



**CIMSPA PROFESSIONAL STANDARD:
POPULATION SPECIALISM**

Working with Girls and Women

(FULL STANDARD)

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CIMSPA PROFESSIONAL STANDARD: POPULATION SPECIALISM

Working with Women and Girls

Overview

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ABOUT THIS STANDARD

This document is a CIMSPA Professional Standard: Population Specialism (full version).

This full version of the standard is available to CIMSPA awarding organisation, training provider, higher education and further education partners.

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1. Overview

Professional Standard: Population Specialism Working with Girls and Women

This Professional Standard: Population Specialism, Working with Girls and Women outlines the essential knowledge and skills that are needed to meet the requirements of the sector minimum deployment standards.

Note: “Professional Standard: Population Specialism” will be abbreviated throughout this document to “Population Specialism”; the reader should understand this abbreviation as the full title.

This full version of this standard is available to CIMSPA awarding organisation, skills development, higher education and further education partners. It provides guidance for the development of education products that will be endorsed by CIMSPA.

The Working with Girls and Women Population Specialism covers job roles that sit within the sport and physical activity sector as part of all industries.

This CIMSPA Population Specialism allows you to demonstrate your expertise in working with girls and women in a sport and physical activity setting.

This Population Specialism can be used as follows:

1. Combined with an occupation standard to form an educational product: e.g., Occupation: Coach; Population Specialism: Working with Girls and Women.
2. Combined with occupation standards and additional specialism(s) to form an education product: e.g., Occupation: Coach; Environment Specialism: Working in the School Environment (Out of Curriculum); Population Specialism: Working with Girls; OR Occupation: Personal Trainer; Population: Women and Girls; Technical expertise: Pre and Post Natal.
3. As a standalone product that can be completed as continuing professional development: e.g., a personal trainer who wants to develop better knowledge for their female clients.
4. This standard should not be used in lieu of other population specialist standards that apply to women and girls. For example, where appropriate, it should be combined with another standard, such as ‘Working with Antenatal and Postnatal clients’.

Endorsed qualification logo

Qualifications that meet the requirements of this CIMSPA Professional Standard will display this official CIMSPA endorsement logo.



2. Scope of the Working with Girls and Women Professional Standard: Population Specialism

This Population Specialism supports an individual who is working with natal women and girls, namely people who are biologically of the female sex, that is people with XX chromosomes. Some aspects of this standard will be relevant to trans boys or trans men if they have not had hormonal or surgical interventions.

Individuals that meet this standard will:

UNDERSTAND:

- Have the knowledge to support girls and women's wellbeing and performance through the lens of female anatomy, physiology, psychology, and behaviour.

HAVE DEMONSTRATED:

- Have demonstrated the ability to support girls and women's wellbeing and performance through the lens of female anatomy, physiology, psychology, and behaviour.

Activities could include:

- Coaching girls or women to develop good movement patterns.
- Instructing girls and women in relation to, and with consideration of, their age and life stage.
- Delivering sport or fitness activities within the psychosocial context of a girls or women's life.
- Be comfortable having conversations with girls and women about topics related to female bodies in sport.
- Knowing what's normal and what's not in women's health, and clearly and appropriately signposting girls and women who require additional guidance.

This Professional Standard outlines the population specialism's knowledge and skills.

