

Supplemental File 4: Summary of results from round two and competency development from round two to three

Competency presented in round two	Results from round two				Modified competency presented in round three (where applicable) ^d	Explanation of modification/s (where applicable)
	Median	IQR ^a	QD ^b	Consensus ^c		
1. Demonstrate an understanding of contemporary behaviour change theories and principles and how they apply to movement behaviours at an individual, interpersonal, and community level	9	2	1	Moderate	Demonstrate an understanding of and be able to apply contemporary behaviour change theory concepts and principles to movement behaviours at an individual, interpersonal, and community level*	Modified in line with feedback regarding #3
2. Work with individuals using movement behaviour change (such as motivational interviewing) techniques and strategies to enhance motivation and adherence to positive long-term movement behaviours	10	1.5	0.75	Moderate	*	
3. Demonstrate the ability to select, apply, and evaluate efficacy of evidence-based behaviour change theory and techniques to support sustainable movement behaviour change	8	3	1.5	Low	Demonstrate the ability to evaluate efficacy of evidence-based behaviour change theory and techniques in supporting sustainable movement behaviour change*	Modified to remove 'select' and 'apply', and leave 'evaluate' only. This was based on feedback that applying and evaluating may be relevant only for some professions.
4. Understand the underlying mechanisms that influence physical activity and sedentary behaviour (e.g. exercise physiology, biomechanics, functional anatomy, pathology, ageing, psychology)	9.5	2.5	1.25	Low	*	
5. Demonstrate knowledge of local, national, and international movement behaviour guidelines across different populations	10	2.25	1.125	Low		
6. Define and explain the different types of movement behaviour (e.g. physical activity, physical activity intensity, and sedentary behaviour)	10	1.25	0.625	Moderate	*	
7. Describe concepts related to individualised physical activity prescription and programming	9	2	1	Moderate	*	
8. Demonstrate an understanding of both the independent and combined effects of total physical activity and sedentary time on health	9	2	1	Moderate		On revision by team, modified to “ Understands both the independent and combined effects of total physical activity and sedentary time on health”
9. Select, administer and interpret measures relevant to movement behaviour	8	3	1.5	Low	Removed	On revision of feedback from participants and the steering committee, combined with #14
10. Demonstrate reflective practice in the context of movement behaviour change as part of continuing professional development	9	2.5	1.125	Low	*	
11. Understand and integrate technology to effectively support movement behaviour change	8	2	1	Moderate	Understand and integrate technology to effectively support movement behaviour change (for example, telehealth and remote monitoring, mobile apps and e-Health interventions)	Examples added
12. Use effective communication strategies to build therapeutic rapport and facilitate movement behaviour change	10	1	0.5	High		

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13. Recognise how the health professional's own movement behaviours can influence their engagement with movement behaviour change delivery	9.5	2.5	1.125	Low		
14. Apply knowledge of contemporary measurement tools of movement behaviours and their trade offs	8	3	1.5	Low	Select, administer and interpret contemporary measurement tools of movement behaviours and their relevant strengths and weaknesses (such as self-report questionnaires, device-based monitors and consumer wearables)	Combined with #9, examples added
15. Explain the importance of physical activity and sedentary behaviour in the public health context	10	2	1	Moderate		
16. Recognise the multifactorial determinants of movement behaviours	9.5	2	1	Moderate	Recognise the multifactorial determinants of movement behaviours (for example, social, behavioural or cultural influences on a person's movement behaviours)	Examples added
17. Consider the common barriers and facilitators to movement behaviours (including sociocultural, biomedical, environmental and behavioural factors)	10	2.5	1.125	Low		
18. Use person-centred approaches to facilitate shared decision making in movement behaviour change support	10	1	0.5	High		
19. Deliver movement behaviour change that is tailored to individual needs and preferences	10	1.25	0.625	Moderate	Deliver individual level movement behaviour change advice that is tailored to personal needs and preferences	Noted that not all behaviour change support needs to be tailored (e.g., on a public health level). Modified to indicate this competency is at the individual level
20. Recognise that all health professionals have an important role in supporting movement behaviour change	10.5	2	1	Moderate		
21. Take ownership over their role in the promotion of movement behaviour change	10	2	1	Moderate		
22. Support individuals to optimise movement behaviours through effective interprofessional collaboration	10	1.25	0.625	Moderate		
23. Apply processes for documenting movement behaviours to facilitate communication between health professionals and improve continuity of care	9	2.5	1.125	Low	*	
24. Recognise organisational barriers and facilitators to individual health professionals' provision of movement behaviour change	8	3	1.5	Low		
25. Contribute to and promote a positive movement behaviour change culture that supports its sustainable integration into wider clinical practice	9	2	1	Moderate	*	
26. Advocate for movement behaviour change as a priority area for clinicians, individuals (e.g. patients, clients), and organisations	9.5	2	1	Moderate	*	

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27. Advocate for organisational support to facilitate the provision of movement behaviour change support	9	2	1	Moderate	*	
28. Deliver movement behaviour change support that is consistent with public health policy and campaigns	9.5	2	1	Moderate	*	
29. Adapt service provision of movement behaviour change support according to the resources available (for example, equipment, staffing, physical space, and time) within different settings	9	2	1	Moderate	*	
30. Practice effective time management to deliver movement behaviour change support efficiently	9	2	1	Moderate	*	
31. Apply knowledge of local movement behaviour change support schemes and their referral processes	9	2	1	Moderate		
32. Facilitate systems to optimise continuity of care and individual follow up in respect to movement behaviour change support	9	2	1	Moderate	*	

Notes:

Highlighted cells denote competencies with modifications made

* Denotes qualitative feedback indicated this competency may only be relevant for some professions and/or levels of experience

^aIQR = Interquartile range (Q3 – Q1)

^bQD = Quartile deviation (Q3-Q1/2)

^cLevel of consensus determined by calculating quartile deviation (QD) using the formula $Q3 - Q1/2$, and categorising level of consensus as high ($QD \leq 0.5$), moderate (0.5 -1.0) or low (> 1.0)

^dLeft blank where no modifications made, bolded text indicates added text since round 2