



**CIMSPA PROFESSIONAL STANDARD:
TECHNICAL SPECIALISM**

Multi-Skills

(FULL STANDARD)

EDITION: V1.0

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CIMSPA PROFESSIONAL STANDARD: TECHNICAL SPECIALISM

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1. Overview

1.1 Technical Specialism professional standard: Multi-Skills

This Professional Standard outlines the technical specialism of multi-skills and the essential knowledge, understanding and skills that are needed to lead Multi-Skills sessions.

This technical specialism builds upon existing coaching or instructional competence and focuses on the intentional use of multi-skills approaches to develop transferable movement, sport and activity, personal and social capabilities through inclusive and developmentally appropriate experiences.

This standard is designed for sport and physical activity professionals who plan and lead individuals and/or groups through intentionally designed multi-skill sessions. Those working within the sport and physical activity sector (Coaches, Personal Trainers, etc.) can plan and deliver multi-skills sessions to meet the individual needs of the participants. This standard complements, rather than replaces, relevant occupational professional standards (such as Coach).

This standard provides guidance for the development of educational products that can be submitted for CIMSPA endorsement. This standard can also be a useful tool for employers to curate job descriptions, use as an appraisal tool, help with training needs analysis or for developing career planning frameworks.

The multi-skills technical specialism standard covers job roles that sit within the sport and physical activity sector as part of all industries.

This professional standard is underpinned by the principles of inclusive practice, equity, and respect for individual dignity. Those delivering multi-skills sessions are expected to recognise and respond to the diversity of individuals' backgrounds, lived experiences and health journeys.

1.2 Endorsed qualification logo

Education products that evidence the competency statements of this CIMSPA professional standard will display this CIMSPA endorsement logo.



2. Competence and professional status

2.1 Context

Multi-Skills is an approach to planning and delivering sport and physical activity experiences that intentionally develops a broad range of transferable capabilities. Rather than focusing on the development of a single sport, Multi-Skills supports participants to build movement competence, apply skills across different activities and environments, and develop the personal and social attributes that encourage ongoing participation in sport and physical activity.

The Multi-Skills approach brings together four interconnected components:

- **Fundamental Movement Skills (FMS)**, which provide the foundation for effective movement.
- **Foundational Sport and Activity Skills (FSAS)**, which support the application of transferable actions, tactics and movement solutions across a variety of sports and physical activities.
- **Personal and Social Skills**, which help individuals interact effectively with others and respond positively to challenges.
- **Transfer**, which enables learning and experiences gained in one context to be applied in another.

Through inclusive and developmentally appropriate experiences, these components work together to support positive engagement, meaningful participation and a sustained involvement in sport and physical activity throughout life (see Figure 1).

