

# 1st4sport Level 2 Award in Multi-Skills Development in Sport

## Qualification Specification



## About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

**Our Mission:** To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

**Our Direction:** We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

## Qualification Specification

Title:	1st4sport Level 2 Award in Multi-Skills Development in Sport
Qualification Overview:	Provides the knowledge and skills to coach multi-skills and how to enhance sessions with the principles of fundamental movement skills and fundamental sports skills. This is not a sport-specific coaching qualification.
Qualification Code:	L2AMDSR
Qualification Regulation Number:	603/1419/9
Guided Learning Hours (GLH):	27
Total Qualification Time (TQT):	45
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/09/2017
Qualification Review Date:	31/08/2026
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to incorporate fundamental movement skills and fundamental sports skills in multi-skills sessions.
Qualification Purpose:	Prepare for employment in a specific occupational area.

### Who is this qualification for?

The qualification is designed for learners who already hold a level 2 (or above) qualification in coaching or fitness instruction who wish to become involved in delivering multi-skills as an independent coach.

### Qualification Progression

The skills and knowledge developed may be used to enable learners to progress to other industry-relevant qualifications such as activity leadership, supporting PE in school sport and sports development. It may also further prepare a learner for sport-specific Level 3 coaching qualification.

This qualification may lead to paid employment or unpaid voluntary roles in coaching multi-skills, either working independently or as part of a coaching team. Other roles that the learner may consider exploring include Activity Leader, Official and Sports Volunteer.

### Entry Requirements

Learners must be a minimum of 16 years old at registration and 17 years old at certification.

### Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 16 years of age
- be able to undertake this assessment in English or Welsh (if available)

### Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 1 of 1 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

### Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

### Mandatory Units

Unit ID	Unit Title	GLH
M/615/6824	Coach Multi-Skills Sessions	27

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Coach Multi-Skills Sessions
Unit Aim	This unit will provide the learner with the knowledge and understanding to be able to introduce and enhance fundamental movement skills and sport-specific skills to different populations through the coaching of multi-skills activities. This will include an understanding of how to support physical and skill development through via the practical coaching of linked and progressive multi-skills sessions.
Unique Unit Number	M/615/6824
Unit Assessment Method(s)	Coursework
Assessment Specification	The learner is required to successfully complete all tasks within the learner portfolio designed by 1st4sport Qualifications. These include written tasks and practical demonstrations under the supervision of the assessor.

## Learning Outcome: 1. know how to support the development of participants through multi-skills

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 outline key principles of development through multi- skills for a variety of populations	<ul style="list-style-type: none"> <li>Participant-centred coaching including C System For Coaching</li> <li>suitable development models, including: Long Term Athlete Development (LTAD), Male Youth Physical Development Model and Female Youth Physical Development Model</li> <li>development expected at various ages and stages</li> </ul>
1.2 describe the coaching process required when working with a variety of populations	<ul style="list-style-type: none"> <li>The communication process</li> <li>effective communication</li> <li>how to adapt communication for children, youth, adults and mature adults</li> <li>how to adapt communication for gender</li> <li>how to adapt multi-skill activities using STEP (Space, Time, Equipment, Process) model</li> <li>how to adapt multi-skill activities based on individual needs</li> <li>delivering adapted, modified and small sided games</li> <li>how to use the inclusion spectrum to provide inclusive coaching activities</li> <li>recognising positive coaching behaviours such as:               <ul style="list-style-type: none"> <li>showing respect</li> <li>being considerate to all ages at all times                   <ul style="list-style-type: none"> <li>how to create an enjoyable environment including appropriate use of humour</li> <li>how to make a personal connection with all participants to enhance their enjoyment</li> </ul> </li> </ul> </li> </ul>

## Learning Outcome: 2. know how to support fundamental movement skills and fundamental sport skills

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 describe the principles that apply to fundamental movement skills (FMS)	<p>The principles and terminology used in fundamental movement skills, such as</p> <p>ABCs of fundamentals of movement:</p> <ul style="list-style-type: none"> <li>• agility</li> <li>• balance</li> <li>• coordination</li> </ul> <p>the principles of SOL:</p> <ul style="list-style-type: none"> <li>• stability</li> <li>• object control</li> <li>• locomotion</li> </ul> <p>Male and Female Youth Physical Development Model, including:</p> <ul style="list-style-type: none"> <li>• locomotion</li> <li>• manipulation</li> </ul> <p>stabilisation</p>
2.2 describe the principles that apply to Fundamental Sports skills (FSS)	<p>The games categories that are included insport-specific skills, including</p> <ul style="list-style-type: none"> <li>• net/wall games</li> <li>• invasion games</li> <li>• target games</li> <li>• striking and fielding games</li> <li>• athletics</li> <li>• creative movement</li> </ul> <p>the key principles of each game category</p> <p>tactical play</p> <p>knowledge of the appropriate fundamental sport</p> <p>skills to be used in each game category</p> <p>correct decision-making when using appropriate</p> <p>fundamental sport skill</p> <p>knowledge of basic rules required to participate in</p> <p>each game category</p>