3. Summary of knowledge and skills

Working with Girls and Women

| Topic | Knowledge and understanding | Skills |
|--|--|---|
| The rights of girls and women and their access to sport and physical activity | <ul style="list-style-type: none"> Understand the relevant UN guidelines from the UN women's strategic plan. | <ul style="list-style-type: none"> Act in accordance with the relevant UN guidelines when delivering sport and or physical activity activities with girls and women. |
| | <ul style="list-style-type: none"> Understand the relevant UN guidelines on access to sport and physical activity. | <ul style="list-style-type: none"> Provide all girls and women with inclusive and equal opportunities to enjoy sport and physical activity. |
| | <ul style="list-style-type: none"> Understand the relevant Transgender Policies in Sport and Physical Activity. Know why an understanding of sex and gender in sport and physical activity is important. | <ul style="list-style-type: none"> Provide all girls and women with safe and fair opportunities to enjoy sport and physical activity. Act in accordance with transgender policies in sport and physical activity. |
| Safe and inclusive practice when working with girls and women | <ul style="list-style-type: none"> Know how to recognise inequalities in the provision of sport and physical activity. | <ul style="list-style-type: none"> Ensure a safe environment for girls and women doing sport and physical activity. |
| | <ul style="list-style-type: none"> Understand professional boundaries when working with girls and women. | <ul style="list-style-type: none"> Ensure a personally safe environment for girls and women doing sport and physical activity. |
| | <ul style="list-style-type: none"> Know what components which make up an emotionally and physically safe environment for girls and women. | <ul style="list-style-type: none"> Act within your scope of practice and follow relevant codes of practice. |
| | <ul style="list-style-type: none"> Understand the reasons for supporting inclusive activity. Know how to make an environment inclusive. | <ul style="list-style-type: none"> Ensure inclusive environments for girls and women to participate in sport and physical activity. Ensure equal opportunities within sport and physical activity. |
| | <ul style="list-style-type: none"> Understand when, where and how to appropriately challenge when behaviours or environments are not inclusive. | <ul style="list-style-type: none"> Maintain appropriate professional and personal standards in coaching practice and follow the relevant codes of practice. |

| Topic | Knowledge and understanding | Skills |
|-----------------------------------|---|--|
| Female Specific Physiology | <ul style="list-style-type: none"> • Knowledge and understanding of the physiology and anatomy of girls and women's bodies throughout their lives, including: <ul style="list-style-type: none"> • The menstrual cycle: Sex hormones and their role in health and fitness, and how they change across the lifespan. • Periods: Managing periods in sport and physical activity Risks associated with heavy periods • Hormonal contraceptive: Prevalence of use and its impact on physiology and psychology • Pelvic floor health: Factors associated with health and dysfunction • Breast support: The impact of breast movement during exercise and sport Factors important for appropriate breast support in sport and exercise • Body composition: Sex specific factors associated with body composition. Age -related changes in body composition | <ul style="list-style-type: none"> • Plan and adapt physical activity and sport delivery appropriately • Promote a psychologically safe environment for girls and women doing sport and physical activity to discuss female specific anatomy and physiology. • Provide and offer sign posting to support girls and women who require additional guidance. |

| Topic | Knowledge and understanding | Skills |
|---------------------------------------|---|--|
| | <ul style="list-style-type: none"> • Knowledge and understanding of the psychosocial factors which negatively influence the experiences of girls and women in sport and physical activity across their lives, including: <ul style="list-style-type: none"> – Gender stereotyping – Misogyny – Sexism – Media and social media | <ul style="list-style-type: none"> • Demonstrate an awareness and proactivity to remove the psychosocial barriers that impact the experiences of girls and women in sport and physical activity. |
| | <ul style="list-style-type: none"> • Knowledge and understanding of the psychosocial factors which influence participation, enjoyment and performance of girls and women in sport and physical activity (as outlined for example, in 'Reframing Sport for Teenage Girls, <i>Women in Sport, 2019</i>). | <ul style="list-style-type: none"> • Demonstrate an ability to adapt practice that recognises and optimises the psychosocial experiences of girls and women in physical activity and sport. |
| Life Stages of Girls and Women | <ul style="list-style-type: none"> • Knowledge and understanding of the life stages (puberty / young adulthood / perimenopause, and post menopause) a girl and woman can go through and it's physical, emotional, and social impact. • Knowledge, understanding and skills to support women during the pregnancy and postnatal life stage should come from the Level 3 'Working with Antenatal and Postnatal Clients' CIMSPA standard | <ul style="list-style-type: none"> • Demonstrate an ability to adapt practice that considers the life stages of girls and women in sport and physical activity. • Understand a range of delivery methods to support girls and women to stay active based on their needs and motivations at different life stages. • Provide and offer sign posting to support girls and women who require additional life stage specific support. |

