



**CIMSPA PROFESSIONAL STANDARD:  
ENVIRONMENT SPECIALISM**

# Working in the Community Environment

(FULL STANDARD)

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**EDITION:** V1.0

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**PUBLICATION DATE:** July 2019

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# CIMSPA PROFESSIONAL STANDARD: ENVIRONMENT SPECIALISM

## Working in the Community Environment

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### ABOUT THIS STANDARD

This document is a CIMSPA professional standard (full version).

**Published by:**

The Chartered Institute for the Management of Sport and Physical Activity  
Incorporated by Royal Charter  
Charity Registration Number: 1144545  
[www.cimspa.co.uk](http://www.cimspa.co.uk)

Publication date: July 2019  
Edition: V1.0

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FUNDED PARTNER

# 1. Overview

## **Professional Standard: Environment Specialism Working in the Community Environment**

This Professional Standard outlines the Environment Specialism of Working in the Community Environment and the essential knowledge and skills that are needed to meet the requirements of the sector minimum deployment standards.

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

The full version of this standard is available to CIMSPA education and employer partners. It provides guidance for the development of educational products that will be endorsed by CIMSPA.

The Working in a Community Environment Specialism covers job roles that sit within the physical activity sector as part of all industries.

This CIMSPA Environment Specialism allows you to demonstrate your expertise in working in the community environment.

### **This Professional Standard: Environment Specialism can be used as follows:**

1. Combined with an occupation standard to form an educational product: e.g. Occupation: Manager; Environment Specialism: Working in the Community Environment.
2. Combined with an occupation standard and additional specialism(s) to form an educational product: e.g. Occupation: Coach; Environment Specialism: Working in the Community Environment; Population Specialism: Working with Children.
3. As a standalone product that can be completed as continuing professional development: e.g. working in the community environment.

### **Endorsed qualification logo**

Qualifications that meet the requirements of this CIMSPA professional standard will display this official CIMSPA endorsement logo.



## 2. Scope of Working in the Community Environment

This Environment Specialism supports an individual who is working and engaging within the local community.

Individuals that meet this standard will:

### **UNDERSTAND:**

- The contextual background, needs, challenges and opportunities of the local community linked to sport, physical activity, health and well-being.
- The place or space including: legislation, where can you be active, community and leaders.
- The influencers within the area including: people, culture and customs.
- How to communicate, engage and facilitate individuals/groups to build trust and capacity within the local community.
- Empowering the community to develop programmes and activities.
- Understanding the network of organisations available for signposting and other support mechanisms.
- Reflecting the needs of the local community.

### **HAVE DEMONSTRATED:**

- A community-led approach.
- Contribution to the evaluation of the effectiveness of provision on the local community.
- A range of different approaches, tools and engagement in response to an area or challenge within the community.
- How to empathise with a range of different people and needs within the local community.
- An ability to facilitate and collaborate provision, to deliver a range of opportunities within the community.

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

### 3. Summary of knowledge and skills

#### Working in the Community Environment

Topic	Knowledge and understanding	Skills
<b>Understanding the community</b>	<ul style="list-style-type: none"><li>• The demographic of the area (different individuals and groups) within the local community.</li><li>• How to engage and build rapport with different groups to develop provision specific to their needs.</li><li>• The different benefits of lifestyle behaviour change for people and societies, for example drug and alcohol management, smoking cessation and healthy eating.</li></ul>	
<b>The community environment</b>	<ul style="list-style-type: none"><li>• The different community environments and the current provision available.</li><li>• Awareness of the key organisations (private, public, voluntary) within the local area that can support the development of sport, physical activity, health and wellbeing.</li><li>• The geographical make-up of the area and how this can be utilised to develop provision with the local community.</li><li>• The different networks in the local community: e.g. formal and informal.</li><li>• How to communicate, engage and utilise local networks to collaboratively support the local community.</li></ul>	
<b>Principles of behaviour change</b>	<ul style="list-style-type: none"><li>• How to influence people's attitude towards physical activity and health and wellbeing including group and community behaviour change: e.g a culture shift or behaviour change in group environment.</li><li>• How to identify potential barriers and perceived barriers that affect engagement and participation in physical activity.</li><li>• How to recognise different types of changes in motivation.</li></ul>	<ul style="list-style-type: none"><li>• Empathy with groups and individuals and their relationships with physical activity.</li><li>• Enable and motivate individuals and groups to engage with physical activity and behaviour change.</li></ul>

Topic	Knowledge and understanding	Skills
<b>Community engagement and activation</b>	<ul style="list-style-type: none"> <li>• Know what the community needs are to develop programmes that allow engagement within the local community that promotes sustainability and retention.</li> <li>• Know how to support long term community engagement in programmes that promote sustainable development.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a positive environment that attracts individuals/groups in the community.</li> <li>• Select and adapt appropriate activities to engage individuals/groups within the local community.</li> <li>• Reflect on own performance and projected sustainability of programmes using feedback received from other organisations and individuals/groups within local communities.</li> </ul>

## 4. Product development guidance

This section is aimed at organisations developing formal educational products mapping to this Environment 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 Environment Specialism, Working in the Community Environment. Where evidence that all elements of the Environment Specialism are included, CIMSPA endorsement can be sought.