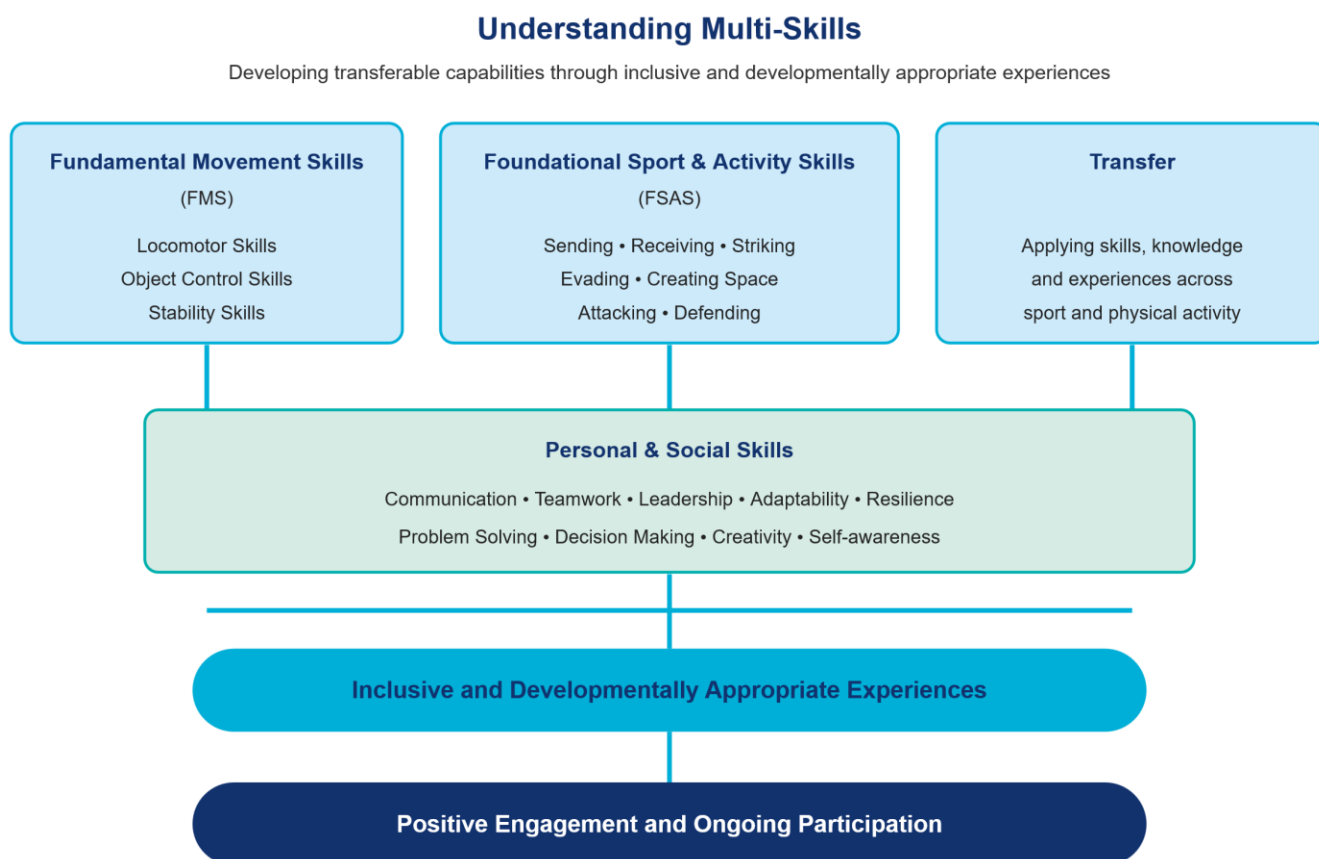


Figure 1. Components of Multi-Skills

2.2. What those who have evidenced this standard know and can do

Those who have evidenced this professional standard:

- Understand how to:
 - intentionally plan and deliver multi-skills sessions, ensuring an inclusive, equitable, safe and enjoyable environment.
 - reflect on their multi-skills sessions.
- Have demonstrated the ability to:
 - intentionally plan and deliver multi-skills sessions, creating an inclusive, equitable, safe and enjoyable environment.
 - reflect on their multi-skills sessions.

2.3 Professional Status

Once an individual has demonstrated competence of all evidence statements within this professional standard they will be eligible to be issued higher grades of professional status.

An example of the higher grade of professional status that can be issued are shown in the table below:

Occupation professional standard		Technical specialism professional standard(s)	Professional status grade
Coach	+	Multi-Skills	Coach Advanced Practitioner
Personal Trainer	+	Multi-Skills	Personal Trainer Advanced Practitioner

3. Standard-specific product development guidance

3.1 Product development guidance

CIMSPA education partners developing education products that evidence completion of this professional standard should reference the following guidance:

[CIMSPA Product Development Guidance](#)

3.2 Education product usage and combinations

This professional standard can be used as follows:

- combined with an occupation standard to form an education product, for example:
 - occupation: Coach
 - technical specialism: Multi-Skills
- combined with an occupation standard and additional specialism(s) to form an education product, for example:
 - occupation: Coach
 - population specialism: Working with Inactive People
 - technical specialism: Multi-Skills

- as a standalone product that be completed as continuous professional development, for example:
 - Multi-skills for diverse participant needs.