| Topic | Knowledge and understanding | Skills |
|--|--|--|
| External factors influencing participation in sport and physical activity | <ul style="list-style-type: none"> • Understanding the range of female specific factors that influence participation and performance in sport and physical activity, including: <ul style="list-style-type: none"> • Childcare • Equipment • Societal and Cultural • Confidence • Kit and clothing • Belonging • Facilities • Finances • Body confidence • Accessibility | <ul style="list-style-type: none"> • Design and adapt sport and physical activity which considers the factors that influence girls and women's motivations and ability to take part in sport and physical activity. |
| Creating a Positive Environment | <ul style="list-style-type: none"> • Knowledge of methods to engage girls and women in a group, team or individually which will sufficiently challenge and offer opportunities to be successful. | <ul style="list-style-type: none"> • Lead sessions that engage and motivate all girls and women. • Consistently maintain and develop an environment that focusses on the physical and emotional health of girls and women. • Utilise imagery and marketing or promotional communication that represents the diversity of women and their lifestyles. • Use positive and non-patronising language. In a training setting an example would be to use the word 'modification' rather than 'regression / progression' when referring to forms of the same exercise. • Inclusive environments • Develop an awareness of the power dynamic between coach and athlete and the potential lifelong impact this could have. • Deal with conflict in a non-sexist, non-derogatory way. |

| Topic | Knowledge and understanding | Skills |
|---|---|--|
| | <ul style="list-style-type: none"> • Knowledge of how to create an environment that promotes body literacy and body confidence. | <ul style="list-style-type: none"> • Develop ways of communicating positively about female specific topics. • Provide kit and equipment which encourages girls and women to participate and perform in sport and physical activity. |
| Duty of Care to Girls and Women | <ul style="list-style-type: none"> • Understand the current evidence and guidance on Relative Energy Deficiency in Sport (RED-S), e.g., IOC Consensus Statement • Understand the sex-specific injury risks in girls and women in sport and physical activity. | <ul style="list-style-type: none"> • Know how to recognise the signs and symptoms of RED-S. • Know where to signpost for support and know what care to expect. • Create and deliver programmes to promote injury resilience in girls and women. • Demonstrate an ability to recognise concussion in girls and women and adapt care and support appropriately. |
| Duty of Care to Girls and Women Cont... | <ul style="list-style-type: none"> • Knowledge of the potential risk to short- and long-term health of sport and physical activity at each life stage. • Awareness of safeguarding procedures appropriate to their job role or where appropriate, the ability to implement sufficient safeguarding procedures that are necessary to safeguard and protect girls and women e.g. The 3 R's (Recognise, Respond, Report): Refer to Safeguarding professional standard. | <ul style="list-style-type: none"> • Create an environment which promotes healthy relationships with food, bodies, sport and physical activity across a girls and woman's life. • Able to recognise potential indicators of abuse and poor practice. • Able to respond to these indicators and seek advice and support when required. • Applies organisational procedures to report safeguarding issues and ensure the protection of girls and women |
| Working with a team of Girls and Women Specialists | <ul style="list-style-type: none"> • Understand the roles of girls and women's specialists specific to the needs of girls and women across their lives. E.g., GP's, pelvic health physiotherapists, dieticians. • Knowledge of the skills required and parameters of each role and how to access them in line with professional responsibility. | <ul style="list-style-type: none"> • Demonstrate an ability to use a team appropriately to provide support to girls and women in sport and physical activity. • Demonstrate diligence in creating reliable referral pathways through to these roles. |