<b>Educational product</b>	<b>Mapping requirements</b>	<b>Professional Standard Environment Specialism achieved on attainment?</b>
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 Environment Specialism and assessed in line with the intention of the standard.

Education providers seeking CIMSPA endorsement for a product against this Environment 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 Environment Specialism should be the same.

The level assigned is determined by leading awarding organisations currently offering qualifications in the sector in which the role 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 Environment 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 Environment Specialism are a 'best-fit' for the level assigned.

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

- c) They stipulate practical assessment must be conducted, where practically possible, in a real-world environment: for example, 'on the job' or at work. For someone Working in the Community Environment this could include club facilities, leisure centres, sports halls, swimming pools, outdoors, or other appropriate spaces.
- d) Where possible a practical end-point assessment is conducted with 'real participants'.

The use of peers for an end-point practical assessment is not deemed appropriate.



## 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 4 key areas of learning and development for an individual working in the Community Environment, of which all areas are interconnected and mandatory. The key areas are:

1. Understanding the community.
2. The community environment.
3. Principles of behaviour change.
4. Community engagement and activation.

N.B. Examples are given within the LDRs to provide an overview of the knowledge 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.

## 1. Understanding the community

Ref	Knowledge and understanding:	Those working in the community environment must:
K1.1	Customs and cultures	<ul style="list-style-type: none"> <li>• Know the importance of cultures and customs for individuals and groups.</li> <li>• Know how the cultures and customs impact on community liaison and cohesion.</li> </ul>
K1.2	Demographic of local area	<ul style="list-style-type: none"> <li>• Know how to research and use information gathered on the demographic of the population within the local community.</li> </ul>
K1.3	Structure and function	<ul style="list-style-type: none"> <li>• Know how local communities are structured and how they function.</li> </ul>
K1.4	Identity	<ul style="list-style-type: none"> <li>• Know how individuals identify themselves and the potential impact this has on participation within physical activity.</li> <li>• Know what subsequent actions to take as a result of the impact.</li> </ul>
K1.5	Protected characteristics	<ul style="list-style-type: none"> <li>• Know the different protected characteristics.</li> </ul>
K1.6	Engagement	<ul style="list-style-type: none"> <li>• Know how to engage with the individual through empathy.</li> <li>• Know how to communicate effectively to meet the specific needs of the individuals and groups within the local community.</li> </ul>
K1.7	Barriers	<ul style="list-style-type: none"> <li>• Know the barriers that stop individuals/groups within the local community from participating in sport, physical activity or health and well-being sessions/programmes.</li> </ul>
K1.8	Physical and mental well-being	<ul style="list-style-type: none"> <li>• The different benefits of being physically active and the affects that these have on the person sociologically, physically and psychologically.</li> <li>• Know the importance of leading a healthy lifestyle including, nutrition, sleep and alcohol.</li> <li>• The societal and economic benefits of a physically active and healthier nation.</li> <li>• Know where to signpost and refer to support mechanisms.</li> </ul>
K1.9	Build rapport	<ul style="list-style-type: none"> <li>• Know the importance of building relationships and connecting with the individuals and groups within local community and those who support them including:               <ul style="list-style-type: none"> <li>– Creating a connection.</li> <li>– Creating rapport.</li> <li>– Creating a positive and motivating environment.</li> </ul> </li> </ul>

## 2. The community environment

Ref	Knowledge and understanding:	Those working in the community environment must:
K2.1	Local community area	<ul style="list-style-type: none"><li>• Understand the different community environments that can be used to assist in the delivery of sport and physical activity sessions, above and beyond traditional or dedicated sports facilities such as sports halls and playing fields.</li><li>• Understand the geography of your local community – housing estates, schools, green spaces, civic spaces, retail and industrial areas.</li><li>• Understand ‘territories’ and physical barriers, which influence how different parts of the community move and/or relate to each other e.g. rivers and major roads.</li></ul>
K2.2	Current provision	<ul style="list-style-type: none"><li>• Know about the existing provision within a local community: e.g. location, whether it is fit-for-purpose and the accessibility provisions available.</li><li>• Know how to work with clubs, local authorities’ other organisations within the local community.</li><li>• Understand key socialising hot spots within the local area.</li><li>• Know the current gaps in provision based on articulated needs.</li></ul>
K2.3	Movement	<ul style="list-style-type: none"><li>• Know how individuals within the local area travel around the community: e.g. bus, car or walking.</li></ul>
K2.4	Key contacts	<ul style="list-style-type: none"><li>• Know how to access information on key contacts within local area.</li><li>• Know who the key local influencers are within the local community and how to contact them.</li></ul>
K2.5	Networks	<ul style="list-style-type: none"><li>• Know the different networks in the local community: e.g. formal and informal.</li><li>• Know how to communicate, engage and utilise local networks to collaboratively support the local community.</li></ul>