3.3 Assessment minimums

Education partners should determine the total qualification time for the qualification/unit and outline the minimum requirements for practical assessment.

For the Multi-Skills technical specialism, the minimum practical requirements have been outlined as below.

Knowledge and understanding

Education partners need to ensure that all the knowledge and understanding learning and assessment requirements are assessed via formative or summative assessment. A sufficient range of these requirements must be assessed via summative assessment.

Skills

All learners must be assessed summatively against all the skill-related learning and assessment requirements, so that they can consistently undertake the following:

- Planning, delivery and reflection over a minimum of two sessions.

This information will be captured within the mapping document and reviewed as part of the CIMSPA endorsement process to ensure suitability.

3.4 Assessment authenticity

It is essential that practical assessment is authentic.

Practical assessment must be conducted where possible in a real-world environment – ideally, ‘on the job’ at work, or an environment that is as close to being as ‘real world’ as possible.

- Practical assessments should be conducted using suitable participants.
- Where possible these participants should be those the learner regularly coaches or instructs, or similar types of participants.
- To maintain authenticity the participants must not be friends or family, and where practically possible not other learners.

For the Multi-Skills technical specialism this could include, for example, undertaking coaching sessions with a group of women and girls (population) within a community environment (environment).

Reasonable adjustments can be applied where specific circumstances make this impractical, for example delivery in the prison sector.

3.5 Quality assurance

Education providers must ensure that their quality assurance meets the appropriate regulators’ guidance. This includes internal and external quality assurance processes, appropriate staffing requirements, and assessment generation/evidence.

3.6 Level descriptors

The table below shows level descriptors and explanations of what can be expected from a learner on completion of an education product evidencing knowledge, understanding and skills related to the technical specialism of:

- Multi-Skills

These are intended to be directive, rather than prescriptive, to avoid simply reproducing identical language in the education partner’s design approach, without considering the intent and purpose of the education partner’s product and therefore help with benchmarking expected outcomes.

For this standard, the level descriptor is:

- Technical Group 2 Practitioner (level 3 equivalent)

Further information

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STANDARD**

Education providers seeking CIMSPA endorsement for a product against this occupation professional standard are asked to determine and justify the level of the product they have developed, in line with guidance provided by the level descriptor below.

Where a provider is seeking CPD endorsement, covering part of the professional standard with competency assessment included, the same level of assessment rigour must be applied as described in the level descriptors. Evidence of the type and rigour of assessment must be presented as part of CIMSPA's CPD endorsement process.

Please refer to the [product development guidance](#) for further information.

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4. Learning and assessment requirements

4.1 Key areas

This section outlines the key areas of learning and assessment (knowledge, understanding and skills) that should be contained within any educational product seeking CIMSPA endorsement against this technical specialism professional standard.

There are two key areas of knowledge, understanding and skills for the technical specialism of:

- Multi-Skills

Both are interconnected and mandatory. The key areas are:

- Key area 1: Technical knowledge for multi-skills sessions
- Key area 2: Plan, deliver and review multi-skills sessions

4.2 Assessment coverage

Where examples: “for example” are used in the competency statement tables below this is to provide an overview of the knowledge, understanding and skills most relevant to the role – it is not mandatory to assess learners against 100% of the examples provided.

However, sufficient coverage to ensure occupational competence on achievement must be ensured. This will be reviewed as part of the CIMSPA endorsement process.