| Topic | Knowledge and understanding | Skills |
|---|--|---|
| Professional practice when working with girls and women. | <ul style="list-style-type: none"> Recognise good practice in the industry when working with girls and women through professional ethics, values and appropriate legislation and policies – such as the Gender Equality Road Map and the Women’s Health Strategy. | <ul style="list-style-type: none"> Ability to adapt delivery style and personal behaviours to meet the needs, motivation, and context of girls in and women in sport and physical activity |
| | <ul style="list-style-type: none"> Know how to continue to develop knowledge and skills relating to working with girls and women. | <ul style="list-style-type: none"> Display professional conduct at all times. |
| | <ul style="list-style-type: none"> Understand the importance of being a positive role model to girls and women. | <ul style="list-style-type: none"> Demonstrate positive behaviours, and in terms of equity, equality and demonstrate advocacy and allyship. |

4. Product development guidance

This section is aimed at organisations developing formal educational products mapping to this Population Specialism. The guidance should be considered in the development of all educational products seeking CIMSPA endorsement.

The CIMSPA Professional Development Board (PDB) has agreed any of the formal educational products listed in the table below can be developed for the Population Specialism, Working with Girls and Women. Where evidence that all elements of the Population Specialism are included, CIMSPA endorsement can be sought.

| Educational product | Mapping requirements | Professional Standard Population Specialism achieved on attainment? |
|------------------------------------|-----------------------------|--|
| Regulated vocational qualification | Fully mapped | YES |
| Apprenticeship programme | Fully mapped | YES |
| HE programme/modules | Fully mapped | YES |
| CPD programme/modules | Partially mapped | NO |

All formal educational products that are seeking CIMSPA endorsement must be submitted to CIMSPA and should include all elements outlined in the Population Specialism and assessed in line with the intention of the standard.

Education providers seeking CIMSPA endorsement for a product against this Population Specialism are asked to consider the following:

- a) They determine and justify the level of the product they have developed, in line with regulator guidance. To ensure parity, the level for all educational products that fully map to this Professional Standard should be the same.

The level assigned is determined by leading awarding organisations currently offering qualifications in the sector in which this specialism resides.

This is not a first-to-post exercise but one in which education providers are invited to submit their levelled units/full qualification for review as part of the CIMSPA endorsement process.

Once agreed by CIMSPA, all subsequent fully mapped educational products must conform to the level set for this Population Specialism.

Level descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at a given level and it should be ensured that educational products fully mapping to this Population Specialism are a 'best-fit' for the level assigned.

- b) They determine the total qualification time for the qualification/unit and outline the minimum requirements for practical assessment.

When working with girls and women, sufficient time between the first session and final assessment needs to be allowed to show improvements in the participant's skill development, lifestyle, health, and fitness dependent on the goals identified. For example, to show behaviour change a plan to cover a 12-

week period of delivery with a minimum of assessed evidence of six sessions of 30 minutes duration is advised.

- c) Their quality assurance meets the appropriate regulator's guidance, including: internal and external quality assurance, staffing requirements and assessment generation and evidence.

5. Learning and development requirements (LDRs)

The LDRs outline the key areas of learning and assessment that should be contained within any educational product seeking CIMSPA endorsement against a Professional Standard. There are 9 key areas of learning and development for the Population Specialism: Working with Girls and Women, of which all areas are interconnected and mandatory. The key areas are:

1. The rights of girls and women and their access to sport and physical activity
2. Safe and inclusive practice when working with girls and women
3. Life Stages of Girls and Women
4. Female Specific Physiology
5. External factors influencing participation in sport and physical activity
6. Creating a Positive Environment for Girls and Women in sport and physical activity
7. Duty of Care to Girls and Women
8. Working with a team of Girls and Women Specialists
9. Professional practice when working with girls and women

N.B. Examples (e.g.) are given within the LDRs to provide an overview of the knowledge and skills most relevant to this population specialism. 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.