**Learning Outcome: 3. be able to plan, deliver and evaluate a series of sessions designed to develop fundamental movement skills and fundamental sports skills**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
3.1 plan a series of sessions that incorporate the principles of fundamental movement skills and fundamental sports skills	<p>How to design activities that develop:</p> <ul style="list-style-type: none"> <li>• fundamental movement skills (e.g. balance, coordination and agility and locomotion, manipulation and stabilisation)</li> <li>• fundamental sports skills (traveling, jumping, sending, receiving, striking)</li> </ul> <p>how to produce a multi-skills session plan that includes:</p> <ul style="list-style-type: none"> <li>• numbers attending</li> <li>• venue and facilities</li> <li>• equipment layout/floor plan</li> <li>• rationale for selection of activities for participants</li> <li>• take account of risk assessment outcomes for multi-skill activities</li> <li>• contingencies, including adaptations &amp; progressions</li> <li>• understanding the needs of the individual participant (motivation, state of physical readiness, age and physical development stage)</li> <li>• use of multi-skill activities appropriate to the outcomes of the session and meets the needs of each participant</li> <li>• demonstrate knowledge of progressing from on activity to another that achieves the session outcomes and meets the needs of participants</li> </ul>



3.2 deliver a series of sessions designed to develop fundamental movement skills and fundamental sports skills

- How to make sure the participants' clothing and equipment are safe and appropriate
- how to organise the participants in order to communicate with them
- how to explain the outcomes and objectives of the session and each activity
- how to apply C System of Coaching throughout the session
- how to use the STEP Model to make appropriate adjustments to ensure each participant has a meaningful experience
- how to demonstrate effective application of the inclusion spectrum to provide inclusive session
- how to make sure the participants are physically prepared for the activities through appropriate warm up activities
- how to effectively observe, analyse, provide feedback and make necessary interventions that enhance the performance of individual participants through applying the coaching process to a) whole group b) small group and/or c) individual when required
- how to effectively make adaptations to an activity and/or intervene that demonstrates evidence of ability to adapt to one or more of the following: different ages, including children, youth, adults and mature adults; differing participant abilities (including disabilities)
- how to use communication methods appropriate to situations and participants
- how to consistently demonstrate positive coaching behaviours such as positive body language and a friendly and approachable demeanour
- how to support procedures to ensure the participants' behaviour maintains an appropriate learning environment
- how to follow planned procedures for health, safety and respect for the environment
- how to develop the activities at a pace suited to the participants meeting its outcomes and objectives
- how to assess participants progress and give timely and appropriate feedback
- how to give participants further explanations and demonstrations when necessary

3.3 evaluate the delivery of a series of fundamental movement skills and fundamental sports skills sessions

- the purpose of an evaluation
- typical units of an evaluation
- how an evaluation can be used at a later date
- how to review the planning and delivery of the coaching session
- how to review the outcomes of the session, feedback from participants and others involved in the session
- how to identify if the session:
  - met the planned objectives
  - met individual needs e.g. motivation for attending, personal goals
- how did it meet the principles of FMS/FSS
- how effective the delivered activities were
- how effective your management of the session, including health, safety and welfare issues ways to improve future sessions ways to discuss your evaluation and feedback with colleagues
- how to record your evaluation for future reference
- how to seek out specific participant feedback and include this in your evaluation
- how to make adaptations to suit different ages (incl. children, youth, adults and mature)

## Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

## Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

### Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy approved tutors. The tutors are responsible for the delivery of the qualification. Tutors are required to:

have experience in coaching multi-skills to support development

hold or be working towards a suitable teaching qualification

If an individual does not meet both tutor and assessor requirements they must not assume both positions.

### Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy approved assessors. The assessors are responsible for the assessment of the qualification. Assessors are required to:

- hold or be working towards a suitable assessor qualification

- have experience in coaching multi-skills to support development

### Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook apply.

## Additional Qualification Requirements

The minimum venue, facility and requirements stated in the centre handbook apply.

The recognised centre is required to have one or more delivery sites which contain facilities to support the programme of learning and assessment. All training and/or assessment sites must include the following facilities:

- A theory space which includes a classroom containing an adequate number of seats and tables (not benches) for the cohort

- A playing area/practical space wherein multi-skills sessions may take place in safety and comfort

The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment which must comply with accepted health and safety practice for multi-skills development in sport/coaching and teaching more generally, and include as a minimum:

- Flip chart and a selection of coloured pens

- A selection of: bean bags, small and large sized balls, rackets and bats, cones, hops/hurdles, floor markers, bibs.

This qualification is regulated by Ofqual (603/1419/9) and QiW (C00/1303/9 - Regulated).

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