Key area 1: Technical knowledge for multi-skills sessions

Ref	Knowledge and understanding	Competency statements – those delivering multi-skills sessions must:	Recommended assessment method(s)
K1.1	Defining multi-skills	explain what is meant by a multi-skills approach to delivering sport and physical activity sessions.	Exam Portfolio Presentation Interview Essay
K1.2.1	Key principles of multi-skills sessions	- explain Fundamental Movement Skills (FMS), to include: - locomotor skills e.g. walking, running, jumping, and hopping - object control skills e.g. catching, kicking, throwing, and bouncing - stability skills e.g. balance, twisting, turning, and stopping.	Exam Portfolio Presentation Interview Essay
K1.2.2		- explain Foundational Sport and Activity Skills (FSAS), to include: - transferable actions used across sports and physical activities (e.g. sending, receiving, striking, evading, creating or denying space) - fundamental tactical principles that support participation across different sports and activities - the application and adaptation of skills in different environments and contexts - basic rules and conventions that support participation, safety and positive experiences.	Exam Portfolio Presentation Interview Essay
K1.2.3		- explain how multi-skills sessions encourage the transfer of skills across sport and physical activity, to include: - cognitive skills - tactical skills - Fundamental Movement Skills - Foundational Sport and Activity Skills.	Exam Portfolio Presentation Interview Essay

K1.2.4		- explain how multi-skills sessions can be used to encourage the development of personal and social skills, to include: - communication (including active listening) - leadership - teamwork (including collaboration and cooperation) - adaptability (including creativity and innovation) - resilience - self-awareness - problem solving - decision making.	
K1.3	Benefits of multi-skills sessions	- explain a range of benefits associated with delivering multi-skills sessions, to include: - the contribution of multi-skills sessions in reducing early specialisation in a sport and its associated risks, including burnout and overuse injury - the benefits of multi-skills sessions for inclusive participation, including its accessibility to individuals with varying abilities, backgrounds, and previous experience - how multi-skills environments support the development of personal and social skills. - the contribution of multi-skills sessions to confidence, enjoyment, positive motivational climates and sustained engagement with sport and physical activity.	Exam Portfolio Presentation Interview Essay

Key area 2: Plan, deliver and review multi-skills sessions

Ref	Knowledge and understanding	Competency statements – those delivering multi-skills sessions must:	Recommended assessment method(s)
K2.1.1	The participant(s)	- identify aspects about individual participant(s) that are important to consider prior to any, inclusive, equitable, safe and enjoyable multi-skills sessions. For example: - motivations - barriers to participation	Exam Portfolio Presentation Interview Essay

		○ previous experiences of sport and physical activity ○ personal background (including social and cultural influences) ○ medical history.	
K2.1.2		• describe how to build and sustain a positive relationship and motivational climate with participants.	Exam Portfolio Presentation Interview Essay
K2.2	Planning multi-skills sessions	• describe how to plan inclusive, equitable, safe and enjoyable multi-skills sessions, to include; ○ aims and learning objectives, including consideration for principles such as personal and social skills development ○ inclusive and equitable activities that ensure all participants are appropriately supported, challenged and able to engage meaningfully through suitable adaptations. ○ consideration of how activities and the learning environment are safe for the participants, including their psychological safety through low-stake environments and the careful and considered use of competition ○ activities that are developmentally appropriate to the participants, including progressive activities which will promote positive engagement and a meaningful relationship with sport and physical activity for life.	Exam Portfolio Presentation Interview Essay
K2.3	Delivering multi-skills sessions	• describe how to deliver, inclusive, equitable, safe and enjoyable multi-skill sessions, to include: ○ the careful consideration of the structure of the session (what informed the rationale in the design of the learning episodes/cycles and activities) ○ how to deliver activities that support the development of participants personal and social skills ○ how to deliver planned activities to promote a lifelong enjoyment of and engagement in sport and physical activity ○ the importance of adapting multi-skills sessions where required to meet the needs of the individual participants.	Exam Portfolio Presentation Interview Essay