1. The rights of girls and women and their access to sport and physical activity

| Ref | Knowledge and understanding: | Those Working with Girls and Women must: |
|------|---|---|
| K1.1 | UN women's strategic plan (UNWSP) and UN guidelines on access to sport and physical activity. | <ul style="list-style-type: none"> Identify the components of the UNWSP, including the right to: <ul style="list-style-type: none"> Good health and wellbeing Quality Education Gender equality Reduced inequalities Describe the application of the UNWSP in sport and physical activity. Describe the importance of providing inclusive practice. Identify the elements of an inclusive environment. |
| K1.2 | Transgender Policies in Sport and Physical Activity | <ul style="list-style-type: none"> Describe the application of transgender policies in sport and physical activity. |
| Ref | Skills: | Those Working with Girls and Women must be able to: |
| S1.1 | | <ul style="list-style-type: none"> Act in accordance with the relevant UN guidelines when delivering sport and or physical activity activities with girls and women. |

2. Safe and inclusive practice when working with girls and women

| Ref | Knowledge and understanding: | Those Working with Girls and Women must: |
|------|--|--|
| K2.1 | Recognise inequalities in the provision of sport and physical activity | <ul style="list-style-type: none"> Identify ways in which to address inequalities in sport and physical activity provision e.g., ensuring female, not unisex kit; female changing facilities; provision of equal quality facilities or coaching. Identify ways in which to achieve gender equity within your sport and physical activity setting. Identify any cultural, epidemiological and / or socioeconomic factors related to girls and women, e.g., religious, or cultural taboo's, intersectionality, the roles and responsibilities of women, working patterns. |

| | | |
|-------------|--|--|
| K2.2 | Professional boundaries when working with girls and women | <ul style="list-style-type: none"> • Describe the professional boundaries required when working with girls and women, e.g., how to talk about topics such as periods and sports bras in an appropriate and supportive way. • Describe how coaching behaviours, language and tone of voice can impact participation, enjoyment and development of girls and women in sport and physical activity. • Identify your scope of practise and what issues would fall outside of that, specifically related to girls and women, e.g., fitting a sports bra, investigating pelvic floor dysfunction, exercise programming and/or delivery for pregnant or postnatal women; rehabilitation of injuries; or dealing with an eating disorder, may extend beyond your scope of practise. |
| K2.3 | The components which comprise a safe environment for girls and women | <ul style="list-style-type: none"> • Identify what is a safe environment for girls and women. • Detail the process for challenging when environments are deemed unsafe. |
| K2.4 | The components which comprise an inclusive environment for girls and women | <ul style="list-style-type: none"> • Describe the importance of providing inclusive practise. • Identify the elements of an inclusive environment. |
| K2.5 | Know how to challenge poor practise or behaviour | <ul style="list-style-type: none"> • Detail the process for challenging when practice and / or activities are deemed inappropriate or unsafe for women and girls. |
| Ref | Skills: | Those Working with Girls and Women must be able to: |
| S2.1 | | <ul style="list-style-type: none"> • Provide an inclusive and safe sport and physical activity environment for girls and women. • Demonstrate delivery of inclusive activities for girls and women. • Adhere to appropriate procedures and professional standards. |