### 3. Principles of behaviour change

Ref	Knowledge and understanding:	Those working in the community environment must:
K3.1	Behaviour change	<ul style="list-style-type: none"><li>• Know how to influence people's attitude towards sport and physical activity, health and well-being.</li><li>• Know how to support behaviour change in individuals.</li><li>• Know how to influence culture for behaviour change.</li></ul>
K3.2	Community's behaviours	<ul style="list-style-type: none"><li>• Know how to recognise community's normal behaviour.</li></ul>
K3.3	Barriers	<ul style="list-style-type: none"><li>• Know the potential and perceived barriers that may hinder an individual/groups participation within physical activity.</li><li>• Know the perceived barriers to include personal, social and structural.</li></ul>
K3.4	Promotion of long-term change	<ul style="list-style-type: none"><li>• Know how to recognise different types of change and motivation.</li><li>• Know the importance of how to listen to individuals/groups to understand their motivations.</li><li>• Know how an individual/group/community can be motivated to take part in sport and physical activity, health and well-being programmes.</li></ul>
K3.5	Motivation	<ul style="list-style-type: none"><li>• Know the motivation for individuals, groups and communities within the local area.</li></ul>
Ref	Skills:	Those Working in the community environment must be able to:
S3.1	Motivation	<ul style="list-style-type: none"><li>• Use different methods of motivation to encourage participant engagement with the activity being delivered.</li></ul>

## 4. Community engagement and activation

Ref	Knowledge and understanding:	Those working in the community environment must:
K4.1	Community needs	<ul style="list-style-type: none"> <li>Know how to reflect on the community's needs.</li> </ul>
K4.2	Communication	<ul style="list-style-type: none"> <li>Know the importance of adapting communication methods to meet the needs of the individuals' and groups' within the local community.</li> </ul>
K4.3	Positive change	<ul style="list-style-type: none"> <li>Know how to promote positive change within the local community with the use of sport, physical activity or health and wellbeing delivery.</li> </ul>
K4.4	Programmes	<ul style="list-style-type: none"> <li>Know how to consult with the local community to develop sustainable programmes to meet individuals' and groups' needs.</li> <li>Know how to engage, facilitate and deliver appropriate activities and programmes relating to sport, physical activity or health and well-being interventions.</li> </ul>
K4.5	Working with others	<ul style="list-style-type: none"> <li>Know how to engage with individuals and groups to encourage capacity building and empowerment within the local community.</li> <li>Know how to work within the community to develop sustainability and retention.</li> </ul>
K4.6	Feedback/reflection	<ul style="list-style-type: none"> <li>Identify opportunities to collate and use feedback from individuals/groups regarding the activities or programmes delivered.</li> <li>Identify how to use feedback from the individuals and groups to promote motivation, sustainability and retention.</li> </ul>
Ref	Skills:	Those Working in the community environment must be able to:
S4.1	Engagement	<ul style="list-style-type: none"> <li>Demonstrate a variety of communication skills: e.g. digital, written and oral.</li> </ul>
S4.2	Consult and plan	<ul style="list-style-type: none"> <li>Consult with individuals/groups within the local community to plan an appropriate sport, physical activity or health and well-being programme.</li> </ul>
S4.3	Application	<ul style="list-style-type: none"> <li>Demonstrate how an activity session or programme of activity meets the needs of the local community: e.g. structure, pricing, approach and timing.</li> <li>Demonstrate the ability to adapt activities or the programme to meet individuals or group needs at that time: e.g. personal, social and structural.</li> </ul>
S4.4	Reflect	<ul style="list-style-type: none"> <li>Reflect on own performance.</li> <li>Reflect on projected sustainability of the programme using feedback received from other organisation and individuals/groups within local communities.</li> </ul>

## 6. Acknowledgements

CIMSPA would like to thank the following individuals and organisations for contributing to the development of this standard.

### **Members of the Working in the Community Sport Environment Professional Development Committee:**

- Rosie Benson: Sport England (CIMSPA sector partner)
- Niall Judge: Sport England (CIMSPA sector partner)
- Hannah Crane: Streetgames (CIMSPA employer partner)
- Katherine Robinson: Sport Structures (CIMSPA employer partner)
- Richard Baker: Safety Training Awards (CIMSPA awarding organisation partner)
- Allison Bagshaw: YMCA (CIMSPA awarding organisation partner)
- Ben Jackson: Active IQ (CIMSPA awarding organisation partner)
- Stefan Lawrence: Newman University, Birmingham (CIMSPA higher education partner)
- Ollie Holt: UK Coaching (CIMSPA employer partner)
- Bethan Daniel-Thomas: 1st4sport (CIMSPA awarding organisation partner)
- Anthony Crozier: Future Fit Training (CIMSPA training provider partner)
- Elizabeth Lewis: Cardiff Metropolitan University (CIMSPA higher education partner)
- Ashleigh Ahlquist: Nuffield Health (CIMSPA employer partner)