K2.4	Reflection of multi-skills sessions	- describe how to reflect upon, inclusive, equitable, safe and enjoyable multi-skills sessions, to include: - reflecting on the effectiveness of the sessions during and after, systematically asking whether the aims and learning objectives are or have been met - identifying how to improve the planning and delivery of future multi-skills sessions - considering whether all participants were included within the session, evaluating if individuals were appropriately challenged, supported and made progress that was of value to them - evaluate whether the session facilitated a motivational climate and facilitated positive and meaningful engagement.	Exam Portfolio Presentation Interview Essay
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Ref	Skills	Competency statements – those delivering multi-skills sessions must:	Recommended assessment method(s)
S2.1	Planning multi-skills sessions	- demonstrate an ability to plan multi-skills sessions, to include - relevant aims and learning objectives - suitable and developmentally appropriate activities which will develop participants multi-skills and promote a meaningful, lifelong commitment to an active life - a consideration for inclusivity, including providing adaptations and progressive practices to facilitate progress and appropriate challenge.	Demonstration Observation Portfolio
S2.2	Delivering multi-skills sessions	- deliver inclusive, equitable, safe and enjoyable multi-skills sessions, to include delivering: - developmentally appropriate activities which will develop participants multi-skills - activities that support the development of participants personal and social skills - activities that promote a positive, lasting connection with sport and physical activity	Demonstration Observation Portfolio

		○ activities that promote inclusivity and belonging.	
S2.3	Reflection of multi-skills sessions	• reflect upon the delivery of inclusive, equitable, safe and enjoyable multi-skills sessions, to include: ○ systematically evaluating the progress of participants towards the sessions aims and learning objectives ○ considering the inclusivity of the session, the progress of the participants and their levels of engagement ○ identify strengths and areas for development for the multi-skills sessions to improve the planning and delivery of future sessions ○ reflect upon ongoing professional development needs and further opportunities to support own development.	Demonstration Observation Portfolio

5. Glossary

The following key terms have been clearly defined to provide clarity and transparency in relation to the terms used within this professional standard.

Term	Definition
Barriers to Participation	Factors that may prevent, reduce or influence an individual's opportunity or motivation to engage in sport and physical activity. These may include personal, social, cultural, environmental, financial or practical factors.
Developmentally Appropriate	Activities, tasks and experiences that are matched to the needs, capabilities, readiness and stage of development of the participant and provide appropriate levels of support and challenge.
Enjoyable	A positive and engaging environment where participants are actively involved, appropriately challenged and motivated to take part in sport and physical activity.
Equitable	Recognising that individuals have different needs, circumstances and barriers to participation and may require different levels of support, adaptation or opportunity to achieve meaningful outcomes.
Fundamental Movement Skills (FMS)	The basic movement patterns that underpin participation in sport and physical activity. These include locomotor skills (such as running and jumping), object control skills (such as throwing and catching) and stability skills (such as balancing and turning).
Foundational Sport and Activity Skills (FSAS)	Foundational Sport and Activity Skills are transferable actions, movement applications and tactical concepts that can be applied across a range of sports and physical activities. Examples may include sending, receiving, striking, evading, creating space, defending, attacking, maintaining possession and scoring.
Inclusive	A supportive and welcoming environment where all participants feel valued, experience a sense of belonging, and have opportunities to participate, progress and achieve outcomes that are meaningful to them.
Motivational Climate	The environment created by the coach or leader that influences how participants feel, engage and respond to challenges, helping to promote enjoyment, confidence, effort, belonging and continued participation.
Multi-Skills	An approach to coaching or leading sessions that intentionally develops transferable movement, sport and personal capabilities through varied and inclusive experiences that support participation and ongoing engagement in sport and physical activity.
Personal Skills	The individual attributes, behaviours and dispositions that shape how a person manages themselves, responds to challenges and engages with others. They include qualities such as self-awareness, resilience, adaptability, creativity and decision making.
Safe	A sport and physical activity environment that proactively supports the physical and emotional wellbeing of participants through appropriate planning (risk management), delivery, supervision and safeguarding practices.
Social Skills	The interpersonal competencies that enable a person to interact effectively and constructively with others. They include the ability to communicate clearly, listen actively, collaborate, show empathy, resolve conflict and adapt behaviour to different social contexts, forming the foundation of positive relationships in sport and everyday life.

Transfer

The application of knowledge, skills, behaviours or experiences developed in one activity or context to another activity, sport or situation.

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