3. Female Specific Physiology

| Ref | Knowledge and understanding: | Those Working with Girls and Women must: |
|------|---|--|
| K3.1 | Knowledge and understanding of the physiology and anatomy of girls and women's bodies throughout their lives | <ul style="list-style-type: none">• Identify the physiological, anatomical, and biomechanical elements that happen exclusively in a female body, or differently in a female body compared to a male body, and why these are important in the context of sport and physical activity. For example:<ul style="list-style-type: none">• Understand the impact of the menstrual cycle on how women feel physically and emotionally, and how this can influence participation and performance in sport and exercise.• Describe the challenges of managing periods in sport and how you might best support girls and women within the scope of your role.:• Understand why knowing if a girl or woman is using hormonal contraceptives is important as a coach, practitioner or trainer Describe how to identify pelvic floor dysfunction and how to ensure that pelvic floor health is protected and preserved in training regimes and sports performance• Understand the importance of breast support in sport and exercise, and how best to advise girls and women about breast support within the scope of your role in sport and exercise. |
| K3.2 | Knowledge and understanding of the psychological and psychosocial factors which negatively influence the experiences of girls and women in sport and physical activity across their lives | <ul style="list-style-type: none">• Describe how psychological factors such as fear of judgment, body confidence, self-esteem, perfectionism, stress and overwhelm impact women and girls participation in, and experience of sport and physical activity.• Describe how psychosocial factors such as gender stereotyping, misogyny, sexism, media and social media impact the experience of girls and women in sport and physical activity. |

| Ref | Skills: | Those Working with Girls and Women must be able to: |
|------|---------|--|
| S3.1 | | <ul style="list-style-type: none"> • Design and deliver activities that honor female physiology • Design approaches that accommodate sex differences in adaptation responses, where appropriate (e.g. heat or altitude acclimation, strength training programming, fasted training) • Promote a psychologically safe environment for girls and women doing sport and physical activity to discuss female specific anatomy and physiology. • Provide and offer sign posting to support girls and women who require additional guidance. |
| S3.2 | | <ul style="list-style-type: none"> • Demonstrate an awareness and proactivity to remove the psychosocial barriers that impact the experiences of girls and women in sport and physical activity. |

4. Life Stages of girls and women

| Ref | Knowledge and understanding: | Those Working with Girls and Women must: |
|------|--|--|
| K4.1 | The life stages (puberty, pre/post natal / perimenopause and post menopause) a girl and woman can go through and their physical, emotional and social impact | <ul style="list-style-type: none"> • Describe the inevitable and potential life stages of a woman through different domains. E.g. physical, social, emotional, and cognitive. • Identify the relationship between the different domains. • Recognize the need for further specialist knowledge, understanding and skills when working with pregnant and postnatal women, which should be developed through training which is mapped to the Level 3 'Working with Antenatal and Postnatal Clients' CIMSPA standard |
| K4.2 | The physiology and anatomy of girls and women's bodies throughout their lives. | <ul style="list-style-type: none"> • Describe sex-specific endocrine (hormonal) changes that occur across life stages and how they influence physiological systems, psychology and mental wellbeing in girls and women. • Describe the intersecting sex- and age- specific factors which influence body composition in girls and women. • Describe how you would translate knowledge of the life stage specific physiology into practise. |

| | | |
|-------------|--|--|
| K4.3 | The psychosocial experience of girls and women in sport and physical activity across their lives | <ul style="list-style-type: none"> Describe the life-stage specific psychosocial experiences of girls and women and how they influence motivation and ability in sport and physical activity. |
|-------------|--|--|

| Ref | Skills: | Those Working with Girls and Women must be able to: |
|-------------|----------------|--|
| S4.1 | | <ul style="list-style-type: none"> Plan activities that are relevant for the life stage of girls and women, and across all domains (physical, social, emotional, and cognitive) Adapt your delivery to support the lived experience of girls and women to allow them to participate or perform |

5. External factors influencing participation in sport and physical activity

| Ref | Knowledge and understanding: | Those Working with Girls and Women must: |
|-------------|--|--|
| K5.1 | The range of female specific factors that influence participation and performance in sport and physical activity | <ul style="list-style-type: none"> Describe the range of female specific factors that influence participation and performance in sport and physical activity, and how they might impact participation and performance in sport and physical activity for girls and women. Including: <ul style="list-style-type: none"> Childcare Equipment Kit and clothing (e.g. teamwear, issued uniforms, apparel design) Facilities Finances Body confidence Belonging Societal and Cultural Accessibility |

| Ref | Skills: | Those Working with Girls and Women must be able to: |
|-------------|----------------|---|
| S5.1 | | <ul style="list-style-type: none"> Adapt and deliver sport and physical activity which considers the factors that influence girls and women's motivations and ability to take part in sport and physical activity. |

