8: Analysis of Set Pieces

Module 1: Importance of Set Pieces and Introduction to Their Analysis.

Module 2: Analysis of Defensive Set Pieces.

Module 3: Analysis of Offensive Set Pieces.

Module 4: Methodological Trends in Set Piece Training.

CONTINUE

Course 9: High Pressing in Football

Module 1: High Pressing in the Defensive Phase – Theoretical Framework.

Module 2: Most Common Defensive Structures in High Pressing.

Module 3: Training Methodology for High Pressing in Football.

Module 4: Data for a Proper Interpretation of High Pressing Analysis.

CONTINUE

Course 10: Observation Methodology in Youth Football

Module 1: Introduction to Video Observation.

Module 2: Observation in a Training Session.

Module 3: Observation in a Competitive Match.

Module 4: Individual Player Observation.

CONTINUE