6. Creating a positive environment

| Ref | Knowledge and understanding: | Those Working with Girls and Women must: |
|------|---|--|
| K6.1 | Methods to engage girls and women in a group, team or individually which sufficiently challenge and offer opportunities to be successful. | <ul style="list-style-type: none"> Describe the elements of sessions that will engage and motivate all girls and women, across the life stages, including coaching behaviours, tone, language, imagery, equipment, communication styles and exercise modifications Describe how to create an environment that focusses on the physical and emotional health of girls and women. |
| K6.2 | Reflect and explore your own and others attitudes and beliefs around girls and women. | <ul style="list-style-type: none"> Define the potential power dynamic between coach and athlete and the potential impact this could have on the physical and emotional health of girls and women. Give examples of potential sexist behaviour which could create a negative experience for girls and women in sport and physical activity. Describe how you could respond to sexism within your sport or physical activity environment. |
| K6.3 | How to create an environment that promotes body literacy and body confidence. | <ul style="list-style-type: none"> Describe ways of communicating positively about female specific topics, e.g., pelvic health, menstrual cycle, weight management. Describe what kit and equipment would encourage girls and women to participate and perform in sport and physical activity, e.g., not having white shorts, kit that fits female bodies, caught short period products, sports bra's, period underwear, swimming costumes. |
| Ref | Skills: | Those Working with Girls and Women must be able to: |
| S6.1 | | <ul style="list-style-type: none"> Lead sessions that engage and motivate all girls and women. |
| S6.2 | | <ul style="list-style-type: none"> Demonstrate an ability to create an environment that focusses on the physical and emotional health of girls and women. Demonstrate reflective practise in relation to the way you work with girls and women. Demonstrate that you can deal with conflict in a non-sexist, non derogatory way. |
| S6.3 | | <ul style="list-style-type: none"> Demonstrate ways of communicating positively about female specific topics. Notice when kit and equipment impacts girls and women's ability to participate and perform in sport and physical activity. |

7. Duty of care to girls and women

| Ref | Knowledge and understanding: | Those Working with Girls and Women must: |
|------|--|---|
| K7.1 | The IOC consensus statement on Relative Energy Deficiency in Sport (RED-S). | <ul style="list-style-type: none">• Define RED-S and explain why it occurs.• Describe the signs and symptoms of RED-S• Describe how to support and rehabilitate girls and women with RED-S• Identify where to sign post for RED-S support and know what care to expect.• Describe factors which could increase the prevalence of RED-S in your sport and physical activity setting, e.g., weight monitoring practises, high training volumes, poor nutritional knowledge.• Evaluate the potential risks versus value of weight or body composition monitoring practises on the physical and emotional health of girls and women. |
| K7.2 | Female specific injury risks in girls and women in sport and physical activity. | <ul style="list-style-type: none">• Describe the female specific risk factors for injury.• Describe and deliver an evidence-based approach to injury resilience in girls and women, e.g., Multi component conditioning programs, FIFA 11+. |
| K7.3 | Concussion in girls and women. | <ul style="list-style-type: none">• Identify sex-specific risk factors for concussion.• Identify how to recognise concussion in girls and women.• Explain a sex-specific approach to rehabilitation and RTP from concussion in girls and women. |
| K7.4 | Potential risk to health of sport and physical activity at each life stage in girls and women. | <ul style="list-style-type: none">• Describe the elements of an environment which promotes healthy relationships with food, bodies, sport and physical activity across a girls and woman's life, e.g., practises around body composition monitoring, access to and judgement around nutrition, language around body shapes and size, diet trends and supplementation.• Describe the potential injury risk factors associated with a woman's life stages. |
| K7.5 | Reporting and recording safeguarding concerns | <ul style="list-style-type: none">• Describe the safeguarding procedures appropriate to their job role or where appropriate how to implement sufficient safeguarding procedures that are necessary in order to safeguard and protect girls and women. |

| Ref | Skills: | Those Working with Girls and Women must be able to: |
|------|---------|--|
| S7.1 | | <ul style="list-style-type: none"> • Demonstrate an ability to appropriately review menstrual health status in the girls and women in your care. • Demonstrate how to recognise the signs and symptoms of RED-S. • Demonstrate signposting for support and know what care to expect. |
| S7.2 | | <ul style="list-style-type: none"> • Plan and deliver programmes to promote injury resilience in girls and women. |
| S7.3 | | <ul style="list-style-type: none"> • Demonstrate an awareness of the risk of brain trauma in your sport or activity and adapt your practise accordingly. • Demonstrate an ability to recognise concussion in girls and women and adapt care and support appropriately. |
| S7.4 | | <ul style="list-style-type: none"> • Reflect on your behaviours and language which could impact healthy relationships with food, diet, eating behaviours and body confidence and sport and physical activity, across a girls and woman's life. • Able to recognise potential indicators of abuse and poor practice • Able to see advice and support when required |
| S7.5 | | <ul style="list-style-type: none"> • Able to apply organisational procedures around safeguarding and the protection of girls and women |

8. Working with a team of Girls and Women specialists

| Ref | Knowledge and understanding: | Those Working with Girls and Women must: |
|------|--|--|
| K8.1 | The roles of girls and women's specialists specific to the needs of girls and women across their lives. E.g., GP's, women's health physios, dieticians | <ul style="list-style-type: none"> • Identify appropriate practitioners and/or resources which support girls and women in sport and physical activity. • Describe how to identify credible and accurate sources of information regarding girls and women's health, wellbeing and performance in physical activity and sport. |

| | | |
|-------------|--|--|
| K8.2 | The skills required and parameters of each role and how to access them in line with professional responsibility. | <ul style="list-style-type: none"> Explain how you would develop reliable referral pathways through to these roles. |
|-------------|--|--|

| Ref | Skills: | Those Working with Girls and Women must be able to: |
|-------------|----------------|--|
| S8.1 | | <ul style="list-style-type: none"> Demonstrate an ability to use a team appropriately to provide support to girls and women in sport and physical activity. |
| S8.2 | | <ul style="list-style-type: none"> Demonstrate diligence in creating reliable referral pathways through to these roles. |

9. Professional practice when working with girls and women

| Ref | Knowledge and understanding: | Those Working with Girls and Women must: |
|-------------|---|--|
| K9.1 | Recognising good practice in the industry when working with girls and women through professional ethics, values and appropriate legislation and policies – such as the gender equality road map and the women’s health strategy | <ul style="list-style-type: none"> Describe how you would adapt delivery style and personal behaviours to meet the needs, motivation and context of girls and women in sport and physical activity. |
| K9.2 | Continuing professional development relating to working with girls and women. | <ul style="list-style-type: none"> Explain the need for continued personal development related to working with girls and women, and where you would find it. |
| K9.3 | The importance of being a positive role model to girls and women. | <ul style="list-style-type: none"> Describe what actions and behaviours create positive role models for girls and women in sport and physical activity. |

| Ref | Skills: | Those Working with Girls and Women must be able to: |
|-------------|----------------|---|
| S9.1 | | <ul style="list-style-type: none"> Demonstrate adaptations in engagement to meet the needs motivations, and context of girls and women in sport and physical activity. |

S9.2

- Demonstrate continuing professional development relating to working with girls and women.

S9.3

- Demonstrate actions and behaviours create positive role models for girls and women in sport and physical activity
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6. Acknowledgements

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Members of the Girls and Women in Sport and Physical Activity Committee: